Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE — CONNECTICUT STATE DEPARTMENT OF EDUCATION

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	4,078
Per Pupil Expenditures[1]	$17,128
Total Expenditures[1]	$72,878,943

[1]*Expenditure data reflect the 2016-17 year.*
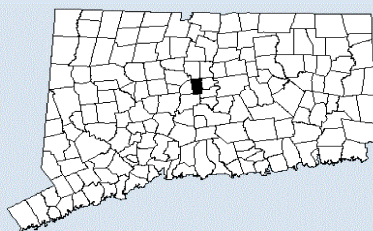
Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,986	48.7	48.4
Male	2,092	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	387	9.5	5.1
Black or African American	238	5.8	12.8
Hispanic or Latino	796	19.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	192	4.7	3.3
White	2,457	60.3	53.6
English Learners	216	5.3	7.2
Eligible for Free or Reduced-Price Meals	902	22.1	36.7
Students with Disabilities[1]	550	13.5	14.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	121	6.2	52	2.6
Male	136	6.6	141	6.6
Black or African American	13	5.5	18	7.5
Hispanic or Latino	66	8.4	60	7.4
White	152	6.3	105	4.3
English Learners	18	7.7	10	4.3
Eligible for Free or Reduced-Price Meals	124	10.7	94	7.7
Students with Disabilities	69	13.0	54	8.5
District	257	6.4	193	4.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 337

Number of school-based arrests: Fewer than 6

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	260.7
Paraprofessional Instructional Assistants	30.0
Special Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	103.5
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	18.2
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	24.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	154.7

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.1
Black or African American	5	1.3	3.7
Hispanic or Latino	6	1.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	360	96.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	19	86.4
Hispanic or Latino	31	72.1	57	91.9
White	163	75.8	151	87.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	54	66.7	67	85.9
Students with Disabilities	34	87.2	65	95.6
District	233	73.3	274	89.8
State		69.3		80.1

[2]College-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 Peers[3]

	Count	Rate (%)
Autism	43	69.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	191	80.6
Other Health Impairment	73	76.8
Other Disabilities	11	45.8
Speech/Language Impairment	34	100.0
District	366	74.4
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	67	1.6	1.8
Emotional Disturbance	26	0.6	1.1
Intellectual Disability	15	0.4	0.5
Learning Disability	239	5.7	5.2
Other Health Impairment	96	2.3	3.1
Other Disabilities	39	0.9	1.1
Speech/Language Impairment	47	1.1	1.8
All Disabilities	529	12.7	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	19	3.6	8.3
Private Schools or Other Settings	35	6.6	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	39,391,939	9,726	9,847
Instructional Supplies and Equipment	1,746,004	431	287
Improvement of Instruction and Educational Media Services	2,107,795	520	589
Student Support Services	3,991,197	985	1,120
Administration and Support Services	8,380,034	2,069	1,905
Plant Operation and Maintenance	9,500,434	2,346	1,648
Transportation	3,809,285	854	904
Costs of Students Tuitioned Out	3,089,908	N/A	N/A
Other	862,347	213	208
Total	72,878,943	17,128	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	2,670,230	659	1,393

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

Special Education Expenditures: 2016-17

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,550,974	37.1	33.8
Noncertified Personnel	650,169	5.3	14.5
Purchased Services	2,978,473	24.2	5.5
Tuition to Other Schools	2,664,045	21.7	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	1,439,318	11.7	14.1
Total Expenditures	12,282,979	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	78.3	78.8
State	19.7	19.1
Federal	1.6	1.7
Tuition & Other	0.4	0.4

[4]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).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	186	77.0	186	76.6
Black or African American	120	62.8	120	58.9
Hispanic or Latino	422	63.7	422	58.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	110	67.8	110	64.5
White	1333	70.8	1331	67.0
English Learners	212	66.2	212	63.0
Non-English Learners	1963	69.7	1961	65.8
Eligible for Free or Reduced-Price Meals	629	64.2	628	60.1
Not Eligible for Free or Reduced-Price Meals	1546	71.4	1545	67.8
Students with Disabilities	253	46.4	252	42.8
Students without Disabilities	1922	72.3	1921	68.6
High Needs	891	62.3	889	58.4
Non-High Needs	1284	74.2	1284	70.5
District	2175	69.3	2173	65.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

[1]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 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	90.2	75.2	86.0	87.0	1,239	84.6
Curl Up	86.0	83.9	79.0	94.8	1,239	85.9
Push Up	77.5	68.1	52.4	73.0	1,239	67.6
Mile Run/PACER	87.3	81.9	62.5	70.7	1,239	75.5
All Tests - District	62.2	50.6	40.0	59.0	1,239	52.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]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.

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

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	13	*
Hispanic or Latino	63	88.9
English Learners	9	*
Eligible for Free or Reduced-Price Meals	81	84.0
Students with Disabilities	43	65.1
District	317	93.1
State		87.9

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

[2]Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	134	46.5
Male	97.0	171	51.0
Black or African American	97.4	9	23.7
Hispanic or Latino	95.2	26	24.8
White	97.7	216	55.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.5	50	31.4
Students with Disabilities	86.9	*	*
District	97.3	305	49.0
State	96.3		44.8

[3]College 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

[4]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.
Copyright © 2018 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	83.8	89.8
Male	76.1	90.7
Black or African American	*	*
Hispanic or Latino	75.9	82.4
White	82.1	90.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.2	84.6
Students with Disabilities	60.6	85.0
District	80.3	90.2
State	70.9	88.3

[5]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.

[6]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

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.3	75	46.2	50	92.4	67.6
	High Needs Students	62.3	75	41.5	50	83.0	57.5
Math Performance Index	All Students	65.6	75	43.7	50	87.4	62.7
	High Needs Students	58.4	75	39.0	50	77.9	52.0
ELA Academic Growth	All Students	67.1%	100%	67.1	100	67.1	60.7%
	High Needs Students	67.8%	100%	67.8	100	67.8	55.6%
Math Academic Growth	All Students	64.0%	100%	64.0	100	64.0	61.9%
	High Needs Students	58.6%	100%	58.6	100	58.6	55.4%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.3	10.7%
	High Needs Students	10.5%	<=5%	39.1	50	78.1	16.6%
Preparation for CCR	% Taking Courses	81.4%	75%	50.0	50	100.0	74.8%
	% Passing Exams	49.0%	75%	32.6	50	65.3	44.8%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		93.1%	94%	99.0	100	99.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.4%	94%	96.1	100	96.1	81.8%
Postsecondary Entrance (Class of 2017)		80.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.2% | 52.9%	75%	35.2	50	70.5	96.6% | 50.1%
Arts Access		63.8%	60%	50.0	50	100.0	51.2%
Accountability Index				**1027.2**	**1250**	**82.2**	

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	74.2	62.3	12.0	15.9	
Math Performance Index Gap	70.5	58.4	12.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.4%	3.6%	12.7%	N

[1]If 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.

[2]If 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	99.2
Math	All Students	99.5
	High Needs Students	99.0
Science	All Students	96.9
	High Needs Students	95.9

[3]Minimum 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: 48   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 work on enhancing vertical articulation by focusing on the NGSS and developing curricula aligned to these standards. 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 (SRBI) 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. 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.

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 89 CHOICE students in our district. We continue to offer CHOICE seats in an attempt to bring additional students into our district. We have developed and annually update our 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 2017-2018 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, 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. 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.

Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all school based on enrollment, student needs and uses Title I 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 Publc School allocation practices reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.