

STRATEGIC SCHOOL PROFILE 2011-12**Newington School District**

WILLIAM COLLINS, Superintendent

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Newington,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 29,306

1990-2000 Population Growth: 0.3%

Number of Public Schools: 7

Per Capita Income in 2000: \$26,881

Percent of Adults without a High School Diploma in 2000*: 14.7%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.0%

District Enrollment as % of Estimated. Student Population: 96.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 4,340
 5-Year Enrollment Change -5.5%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	778	17.9	15.7	35.2
K-12 Students Who Are Not Fluent in English	153	3.6	2.4	5.6
Students Identified as Gifted and/or Talented*	87	2.0	4.4	4.0
PK-12 Students Receiving Special Education Services in District	518	11.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	261	87.3	85.0	79.8
Homeless	4	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	81	15.5	14.5	13.0

*98.9 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	373	8.6
Black	221	5.1
Hispanic	652	15.0
Pacific Islander	0	0.0
White	2,913	67.1
Two or more races	176	4.1
Total Minority	1,427	32.9

Percent of Minority Professional Staff: 4.5%

Open Choice:

66 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

16.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 51.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Newington Public Schools has developed and continually updates its District Strategic Plan, NPS 2025. The focus areas and goals speak specifically to “fostering appreciation and acceptance for diversity” through a culture of respect and responsiveness to the needs of students and staff. Newington schools have engaged in a variety of activities and efforts during the 2012-13 school year in an effort to reduce the racial, ethnic, and economic isolation our students may encounter. Newington continues to participate in the Choice Program offering over 100 seats for students from Hartford to enroll in our schools. Newington students participated in the Amistad: Pathways to Freedom and Friendship, CPEP: Mission Possible and other interdistrict cooperative grant programs. Through these programs, our students share many learning experiences with students from other school districts and diversity ideals are nurtured. The elementary schools embrace the responsive classroom philosophy and “bucket-filling” as a vehicle to develop empathy, cooperation, responsibility and self-control. The middle school and high school staff continue to infuse the tenets of the “Capturing Kids Hearts” program by establishing a classroom environment where trust, respect, and caring relationships flourish. All elementary and middle schools implement School Families, a program developed by staff to bring students from each grade together as a “family” lead by an adult member of the school. The families participate in a variety of activities that address school-wide matters and student goals. The high school’s Advisory program, held during an extended homeroom period, builds connections between students and staff. Newington places a high priority on increasing the percentage of minority staff members. We will continue our efforts to recruit through attendance at the CREC Minority Fair, college job fairs and diversified advertising. The school system takes seriously its responsibility to provide its students with opportunities to interact with students and teachers from diverse racial, ethnic and economic backgrounds. To this end, we will continue to expand our participation in programs and activities that accomplish our mission of providing all of our students the knowledge, skills and attitudes to continue to learn, live a productive life and contribute to a diverse, rapidly changing society.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.6	59.2	61.3
Writing	82.3	62.7	88.8
Mathematics	75.9	66.5	55.6
Grade 4 Reading	74.4	64.1	54.4
Writing	79.6	65.3	68.1
Mathematics	84.9	68.0	76.9
Grade 5 Reading	73.4	67.6	45.8
Writing	79.9	68.1	64.3
Mathematics	77.7	71.6	44.6
Science	74.8	63.9	48.2
Grade 6 Reading	79.9	74.1	45.2
Writing	78.7	67.4	65.1
Mathematics	74.1	69.3	44.0
Grade 7 Reading	90.7	79.8	69.8
Writing	79.1	65.6	65.8
Mathematics	76.8	68.1	50.0
Grade 8 Reading	81.0	76.8	38.4
Writing	79.3	68.3	56.3
Mathematics	66.0	67.2	30.8
Science	60.4	61.9	28.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	67.4	47.5	78.9
Writing Across the Disciplines	77.4	63.0	64.2
Mathematics	54.6	49.2	48.1
Science	57.0	47.1	58.2

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	51.5	50.6	49.7

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.7	77.3	
Average Score	Mathematics	519	505	61.8
	Critical Reading	497	502	44.3
	Writing	509	506	48.1

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	83.8	82.7	33.1
2010-11 Annual Dropout Rate for Grade 9 through 12	1.1	2.6	45.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.7	84.5
% Employed (Civilian Employment and in Armed Services)	3.8	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	268.68
Paraprofessional Instructional Assistants	25.00
Special Education	
Teachers and Instructors	32.50
Paraprofessional Instructional Assistants	95.60
Library/Media Specialists and/or Assistants	10.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	17.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	23.40
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	132.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.6	13.9
% with Master's Degree or Above	71.7	80.6	79.6

Average Class Size	District	DRG	State
Grade K	20.1	17.6	18.5
Grade 2	21.4	18.9	19.7
Grade 5	20.4	21.7	21.6
Grade 7	20.7	20.4	20.3
High School	20.5	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	985	993
Middle School	1,025	1,030	1,024
High School	1,000	1,008	1,024

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.1	2.9	2.8
Middle School	2.8	2.3	2.2
High School	2.5	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$37,750	\$8,531	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$1,797	\$406	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$1,897	\$429	\$487	\$385	\$482
Student Support Services	\$3,211	\$726	\$901	\$873	\$901
Administration and Support Services	\$6,197	\$1,400	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$7,876	\$1,780	\$1,471	\$1,420	\$1,463
Transportation	\$2,832	\$603	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$2,766	N/A	N/A	N/A	N/A
Other	\$744	\$168	\$165	\$162	\$165
Total	\$65,069	\$14,393	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,327	\$526	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$10,586,688	16.3	22.0	21.7

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	75.5	18.5	5.8	0.1
Excluding School Construction	75.0	18.9	6.0	0.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Annually the Board of Education prepares a budget to ensure our schools receive necessary resources to accomplish the district's mission of providing an educational program of high quality learning experiences. It has been the practice of the Board of Education and its central office administration that each school in the district should have comparable resources. Factors taken into account include student population, age of school facilities, and student performance on district/state testing programs, average class size and school staffing. Additional resources are allocated to individual schools when deemed appropriate to ensure equity and address specific needs. The proposed budget for our school district is created by our administrators and teachers in the early fall. It is based on a fixed amount for each school. During the school year, certified and instructional support staff continued to equitably serve the growing needs of our student population as well as maintain class sizes and provide textbook and material needs as requested at each level.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	520
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	54	1.2	1.3	1.2
Learning Disability	204	4.6	3.5	3.9
Intellectual Disability	20	0.5	0.4	0.4
Emotional Disturbance	32	0.7	0.9	1.0
Speech Impairment	87	2.0	2.2	2.1
Other Health Impairment*	70	1.6	2.3	2.2
Other Disabilities**	53	1.2	0.9	1.0
Total	520	11.8	11.4	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	47.5	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	35.8	36.0	78.2	70.4
	Writing	29.2	21.5	79.8	66.3
	Mathematics	31.1	31.8	75.9	68.4
	Science	30.8	23.0	67.5	62.9
CAPT	Reading Across the Disciplines	20.8	14.5	67.4	47.5
	Writing Across the Disciplines	13.3	18.2	77.4	63.0
	Mathematics	19.0	15.4	54.6	49.2
	Science	18.2	13.6	57.0	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	41.3
	% With Accommodations	58.7
CAPT	% Without Accommodations	17.1
	% With Accommodations	82.9
% Assessed Using Skills Checklist		5.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	4	0.8
Private Schools or Other Settings	35	6.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	390	75.0	74.6	72.1
40.1 to 79.0 Percent of Time	88	16.9	16.2	16.3
0.0 to 40.0 Percent of Time	42	8.1	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district strives to support students as they work to achieve at higher levels. Student performance data on local and state assessments guide decisions regarding instruction, course and program offerings, material selection and new initiatives. This year, the district continued its focus on enhancing vertical articulation K-12 by powering and unwrapping the Common Core English language arts and mathematics standards K-12. Through this work, teachers and administrators audit, revise and align curriculum to the standards and scaffold learning experiences. Staff members continue to design common formative assessments in the core and elective subjects. Maintaining and managing student data reports permits administrators and staff to focus on whole and subgroup strengths and needs in order to develop instructional plans for whole and target populations and students at risk for grade level success. District and school improvement plans, which address areas in need of strengthening as identified through analysis of various assessment data. The district engages in a data driven strategic planning process that frames our improvement efforts. A central part of this process is the Strategic Planning Committee representing teachers, parents, staff members, community members, and administrators. The committee works annually to review district data, extensively discuss critical issues and make recommendations that support the district mission, vision and beliefs.
