

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

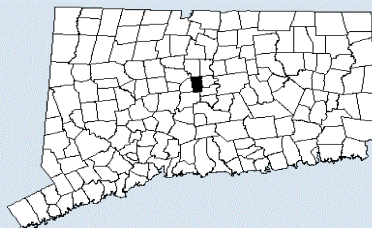


Newington School District

860-667-2000 • <http://www.npsct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,051
Per Pupil Expenditures ¹	\$17,895
Total Expenditures ¹	\$76,427,807

¹Expenditure data reflect the 2017-18 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,991	49.1	48.4
Male	2,060	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	361	8.9	5.2
Black or African American	247	6.1	12.8
Hispanic or Latino of any race	817	20.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	214	5.3	3.6
White	2,404	59.3	52.4
English Learners	222	5.5	7.6
Eligible for Free or Reduced-Price Meals	1,221	30.1	42.1
Students with Disabilities ³	561	13.8	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	111	5.7	49	2.4
Male	115	5.7	135	6.3
Black or African American	9	3.8	17	6.6
Hispanic or Latino of any race	66	8.2	69	8.0
White	118	5.0	85	3.5
English Learners	17	7.4	9	3.7
Eligible for Free or Reduced-Price Meals	122	9.8	103	7.4
Students with Disabilities	65	12.4	40	6.1
District	226	5.7	184	4.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 198

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	257.9
Paraprofessional Instructional Assistants	32.0
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	91.5
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	14.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	17.4
Counselors, Social Workers and School Psychologists	24.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	157.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.1
Black or African American	6	1.6	3.8
Hispanic or Latino of any race	6	1.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	358	96.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	14	*
Hispanic or Latino of any race	36	67.9	38	88.4
White	141	75.0	201	90.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	73	71.6	70	83.3
Students with Disabilities	28	84.8	50	98.0
District	237	75.2	294	89.1
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	36	67.9
Emotional Disturbance	7	30.4
Intellectual Disability	8	*
Learning Disability	189	81.1
Other Health Impairment	75	77.3
Other Disabilities	8	30.8
Speech/Language Impairment	52	98.1
District	375	74.7
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	63	1.5	1.9
Emotional Disturbance	23	0.6	1.1
Intellectual Disability	17	0.4	0.5
Learning Disability	233	5.6	5.5
Other Health Impairment	101	2.4	3.2
Other Disabilities	42	1.0	1.1
Speech/Language Impairment	66	1.6	1.8
All Disabilities	545	13.1	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	3.3	8.2
Private Schools or Other Settings	28	5.1	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,048,439	\$10,548	\$10,545
Support services - students	\$3,850,963	\$950	\$1,373
Support services - instruction	\$1,583,301	\$391	\$644
Support services - general administration	\$5,597,554	\$1,381	\$462
Support services - school based administration	\$4,691,983	\$1,158	\$1,007
Central and other support services	\$1,048,217	\$259	\$671
Operation and maintenance of plant	\$10,121,974	\$2,497	\$1,629
Student transportation services	\$3,687,813	\$1,024	\$1,231
Food services	.	.	\$13
Enterprise operations	\$797,565	\$197	\$157
Minor school construction	.	.	\$65
Total	\$76,427,807	\$17,895	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,593,256	35.2	29.7
Instructional Aide Salaries	\$2,489,696	19.1	9.6
Other Salaries	\$604,958	4.6	10.4
Employee Benefits	\$1,346,761	10.3	13.0
Purchased Services Other Than Transportation	\$138,979	1.1	5.5
Special Education Tuition	\$2,917,291	22.4	22.6
Supplies	\$123,689	0.9	0.6
Property Services	\$184,550	1.4	0.4
Purchased Services For Transportation	\$625,801	4.8	8.0
Equipment	\$7,323	0.1	0.2
All Other Expenditures	\$1,182	0.0	0.1
Total	\$13,033,486	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	81.4
State	16.7
Federal	1.6
Tuition & Other	0.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	200	74.6	197	75.0	90	69.8
Black or African American	121	58.7	121	56.0	55	56.1
Hispanic or Latino of any race	450	62.5	448	59.2	191	58.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	117	66.3	117	63.3	48	59.9
White	1,261	69.7	1,259	67.0	542	65.2
English Learners	222	62.8	218	62.2	86	59.5
Non-English Learners	1,931	68.4	1,928	65.6	842	63.8
Eligible for Free or Reduced-Price Meals	713	62.7	709	59.8	304	59.0
Not Eligible for Free or Reduced-Price Meals	1,440	70.3	1,437	68.0	624	65.5
Students with Disabilities	270	45.8	268	41.0	126	46.0
Students without Disabilities	1,883	71.0	1,878	68.7	802	66.1
High Needs	954	61.0	948	58.0	415	58.0
Non-High Needs	1,199	73.3	1,198	71.0	513	67.7
District	2,153	67.8	2,146	65.3	928	63.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	80.8	75.3	81.9	87.2	1,237	81.2
Curl Up	89.0	77.8	82.8	93.4	1,237	85.6
Push Up	77.7	75.9	58.0	75.7	1,237	71.5
Mile Run/PACER	86.9	84.8	68.1	63.5	1,237	75.7
All Tests - District	56.0	46.5	45.4	50.3	1,237	49.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	22	100.0
Hispanic or Latino of any race	58	94.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80	95.0
Students with Disabilities	55	89.1
District	303	95.0
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	146	48.0
Male	95.0	189	55.4
Black or African American	96.7	*	*
Hispanic or Latino of any race	94.8	35	36.5
White	97.1	233	56.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.2	66	35.5
Students with Disabilities	77.4	6	7.1
District	96.1	335	51.9
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.4	92.9
Male	69.4	86.7
Black or African American	71.4	*
Hispanic or Latino of any race	62.1	81.8
White	77.1	91.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	84.6
Students with Disabilities	57.9	70.0
District	75.3	90.2
State	71.0	87.8

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	45.2	50	90.4	67.7
	High Needs Students	61.0	75	40.7	50	81.3	58.1
Math Performance Index	All Students	65.3	75	43.5	50	87.0	63.1
	High Needs Students	58.0	75	38.7	50	77.3	52.7
Science Performance Index	All Students	63.4	75	42.2	50	84.5	63.8
	High Needs Students	58.0	75	38.6	50	77.3	54.2
ELA Academic Growth	All Students	53.5%	100%	53.5	100	53.5	59.9%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.1%
Math Academic Growth	All Students	63.5%	100%	63.5	100	63.5	62.5%
	High Needs Students	59.3%	100%	59.3	100	59.3	55.2%
Progress Toward English Proficiency	Literacy	74.7%	100%	37.3	50	74.7	60.0%
	Oral	51.5%	100%	25.8	50	51.5	52.1%
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.3	10.4%
	High Needs Students	9.6%	<=5%	40.9	50	81.8	16.1%
Preparation for CCR	% Taking Courses	82.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	51.9%	75%	34.6	50	69.3	42.6%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		90.4%	94%	96.2	100	96.2	83.3%
Postsecondary Entrance (Class of 2018)		75.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 49.4%	75%	32.9	50	65.9	96.4% 52.9%
Arts Access		62.9%	60%	50.0	50	100.0	51.9%
Accountability Index				1143.4	1450	78.9	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.3	61.0	12.3	15.4	
Math Performance Index Gap	71.0	58.0	13.0	17.6	
Science Performance Index Gap	67.7	58.0	9.8	16.1	
Graduation Rate Gap	94.0%	90.4%	3.6%	11.1%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.4
Math	All Students	99.4
	High Needs Students	98.9
Science	All Students	98.1
	High Needs Students	98.6

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 50.7 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Newington Public Schools (NPS) is committed to a continuous improvement process. Measurable district and school goals are supported by action steps and professional growth goals. District and school improvement plans focus on improving learning for every student. Students' individual needs are identified through multiple measures and addressed through standards-based curriculum, research-based instruction and a wide-range of programs. Data driven decisions support the development of instructional practices focused on whole group, target populations and students at risk for grade level success. Student performance data guides decisions regarding instructional practices, program and course offerings, selection of materials and resources and new initiatives. Use of data systems continues to create a common, viable, standards-based curriculum for all students. NPS utilizes Professional Learning Communities to review student achievement data, collaboratively design instruction and common formative assessments, and conduct action research focused on improving student learning. Providing job-embedded professional learning is the focus of the six instructional coaches throughout the day as well as during early release time provided every other Tuesday throughout the school year. Focus areas include: Reader's and Math Workshop models, inquiry and highly-effective instructional models to engage students in learning and to effectively meet diverse learning needs. The district is focused on improving student learning in all areas and preparing our students for college and career readiness. This year the district continued its journey developing common language for teaching and learning aligned to the Portrait of a Graduate and Mastery-Based Learning.

NPS continues to refine the intervention processes to provide needed instructional supports for all students. In addition, all schools are working to integrate behavioral interventions and strategies to enhance behavioral supports for students and maximize academic and social development. The improvement model guides all schools in the development of focused, data-driven action plans, performance indicators, and the continued implementation of a scientific research-based intervention model.

Special education teachers provide support both in the general education classes through the inclusion model and in learning center classrooms. Student truancy has not been a concern based on our positive attendance data; however, there are pockets of chronic absenteeism in regard to family's extended travel to their native country. The district's K-12 protocol requires parents to contact the school should their child be absent. If a parent neglects to contact the school, school personnel make every effort to contact the parent on the day of the absence. Student attendance is monitored, recorded and tracked at all levels.

Engaging families in student learning is important to each student's academic success. Open House programs are held at each year at all schools. Parents are provided with an overview of the school, grade and course expectations. Course syllabi, grading practices and suggestions for parental support are also shared. Formal parent conferences are held at all levels up to three times annually. Parents are invited to participate in programs that offer ideas about supporting learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Newington Public Schools provide a variety of programs and experiences that are designed to reduce racial, ethnic, and economic isolation. We are pleased with the response to these efforts from students, staff, and members of the community. Our participation in the Open CHOICE Program is districtwide and during this year we had 81 Open Choice students in our district. We continue to offer seats to Open Choice families in an attempt to bring additional students into our district.

Newington schools have engaged in a variety of activities and efforts during the 2018-2019 school year in an effort to reduce the racial, ethnic, and economic isolation our students may encounter. Middle school students participated in the Amistad: Pathways to Freedom and Friendship, our intradistrict middle school academy programs - Academy of Biomedical Sciences and Aerospace Academy bring students of all backgrounds together regardless of their district attendance zone and our high school students have opportunity to participate in greater Hartford business based internships. Schools have also offered professional learning in cultural competence.

Through these programs, our students share learning experiences with students from other school districts through diversity ideals are nurtured. High school students annually participate in "The Truth About Hate" program along side their "Family of Learners" project.

The elementary schools embrace the responsive classroom philosophy and bucket filling as a vehicle to develop empathy, cooperation, responsibility and self-control. The middle and high school Advisory programs build connections between students and staff. NPS places a high priority on increasing the percentage of minority staff members. We continued our efforts to recruit through participation in the CREC Minority Fair, college job fairs and diversified advertising. The school system takes seriously its responsibility to provide opportunities for students to interact with students and teachers from diverse racial, ethnic and economic backgrounds.

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Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all schools based on enrollment, student needs and uses grant funds to provide supplemental resources to eligible schools and homeless students. We are concerned not only with the level of resources and how they are distributed across districts, schools, and classrooms, but also with how these investments translate into improved learning. Newington Public Schools allocation practices reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.