

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



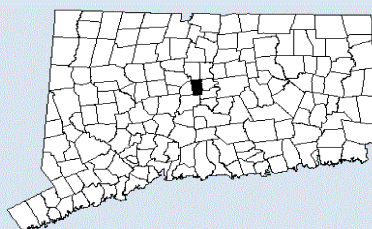
Newington School District

Dr. William Collins, Superintendent • 860-667-2000 • www.newington-schools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,060
Per Pupil Expenditures ¹	\$16,253
Total Expenditures ¹	\$70,765,263

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,013	49.6	48.3
Male	2,047	50.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	369	9.1	4.9
Black or African American	220	5.4	12.8
Hispanic or Latino	749	18.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	189	4.7	2.7
White	2,523	62.1	55.9
English Learners	174	4.3	6.4
Eligible for Free or Reduced-Price Meals	927	22.8	38.0
Students with Disabilities ¹	528	13.0	13.7

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	92	4.7	43	2.1
Male	108	5.3	150	7.3
Black or African American	11	5.0	25	11.1
Hispanic or Latino	50	6.6	62	8.1
White	126	5.1	92	3.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	76	8.6	93	9.5
Students with Disabilities	59	11.4	52	8.6
District	200	5.0	193	4.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 20

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	268.9
Paraprofessional Instructional Assistants	24.0
Special Education	
Teachers and Instructors	33.0
Paraprofessional Instructional Assistants	107.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	17.2
Counselors, Social Workers and School Psychologists	25.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	149.9

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	7	1.8	3.5
Hispanic or Latino	6	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	369	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.4

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	6	*	13	*
Hispanic or Latino	31	53.4	47	82.5
White	135	66.2	170	82.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	57.1	50	83.3
Students with Disabilities	33	82.5	56	88.9
District	200	64.1	256	81.8
State		61.2		73.9

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	37	66.1
Emotional Disturbance	15	45.5
Intellectual Disability	6	*
Learning Disability	179	76.8
Other Health Impairment	54	73.0
Other Disabilities	11	40.7
Speech/Language Impairment	41	93.2
District	343	70.7
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	58	1.4
Emotional Disturbance	33	0.8
Intellectual Disability	18	0.4
Learning Disability	233	5.6
Other Health Impairment	74	1.8
Other Disabilities	40	1.0
Speech/Language Impairment	59	1.4
All Disabilities	515	12.3

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	38,528,465	9,388	9,387
Instructional Supplies and Equipment	2,169,481	529	318
Improvement of Instruction and Educational Media Services	2,038,572	497	541
Student Support Services	3,860,822	941	1,048
Administration and Support Services	7,244,346	1,765	1,790
Plant Operation and Maintenance	8,669,427	2,112	1,608
Transportation	4,144,992	913	845
Costs of Students Tuitioned Out	3,373,653	N/A	N/A
Other	735,505	179	194
Total	70,765,263	16,253	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,681,479	653	1,524

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

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,367,373	35.7
Noncertified Personnel	551,566	4.5
Purchased Services	2,598,267	21.2
Tuition to Other Schools	2,888,645	23.6
Special Ed. Transportation	0	0.0
Other Expenditures	1,836,676	15.0
Total Expenditures	12,242,527	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.4	77.0
State	21.5	20.8
Federal	1.6	1.6
Tuition & Other	0.6	0.6

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	198	73.5	198	71.6	97	61.6
Black or African American	116	61.3	116	56.7	52	50.6
Hispanic or Latino	381	63.7	381	58.1	164	52.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	108	66.7	108	62.5	37	61.4
White	1369	70.2	1367	66.7	566	62.0
English Learners	117	63.1	116	60.8	31	49.1
Non-English Learners	2059	69.0	2058	65.1	888	60.0
Eligible for Free or Reduced-Price Meals	481	61.9	480	58.4	214	54.3
Not Eligible for Free or Reduced-Price Meals	1695	70.6	1694	66.7	705	61.2
Students with Disabilities	298	50.7	298	47.2	138	44.9
Students without Disabilities	1878	71.5	1876	67.7	781	62.2
High Needs	738	59.9	737	56.4	325	51.9
Non-High Needs	1438	73.2	1437	69.2	594	63.8
District	2176	68.7	2174	64.9	919	59.6

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	88.0	77.5	85.9	80.4	1,202	83.1
Curl Up	89.6	71.1	82.7	94.6	1,202	84.7
Push Up	78.8	53.9	54.9	75.0	1,202	65.9
Mile Run/PACER	90.5	81.3	76.8	67.9	1,202	79.3
All Tests - District	67.4	36.6	39.9	55.1	1,202	50.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	78.2	Yes	80.2
Hispanic or Latino	53	92.5	81.9	Yes	83.4
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	108	87.0	78.0	Yes	80.0
Students with Disabilities	50	84.0	63.0	Yes	66.8
District	358	92.7	87.1	Yes	88.0
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	153	47.2
Male	93.7	112	37.2
Black or African American	93.3	*	*
Hispanic or Latino	93.0	36	31.3
White	95.6	185	45.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.6	30	27.5
Students with Disabilities	64.3	*	*
District	94.7	265	42.4
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.4	92.3
Male	68.1	93.7
Black or African American	75.0	*
Hispanic or Latino	51.9	79.4
White	76.5	95.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.1	86.2
Students with Disabilities	33.3	*
District	74.0	92.9
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.7	75	45.8	50	91.6	67.7
	High Needs Students	59.9	75	39.9	50	79.9	56.7
Math Performance Index	All Students	64.9	75	43.3	50	86.5	61.4
	High Needs Students	56.4	75	37.6	50	75.3	49.9
Science Performance Index	All Students	59.6	75	39.7	50	79.5	57.5
	High Needs Students	51.9	75	34.6	50	69.2	47.0
ELA Academic Growth	All Students	58.2%	100%	58.2	100	58.2	63.8%
	High Needs Students	50.8%	100%	50.8	100	50.8	58.3%
Math Academic Growth	All Students	56.3%	100%	56.3	100	56.3	65.0%
	High Needs Students	50.2%	100%	50.2	100	50.2	57.4%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.3%	<=5%	43.3	50	86.7	15.6%
Preparation for CCR	% Taking Courses	73.0%	75%	48.6	50	97.3	67.6%
	% Passing Exams	42.4%	75%	28.3	50	56.5	40.7%
On-track to High School Graduation		95.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		92.7%	94%	98.7	100	98.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.9%	94%	87.1	100	87.1	78.6%
Postsecondary Entrance (Class of 2015)		74.0%	75%	98.7	100	98.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.6% 50.1%	75%	33.4	50	66.8	89.2% 50.5%
Arts Access		61.2%	60%	50.0	50	100.0	47.5%
Accountability Index				1044.5	1350	77.4	

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	73.2	59.9	13.3	16.5	
Math Performance Index Gap	69.2	56.4	12.8	18.9	
Science Performance Index Gap	63.8	51.9	11.9	17.2	
Graduation Rate Gap	94.0%	81.9%	12.1%	15.3%	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	99.4
	High Needs Students	99.1
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	99.5
	High Needs Students	98.5

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: 49.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Newington School District

Narratives

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. 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 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 social studies 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

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 2015-2016 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.

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Equitable Allocation of Resources among District Schools

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 2015-2016 school year, the certified and instructional support staff continued to equitably serve the growing needs of our student population, as we make every effort to maintain class sizes and provide textbooks, resources, and materials as required at each level.