

STRATEGIC SCHOOL PROFILE 2007-08**Newington School District**

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Location: 131 Cedar Street
Newington,
Connecticut

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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	Per Capita Income in 2000: \$26,881
Town Population in 2000: 29,306	Percent of Adults without a High School Diploma in 2000*: 14.7%
1990-2000 Population Growth: 0.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 3%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 95.5%

*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, 2007 4,548
5-Year Enrollment Change -1.4%

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	726	16.0	10.5	28.7
K-12 Students Who Are Not Fluent in English	162	3.6	2.4	5.4
Students Identified as Gifted and/or Talented*	188	4.1	4.5	4.0
PK-12 Students Receiving Special Education Services in District	462	10.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	240	79.5	84.1	79.2
Homeless	10	0.2	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	156	27.8	22.2	20.2

*94.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.3
Asian American	358	7.9
Black	266	5.8
Hispanic	424	9.3
White	3,488	76.7
Total Minority	1,060	23.3

Percent of Minority Professional Staff: 3.4%

Open Choice: 52 students 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: 13.3% 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 47.

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. One strategy of the plan states “through the school, family, and community partnerships we will develop and implement action plans to foster, appreciate and value diversity.” Newington schools have engaged in a variety of activities and efforts during the 2007-08 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 with up to 56 students from Hartford enrolled in our schools. A number of our schools participate in Sister School and partnership programs. Newington students participated in various interdistrict cooperative grant programs. Through these programs our students share many learning experiences with students from other school districts and diversity ideals are nurtured. This year our schools also presented various cultural programs and musical performances in celebration of diverse heritage and traditions of world cultures. An emphasis was placed on integrating multi-cultural experiences and celebrating diversity within the curriculum. The World of Difference program The Truth About Hate is presented annually to all high school sophomores. The four elementary schools embrace the responsive classroom philosophy as a vehicle to develop empathy, cooperation, responsibility and self-control. The elementary and middle school staff continues to infuse the tenets of the Don’t Laugh at Me program into their curriculum. Many teachers districtwide have been sent training in the “Capturing Kids Hearts” program and more are being sent each year. Our preschool and kindergarten teachers are trained in Second Step, a research-based social skills program centering on violence prevention. Annually the districts provides a variety of programs in all seven schools during Celebration of Abilities Week to bring awareness of the diversity and special talents of our students. 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, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.1	52.0	65.6
Writing	83.9	63.4	91.4
Mathematics	65.8	60.0	49.1
Grade 4 Reading	64.2	55.9	54.4
Writing	74.8	62.9	66.0
Mathematics	67.8	60.3	51.6
Grade 5 Reading	65.1	62.2	36.4
Writing	67.0	64.5	35.2
Mathematics	69.4	65.9	42.0
Science	67.1	54.9	53.1
Grade 6 Reading	77.5	66.3	60.7
Writing	76.0	61.9	72.6
Mathematics	77.7	66.4	60.7
Grade 7 Reading	81.9	71.1	54.8
Writing	71.7	62.0	54.8
Mathematics	70.3	63.0	46.5
Grade 8 Reading	78.9	64.8	65.4
Writing	78.7	63.4	67.9
Mathematics	70.1	60.8	47.8
Science	67.2	58.6	40.9

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 scoreable 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	56.7	45.5	58.5
Writing Across the Disciplines	75.3	57.9	70.0
Mathematics	60.6	50.1	56.2
Science	52.2	46.3	48.5

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
	36.8	36.1	44.9

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.4	77.6	
Average Score	Mathematics	511	504	55.4
	Critical Reading	499	502	40.8
	Writing	508	503	53.8

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, Class of 2007	99.1	92.6	89.2
Cumulative Four-Year Dropout Rate for Class of 2007	0.8	6.2	87.2
2006-07 Annual Dropout Rate for Grade 9 through 12	0.3	1.7	83.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.6	83.4
% Employed (Civilian Employment and in Armed Services)	7.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	285.40
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	28.00
Paraprofessional Instructional Assistants	92.00
Library/Media Specialists and Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	17.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	9.40
Counselors, Social Workers, and School Psychologists	19.20
School Nurses	8.01
Other Staff Providing Non-Instructional Services and Support	145.50

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	13.3	14.1	13.6
% with Master's Degree or Above	75.5	74.9	75.6

Average Class Size	District	DRG	State
Grade K	18.9	17.4	18.1
Grade 2	19.8	19.1	19.3
Grade 5	19.7	20.6	20.9
Grade 7	23.6	21.0	20.5
High School	20.3	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	974	987	987
Middle School	1,007	1,023	1,017
High School	1,000	1,001	1,006

*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	3.7	3.4
Middle School	2.8	3.0	2.7
High School	3.5	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$29,401	\$6,407	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$1,938	\$422	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$2,110	\$460	\$443	\$364	\$429
Student Support Services	\$2,904	\$633	\$764	\$705	\$761
Administration and Support Services	\$5,755	\$1,254	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$6,473	\$1,410	\$1,329	\$1,202	\$1,322
Transportation	\$2,418	\$523	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,927	N/A	N/A	N/A	N/A
Other	\$673	\$147	\$147	\$139	\$145
Total	\$53,599	\$11,644	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,354	\$513	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$8,607,446
Percent of Total PK-12 Expenditures Used for Special Education	16.1%

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	76.6	21.5	1.7	0.2
Excluding School Construction	76.0	22.0	1.8	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 insure 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 insure 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. For the 2007-08 school year the number of certified positions was increased by 2 positions and the number of instructional support position increased by 1.5 positions in order to equitably serve the growing student population and reduce class size. Textbook and material needs were provided as requested at each level. The renovation of our facilities continues to be a district priority for equalizing the quality and condition of building facilities across the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	461
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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	28	0.6	0.8	0.7
Learning Disability	200	4.4	3.3	4.0
Intellectual Disability	19	0.4	0.4	0.5
Emotional Disturbance	42	0.9	0.9	1.0
Speech Impairment	79	1.7	2.5	2.4
Other Health Impairment*	53	1.2	2.2	2.1
Other Disabilities**	40	0.9	0.8	0.9
Total	461	10.2	10.9	11.5

*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 2006-07 with a Standard Diploma	96.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.6	2.8

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	23.9	20.4	72.7	62.1
	Writing	25.5	19.3	75.1	63.0
	Mathematics	22.7	22.6	70.4	62.7
	Science	20.5	22.2	67.1	56.8
CAPT	Reading Across the Disciplines	10.3	11.4	56.7	45.5
	Writing Across the Disciplines	34.5	16.3	75.3	57.9
	Mathematics	20.0	14.7	60.6	50.1
	Science	16.7	14.4	52.2	46.3

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	28.7
	% With Accommodations	71.3
CAPT	% Without Accommodations	14.3
	% With Accommodations	85.7
% Assessed Using Skills Checklist		10.0

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	1	0.2
Private Schools or Other Settings	32	6.9

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	338	73.3	73.4	71.6
40.1 to 79.0 Percent of Time	87	18.9	16.6	16.6
0.0 to 40.0 Percent of Time	36	7.8	10.0	11.8

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. CMT, CAPT, and SAT data guide decisions regarding instruction, course and program offerings, material selection and new initiatives. Newington continues to enhance teaching and learning through the establishment of clearly articulated standards and expectations for all students. PreK-12 teachers and administrators work collaboratively to audit, revise and align curriculum to the state frameworks through the development of a K-12 scope and sequence and vertical teams. This year, there was a concentrated effort across the district to improve student performance in reading and mathematics. Reading consultants at both the elementary and middle school levels assisted teachers in improving reading instruction across the content areas. Reading teachers at both levels worked directly with students providing additional reading instruction to at-risk students. The K-8 Math Resource teacher provided on-going job-embedded professional learning opportunities for elementary and middle school teacher. Common reading and math assessments were utilized to inform and guide instructional practices and provide appropriate and specific support. District and school improvement plans, which address areas in need of strengthening as identified through analysis of various assessment data, focus our efforts on improving learning in the areas of reading, mathematics and science. A component of our improvement plan is focused on the importance of parental involvement in a student's academic success. During the last week of September, conferences are held with parents to establish individual student learning goals for every child, K-8. This conference provides the opportunity for parents, students and teachers to collaboratively discuss every student's strengths and areas needing strengthening across the domains. The district engages in a strategic planning process that frames our improvement efforts. A central part of this process is a Strategic Planning Committee representing teachers, parents, staff members, community members, and administrators. The committee works annually to review district data and extensively discuss critical issues. In the area of special education, a third special education preschool class for autistic and other severely handicapped students opened at the Elizabeth Green School. This class addresses the specific needs of preschool students, including direct instruction; sensory activities and materials; and a low student/staff ratio. This program's hours are greater than the two other district preschool programs. Special education software was selected for implementation in 2008-2009. IEP Direct will allow staff to prepare IEPs and other reports and forms on the computer increasing direct instructional time. This software is also compatible with SEDAC. In April the district's student database migrated from Centerpoint to PowerSchool. A Special Education Professional Development Committee was formed to plan in-service programs for special education teachers resulting in improved in-service offerings so that special education staff can more effectively meet diverse the needs of students with disabilities.
