

STRATEGIC SCHOOL PROFILE 2008-09**Newington School District**

ERNEST L. PERLINI, Superintendent
Telephone: (860) 665-8610

Location: 131 Cedar Street
Newington,
Connecticut

Website: www.newington-schools.org/

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, 2008 4,510
5-Year Enrollment Change -2.1%

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	710	15.7	11.7	30.3
K-12 Students Who Are Not Fluent in English	159	3.6	2.3	5.2
Students Identified as Gifted and/or Talented*	176	3.9	4.9	4.0
PK-12 Students Receiving Special Education Services in District	487	10.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	261	83.7	85.8	79.7
Homeless	12	0.3	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	180	32.9	22.8	19.0

*97.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	0.3
Asian American	366	8.1
Black	270	6.0
Hispanic	439	9.7
White	3,422	75.9
Total Minority	1,088	24.1

Percent of Minority Professional Staff: 3.3%

Open Choice: 52 student(s) 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: 14.1% 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 50.

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 2008-09 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 four elementary schools embrace the responsive classroom philosophy as a vehicle to develop empathy, cooperation, responsibility and self-control. The middle school and high school staff continue to infuse the tenets of the "Capturing Kids Hearts" program by establishing a classroom environment where trust, respect, and caring relationships flourish. The World of Difference program The Truth About Hate is presented annually to all high school sophomores. This year all elementary and middle schools implemented School Families, a program developed by staff to bring students from each grade together as a "family" lead by an adult member of the school. The families participate in a variety of activities that address school-wide matters. The high school implemented an Advisor-Advisee program during an extended homeroom period as a vehicle for building connections between students and staff. Annually the district 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	69.9	54.6	69.2
Writing	77.7	62.5	74.2
Mathematics	74.0	62.8	63.5
Grade 4 Reading	68.4	60.7	53.4
Writing	76.6	64.2	64.2
Mathematics	73.8	63.6	59.8
Grade 5 Reading	66.0	66.0	34.2
Writing	68.5	66.5	38.3
Mathematics	69.5	68.8	38.3
Science	66.7	58.1	44.4
Grade 6 Reading	76.0	68.9	45.4
Writing	65.7	62.2	42.3
Mathematics	74.9	68.8	46.0
Grade 7 Reading	85.5	74.9	65.6
Writing	71.3	62.9	52.2
Mathematics	69.0	66.0	44.6
Grade 8 Reading	78.8	68.4	59.4
Writing	75.9	66.5	51.6
Mathematics	70.8	64.5	43.2
Science	68.2	60.6	40.6

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	59.9	47.4	63.6
Writing Across the Disciplines	73.7	55.0	73.3
Mathematics	62.5	47.8	64.1
Science	57.6	42.8	66.4

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
	34.6	36.2	41.1

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.4	74.5	
Average Score	Mathematics	502	507	39.5
	Critical Reading	493	503	32.6
	Writing	500	506	39.5

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 2008	98.4	92.1	81.7
Cumulative Four-Year Dropout Rate for Class of 2008	1.5	6.6	77.4
2007-08 Annual Dropout Rate for Grade 9 through 12	0.8	2.5	63.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.8	84.1
% Employed (Civilian Employment and in Armed Services)	8.6	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	289.97
Paraprofessional Instructional Assistants	16.00
Special Education	
Teachers and Instructors	29.00
Paraprofessional Instructional Assistants	96.30
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.00
School Level	18.08
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.40
Counselors, Social Workers, and School Psychologists	23.20
School Nurses	8.01
Other Staff Providing Non-Instructional Services and Support	147.60

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	13.2	14.1	13.6
% with Master's Degree or Above	73.9	75.1	76.1

Average Class Size	District	DRG	State
Grade K	18.4	17.5	18.3
Grade 2	19.4	19.0	19.3
Grade 5	19.6	20.9	21.0
Grade 7	23.0	20.7	20.5
High School	20.5	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	986	988
Middle School	1,012	1,026	1,016
High School	1,000	1,008	1,007

*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*	4.2	3.7	3.3
Middle School	3.3	3.0	2.6
High School	3.4	3.0	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$30,675	\$6,745	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$1,818	\$400	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$1,698	\$373	\$461	\$372	\$446
Student Support Services	\$3,326	\$731	\$808	\$754	\$806
Administration and Support Services	\$5,744	\$1,263	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$7,618	\$1,675	\$1,382	\$1,261	\$1,377
Transportation	\$2,771	\$604	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,794	N/A	N/A	N/A	N/A
Other	\$737	\$162	\$152	\$151	\$151
Total	\$56,180	\$12,285	\$12,869	\$12,042	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,949	\$428	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,967,783	16.0	20.6	20.5

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	74.9	23.4	1.7	0.0
Excluding School Construction	74.4	23.8	1.7	0.0

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 2008-09 school year, the number of certified positions increased by two positions and the number of instructional support position increased by 2.5 positions in order to equitably serve the growing needs of our student population and maintain class size. Textbook and material needs were provided as requested at each level.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	480
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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	35	0.8	1.0	0.8
Learning Disability	205	4.6	3.3	3.9
Intellectual Disability	21	0.5	0.4	0.5
Emotional Disturbance	34	0.8	0.9	1.0
Speech Impairment	91	2.0	2.5	2.3
Other Health Impairment*	47	1.0	2.2	2.1
Other Disabilities**	47	1.0	0.9	0.9
Total	480	10.7	11.2	11.6

*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 2007-08 with a Standard Diploma	93.3	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	28.7	30.2	74.7	65.7
	Writing	22.3	19.5	72.5	64.1
	Mathematics	29.8	30.7	71.9	65.7
	Science	21.5	23.8	67.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	59.9	47.4
	Writing Across the Disciplines	N/A	N/A	73.7	55.0
	Mathematics	0.0	15.4	62.5	47.8
	Science	14.3	10.6	57.6	42.8

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	16.4
	% With Accommodations	83.6
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		11.8

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	0	0.0
Private Schools or Other Settings	34	7.1

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	357	74.4	75.5	72.7
40.1 to 79.0 Percent of Time	78	16.3	15.2	16.1
0.0 to 40.0 Percent of Time	45	9.4	9.3	11.2

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, SAT and student performance data guide decisions regarding instruction, course and program offerings, material selection and new initiatives. This year, the district focused on enhancing vertical articulation K-12 by establishing and training school data teams and powering and unwrapping the mathematics and language arts standards K-12. Through this work, teachers and administrators audit, revise and align curriculum with the state frameworks. In addition, staff began developing common formative assessments for learning in mathematics and reading. Newington continues to enhance teaching and learning through the establishment of clearly articulated standards and expectations for all students. A new Educational Data Specialist works to maintain and manage student data and provides analytical reports that permit administrators and staff to focus on subgroup strengths and needs, and develop instructional plans for target populations. A new special education software program allows staff to manage the creation and modification of Individualized Educational Programs for students. The result is a more consistent approach to the development of IEPs. District and school improvement plans, which address areas in need of strengthening as identified through analysis of various assessment data. A component of our improvement plan focuses on the importance of parental involvement in a student's academic success. Parent conferences are held at the elementary level and student led conferences are held at the middle school level twice during the school year. 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.
