

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



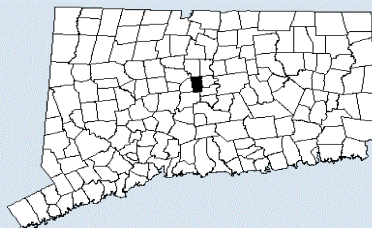
## Newington School District

Dr. William Collins, Superintendent • 860-667-2000 • [www.newington-schools.org/](http://www.newington-schools.org/)

### District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	4,244
Per Pupil Expenditures <sup>1</sup>	\$14,962
Total Expenditures <sup>1</sup>	\$67,284,508

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,098	49.4	48.3
Male	2,146	50.6	51.6
American Indian	*	*	0.2
Asian	386	9.1	4.6
Black or African American	233	5.5	12.9
Hispanic or Latino	709	16.7	21.2
Pacific Islander	*	*	0.0
White	2,728	64.3	58.4
Two or More Races	180	4.2	2.3
English Language Learners	156	3.7	5.7
Eligible for Free or Reduced-Price Meals	935	22.0	37.3
Students with Disabilities <sup>1</sup>	554	13.1	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	148	7.2	78	3.6
Male	146	6.9	197	9.1
Black or African American	17	7.7	44	19.2
Hispanic or Latino	66	9.4	82	11.3
White	184	6.9	135	4.9
English Language Learners	7	4.0	7	3.9
Eligible for Free or Reduced-Price Meals	126	13.3	122	12.5
Students with Disabilities	76	15.0	81	13.2
District	294	7.1	275	6.4
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 8**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	269.5
Paraprofessional Instructional Assistants	28.0
<b>Special Education</b>	
Teachers and Instructors	32.5
Paraprofessional Instructional Assistants	105.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	19.8
<b>Library/Media</b>	
Specialists (Certified)	7.8
Support Staff	3.0
Instructional Specialists Who Support Teachers	18.2
Counselors, Social Workers and School Psychologists	24.4
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	141.6

<sup>1</sup>In 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 (%)
Asian	4	1.0	1.0
Black or African American	8	2.1	3.5
Hispanic	7	1.8	3.6
Native American	0	0	0.1
White	370	95.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	13.7
White	41	18.1	73	28.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	10	14.3	9	13.8
Students with Disabilities	0	0	*	*
District	60	17.8	102	27.7
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	41	66.1
Emotional Disturbance	16	55.2
Intellectual Disability	6	*
Learning Disability	185	83.3
Other Health Impairment	65	79.3
Other Disabilities	19	52.8
Speech/Language Impairment	64	97.0
District	396	77.2
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	63	1.5	1.4
Emotional Disturbance	29	0.7	1.0
Intellectual Disability	16	0.4	0.4
Learning Disability	222	5.1	4.2
Other Health Impairment	82	1.9	2.5
Other Disabilities	46	1.1	1.0
Speech/Language Impairment	74	1.7	1.9
All Disabilities	532	12.3	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,426,175	8,430	8,769
Instructional Supplies and Equipment	2,197,601	509	275
Improvement of Instruction and Educational Media Services	2,100,373	486	487
Student Support Services	3,551,377	822	965
Administration and Support Services	6,316,890	1,462	1,600
Plant Operation and Maintenance	9,184,566	2,126	1,472
Transportation	3,432,665	738	786
Costs of Students Tuitioned Out	3,259,046	N/A	N/A
Other	815,815	189	178
Total	67,284,508	14,962	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,798,762	416	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,006,503	34.7	35.6
Noncertified Personnel	576,215	5.0	14.5
Purchased Services	2,532,570	21.9	5.0
Tuition to Other Schools	2,872,537	24.9	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	1,556,701	13.5	14.9
Total Expenditures	11,544,526	100.0	100.0
PK-12 Expenditures Used for Special Education		17.2	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.5	76.1
State	21.9	22.2
Federal	1.6	1.7
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	78.5	73.5	76.5	74.6	.	.	.	.	
Hispanic or Latino	77.3	79.7	83.0	81.7	.	.	.	.	
English Language Learners	60.6	63.7	65.6	69.7	.	.	.	.	
Eligible for Free or Reduced-Price Meals	76.9	76.3	78.7	78.3	.	.	.	.	
Students with Disabilities	58.6	55.1	61.8	60.7	.	.	.	.	
High Needs	72.0	71.1	74.3	73.7	.	.	.	.	
District	86.1	86.6	88.0	87.6	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	61.6	70.7	.	.	.	.	
Hispanic or Latino	68.8	77.9	68.4	65.5	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	73.3	75.7	68.6	70.5	.	.	.	.	
Students with Disabilities	48.6	43.8	43.3	45.6	.	.	.	.	
High Needs	63.5	63.9	63.2	63.7	.	.	.	.	
District	82.7	82.8	82.6	80.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.9	75.9	80.7	83.6	1,257	82.5
Curl Up	91.1	92.7	81.9	94.4	1,257	90.0
Push Up	81.0	56.0	56.7	77.3	1,257	67.6
Mile Run/PACER	91.1	81.6	74.5	70.7	1,257	79.6
All Tests - District	68.4	43.0	41.7	55.9	1,257	52.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	74.3	No	76.2
Hispanic or Latino	51	84.3	78.8	Yes	80.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	93	84.9	74.1	Yes	76.1
Students with Disabilities	39	59	55.2	Yes	59.1
District	376	90.2	85.4	Yes	86.3
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.3	167	47.6
Male	65.8	125	35.3
Black or African American	63.9	*	*
Hispanic or Latino	57.0	25	25.0
White	75.3	218	45.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	57.0	30	22.2
Students with Disabilities	31.8	*	*
District	73.0	292	41.4
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	79.2	96.2
Male	73.4	90.2
Black or African American	*	*
Hispanic or Latino	67.4	86.4
White	77.7	95.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	57.9	87.0
Students with Disabilities	51.5	*
District	76.4	93.3
State	72.7	88.5

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Newington Public Schools (NPS) are 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. Focus areas include: Reader's and Math Workshop models and best instructional models to engage students and effectively meet their learning needs. The district is improving student learning in all areas and preparing our students for college and career readiness. This year the district continued its work on enhancing vertical articulation by completing the revision of the K-12 reading-language arts and mathematics curricula to align to the Connecticut Standards. Through this work teachers and administrators participate in job-embedded learning. NPS is refining the use of early 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 (SRBI) model. Special education teachers provide support both in the general education classes through the inclusion model and in the learning center classrooms. Student truancy has not been a concern based on our positive attendance data. 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 every 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. Parent conferences are held at all levels multiple times annually. Parents are invited to participate in programs that offer ideas about supporting learning at home. This year all teachers established parent communication goals focused on improving parents understanding of how they can support their child's learning. NPS engages in a strategic planning process that frames our improvement efforts.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

NPS has developed and continually updates its District Strategic Plan. One focus area of the plan states, "The district is seen as a hub for learning and engages families and the community in learning". Newington schools have engaged in a variety of activities and efforts during the 2013-2014 school year in an effort to reduce the racial, ethnic, and economic isolation our students may encounter. Newington continues to participate in the Open Choice Program offering over 100 seats for students from Hartford to enroll in our schools. Middle school 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. High school students annually participate in "The Truth About Hate" program. The elementary schools embrace the responsive classroom philosophy as a vehicle to develop empathy, cooperation, responsibility and self-control. All elementary and middle schools implement School Families. The families participate in a variety of activities that address school-wide matters. The high school's Advisory program builds 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 attendance at 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. Teachers attended a series of workshops designed to assist them in participating in culturally relevant teaching. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology. Newington High School started a Diversity Club which will be participating in the 'Unity Teams' program through CREC.

# District Profile and Performance Report for School Year 2013-14

## Newington School District

### **Equitable Allocation of Resources among District Schools**

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 and its central office administration that each school in the district have comparable resources. Factors taken into account include student population, age of school facilities, 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 and is based on a fixed amount for each school. During the 2013-2014 school year, the certified and instructional support staff continued to equitably serve the growing needs of our student population, as well as maintain class sizes and provide textbooks, resources, and materials as required at each level.