

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



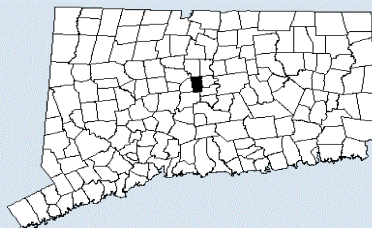
Newington School District

Dr. William Collins, Superintendent • 860-667-2000 • <http://www.npsct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,069
Per Pupil Expenditures ¹	\$16,849
Total Expenditures ¹	\$72,010,699

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,994	49.0	48.4
Male	2,075	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	381	9.4	5.1
Black or African American	223	5.5	12.9
Hispanic or Latino	782	19.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	184	4.5	2.9
White	2,490	61.2	54.8
English Learners	200	4.9	6.8
Eligible for Free or Reduced-Price Meals	886	21.8	35.9
Students with Disabilities ¹	530	13.0	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	138	7.0	37	1.8
Male	119	5.8	133	6.3
Black or African American	13	5.9	19	8.4
Hispanic or Latino	83	10.6	51	6.3
White	143	5.8	91	3.6
English Learners	11	5.2	*	*
Eligible for Free or Reduced-Price Meals	99	11.8	74	7.8
Students with Disabilities	73	14.0	47	7.6
District	257	6.4	170	4.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 184

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

³The 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	265.8
Paraprofessional Instructional Assistants	27.0
Special Education	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	106.5
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	19.0
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	155.4

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	1.0
Black or African American	6	1.6	3.6
Hispanic or Latino	6	1.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	365	96.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	17	81.0	10	*
Hispanic or Latino	35	62.5	47	72.3
White	120	71.0	179	86.5
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	35	60.3	39	78.0
Students with Disabilities	47	90.4	51	92.7
District	204	69.9	270	82.8
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	39	63.9
Emotional Disturbance	9	32.1
Intellectual Disability	6	*
Learning Disability	201	83.4
Other Health Impairment	61	81.3
Other Disabilities	14	53.8
Speech/Language Impairment	35	97.2
District	365	75.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	64	1.5	1.7
Emotional Disturbance	28	0.7	1.0
Intellectual Disability	16	0.4	0.5
Learning Disability	241	5.8	4.9
Other Health Impairment	78	1.9	2.9
Other Disabilities	40	1.0	1.1
Speech/Language Impairment	50	1.2	1.8
All Disabilities	517	12.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,239,699	9,708	9,663
Instructional Supplies and Equipment	1,680,831	416	321
Improvement of Instruction and Educational Media Services	2,163,292	535	578
Student Support Services	3,854,890	954	1,103
Administration and Support Services	7,722,072	1,910	1,861
Plant Operation and Maintenance	10,206,705	2,525	1,637
Transportation	3,557,371	791	877
Costs of Students Tuitioned Out	2,749,093	N/A	N/A
Other	836,746	207	201
Total	72,010,699	16,849	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,757,472	435	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,466,377	37.1	34.6
Noncertified Personnel	605,570	5.0	14.6
Purchased Services	2,886,404	24.0	5.8
Tuition to Other Schools	2,322,743	19.3	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	1,757,506	14.6	14.7
Total Expenditures	12,038,600	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.0	77.7
State	21.0	20.3
Federal	1.5	1.5
Tuition & Other	0.5	0.5

⁴Revenue 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 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	208	73.3	208	73.8	76	63.3
Black or African American	131	58.1	131	56.7	53	46.5
Hispanic or Latino	411	60.1	412	57.4	153	54.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	90	67.5	90	65.0	46	57.8
White	1323	68.4	1320	66.1	615	60.0
English Learners	200	63.4	199	62.9	61	52.0
Non-English Learners	1967	67.0	1966	64.7	885	58.9
Eligible for Free or Reduced-Price Meals	502	59.1	502	57.3	192	52.3
Not Eligible for Free or Reduced-Price Meals	1665	68.9	1663	66.7	754	60.0
Students with Disabilities	261	44.3	260	42.7	95	42.1
Students without Disabilities	1906	69.7	1905	67.5	851	60.3
High Needs	785	57.8	784	56.1	293	50.4
Non-High Needs	1382	71.7	1381	69.3	653	62.1
District	2167	66.6	2165	64.6	946	58.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.0	77.1	81.7	80.7	1,233	82.3
Curl Up	86.8	82.9	79.6	95.4	1,233	86.1
Push Up	76.1	56.4	50.9	72.5	1,233	64.0
Mile Run/PACER	89.3	87.3	56.9	73.2	1,233	76.1
All Tests - District	64.2	42.2	35.9	56.5	1,233	49.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	56	87.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	91	82.4
Students with Disabilities	51	74.5
District	310	92.6
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	157	50.6
Male	96.1	135	43.8
Black or African American	97.1	7	20.0
Hispanic or Latino	96.7	38	31.4
White	97.3	196	52.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.1	25	23.1
Students with Disabilities	82.2	*	*
District	96.9	292	47.2
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.4	91.9
Male	71.1	90.4
Black or African American	*	*
Hispanic or Latino	65.4	92.9
White	81.8	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	84.4
Students with Disabilities	43.5	*
District	78.6	91.2
State	72.0	88.5

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	66.6	75	44.4	50	88.9	67.1
	High Needs Students	57.8	75	38.5	50	77.0	55.9
Math Performance Index	All Students	64.6	75	43.0	50	86.1	62.2
	High Needs Students	56.1	75	37.4	50	74.8	50.5
Science Performance	All Students	58.4	75	39.0	50	77.9	55.3
	High Needs Students	50.4	75	33.6	50	67.2	45.2
ELA Academic Growth	All Students	48.5%	100%	48.5	100	48.5	55.4%
	High Needs Students	43.9%	100%	43.9	100	43.9	49.8%
Math Academic Growth	All Students	59.9%	100%	59.9	100	59.9	61.7%
	High Needs Students	56.4%	100%	56.4	100	56.4	53.7%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.5	9.9%
	High Needs Students	11.0%	<=5%	37.9	50	75.8	15.8%
Preparation for CCR	% Taking Courses	76.7%	75%	50.0	50	100.0	70.7%
	% Passing Exams	47.2%	75%	31.5	50	63.0	43.5%
On-track to High School Graduation		93.6%	94%	49.8	50	99.6	87.8%
4-year Graduation All Students (2016 Cohort)		92.6%	94%	98.5	100	98.5	87.4%
6-year Graduation - High Needs Students (2014)		87.2%	94%	92.7	100	92.7	82.0%
Postsecondary Entrance (Class of 2016)		78.6%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.0% 49.7%	75%	33.1	50	66.3	92.0% 51.6%
Arts Access		62.5%	60%	50.0	50	100.0	50.5%
Accountability Index				1035.5	1350	76.7	

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	71.7	57.8	13.9	16.7	
Math Performance Index Gap	69.3	56.1	13.2	18.7	
Science Performance Index Gap	62.1	50.4	11.7	16.6	
Graduation Rate Gap	94.0%	87.2%	6.8%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.0
Math	All Students	99.3
	High Needs Students	98.7
Science	All Students	99.2
	High Needs Students	98.1

³Minimum participation standard is 95%.

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

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: 45.6

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools