

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



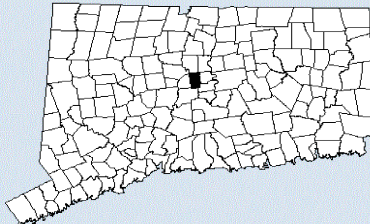
Newington School District

Dr. Maureen Brummett, Superintendent • 860-667-2000 • <http://www.npsct.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,974
Per Pupil Expenditures ¹	\$18,117
Total Expenditures ¹	\$76,344,184

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,978	49.8	48.4
Male	1,996	50.2	51.5
American Indian or Alaska Native	*	*	0.3
Asian	364	9.2	5.2
Black or African American	238	6.0	12.7
Hispanic or Latino of any race	919	23.1	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	205	5.2	4.0
White	2,239	56.3	49.9
English Learners	269	6.8	8.3
Eligible for Free or Reduced-Price Meals	1,330	33.5	42.7
Students with Disabilities ³	595	15.0	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	149	7.7	19	0.9
Male	151	7.8	30	1.5
Black or African American	27	11.6	*	*
Hispanic or Latino of any race	133	14.9	20	2.1
White	104	4.8	22	1.0
English Learners	38	13.2	*	*
Eligible for Free or Reduced-Price Meals	208	17.1	29	2.0
Students with Disabilities	93	15.8	15	2.1
District	300	7.7	49	1.2
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 177

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	265.2
Paraprofessional Instructional Assistants	24.0
Special Education	
Teachers and Instructors	39.0
Paraprofessional Instructional Assistants	102.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	15.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	16.0
Counselors, Social Workers and School Psychologists	28.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	159.8

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	1.3
Black or African American	7	1.8	4.1
Hispanic or Latino of any race	6	1.6	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	370	95.9	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	16	80.0	23	88.5
Hispanic or Latino of any race	51	83.6	44	86.3
White	155	82.0	169	88.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	68	80.0	63	87.5
Students with Disabilities	33	91.7	45	93.8
District	262	83.2	273	87.5
State		75.9		85.6

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 Peers³

	Count	Rate (%)
Autism	57	69.5
Emotional Disturbance	8	34.8
Intellectual Disability	6	*
Learning Disability	180	83.7
Other Health Impairment	92	76.7
Other Disabilities	7	28.0
Speech/Language Impairment	66	98.5
District	416	75.9
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	88	2.2	2.1
Emotional Disturbance	23	0.6	1.1
Intellectual Disability	16	0.4	0.5
Learning Disability	216	5.4	5.8
Other Health Impairment	121	3.0	3.3
Other Disabilities	46	1.1	1.2
Speech/Language Impairment	83	2.1	1.9
All Disabilities	593	14.7	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	30	5.1	8.3
Private Schools or Other Settings	26	4.4	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$42,847,481	\$10,168	\$11,205
Support services - students	\$3,659,413	\$916	\$1,346
Support services - instruction	\$1,090,062	\$273	\$698
Support services - general administration	\$2,719,397	\$681	\$464
Support services - school based administration	\$3,898,990	\$976	\$1,037
Central and other support services	\$9,498,560	\$2,379	\$691
Operation and maintenance of plant	\$8,645,828	\$2,165	\$1,692
Student transportation services	\$3,335,889	\$998	\$1,159
Food services	.	.	\$21
Enterprise operations	\$648,564	\$162	\$151
Total	\$76,344,184	\$18,117	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,801,923	29.9	29.6
Instructional Aide Salaries	\$2,088,855	13.0	11.1
Other Salaries	\$1,318,199	8.2	9.5
Employee Benefits	\$2,087,512	13.0	13.5
Purchased Services Other Than Transportation	\$901,496	5.6	5.4
Special Education Tuition	\$4,053,327	25.3	22.5
Supplies	\$129,728	0.8	0.5
Property Services	\$8,196	0.1	0.3
Purchased Services For Transportation	\$629,785	3.9	7.2
Equipment	\$14,016	0.1	0.2
All Other Expenditures	\$1,445	0.0	0.1
Total	\$16,034,482	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.0	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	77.8
State	19.8
Federal	1.6
Tuition & Other	0.8

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	61	98.4
English Learners	7	*
Eligible for Free or Reduced-Price Meals	136	93.4
Students with Disabilities	39	79.5
District	333	96.4
State		88.8

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 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.6	145	49.7
Male	78.5	142	42.4
Black or African American	54.3	*	*
Hispanic or Latino	81.3	37	33.0
White	84.3	192	50.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	78.3	46	29.3
Students with Disabilities	58.3	6	7.1
District	81.8	287	45.8
State	85.0		36.0

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	80.7	89.1
Male	64.4	88.1
Black or African American	*	*
Hispanic or Latino of any race	55.9	83.9
White	77.0	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.0	77.9
Students with Disabilities	41.7	55.0
District	71.9	88.6
State	67.4	84.9

³ 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.

⁴ 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

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	7.7%	<=5%	19.0%
	High Needs Students	14.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	85.3%	75%	80.6%
	% Passing Exams	45.8%	75%	36.0%
On-track to High School Graduation		95.5%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.4%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		96.2%	94%	85.2%
Postsecondary Entrance (Class of 2020)		71.8%	75%	67.4%
Arts Access		54.8%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	96.2%	-2.2%	9.8%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

Newington Public Schools (NPS) is committed to a continuous improvement process. Measurable goals are supported by action steps and professional growth goals. Improvement plans focus on improving learning for every student. Students' 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 Tier I instructional strategies as well as interventions in Tiers 2 and 3. Student performance data guides decisions regarding instructional practices, program and course offerings, selection of resources, and new initiatives. Emphasis is placed on closing the achievement gap for specific subgroups of students.

The district is focused on improving student learning in all areas to prepare each and every student for life after graduation. NPS utilizes Professional Learning Communities to review student achievement data, design instruction, and conduct action research. We believe that if we focus the work of all PLCs on strategies that support each and every learner to achieve grade level expectations, then self-efficacy will be enhanced and all students will be successful. To that end, emphasis is placed on ensuring high functioning PLCs across all levels. Teams are empowered to engage in action research aimed at strengthening the instructional core with a focus on equity, culturally responsive pedagogy, and social and emotional learning. Resources to support teams are curated to provide "just in time" learning based on identified needs. Instructional coaches provide job-embedded learning opportunities.

Another area of focus is to strengthen processes in order to address unfinished learning. This requires strategic focus on ensuring access to essential learning in Tier I for all students. In addition, all schools continue to focus on social emotional learning to maximize academic and social development. Teams collaboratively develop focused, data-driven action plans and performance indicators.

Special education teachers and related service staff provide instruction both in the general education classes through the inclusion model and in learning center classrooms. The district continues to contract with SERC to support improvement efforts focused on IEP development and implementation. Teams have developed collaborative practices to meet the needs of students in Tier I while also focusing on interventions. Student truancy has been minimal based on our positive attendance data; however, there are pockets of chronic absenteeism. The district's 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. Teams work with families to identify and address obstacles to school attendance.

Engaging families in student learning is important to each student's academic success. Open House programs are held each year at all schools. Formal parent conferences are held at all levels up to three times annually. Virtual conferences were held for the first time. An area of focus is to expand opportunities for parent engagement, expand access to resources and communicate information in multiple languages.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district's Workforce Diversity Team initially focused on utilizing the Increasing the Racial, Ethnic, and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection to plan to recruit and retain educators of color. The team also engaged in an Anti-Racist Workshop Series of professional learning hosted by the Capital Region Education Council (CREC). Throughout this series our team is building capacity to engage in productive conversations about race and apply an anti-racist equity lens to policy and practices.

The Workforce Diversity Team launched a book club focused on Singleton, G.E. (2015). *Courageous Conversations About Race: A Field Guide to Achieving Equity in Schools*. Fifty-four staff members participated. All staff participated in school-led professional development based on the *Courageous Conversations Academy*,^c Workshop Sessions. Additionally, the district launched five book clubs for staff to participate in during the summer 2021.

In March, 2021, our partnership with the State Department of Education secured our participation in Coaching for Culturally Responsive Leadership, a six-part, 12 hour private, invite only workshop series. Participants learn how to coach effectively toward practices that advance equity for all students, support leaders in identifying and applying high-impact action steps to dismantle inequitable practices, and accelerate school transformation and student learning.

All staff electing to participate in curriculum writing tasks, join hiring committees, engage in policy review/revision, or design and deliver professional learning are now required to complete a Culturally Responsive Teaching online learning course. Each module contains readings from Hammond, M. (2015) *Culturally Responsive Teaching & The Brain as a foundation for learning*, and includes relevant articles and videos to support the context of the reading.

The Safe School Climate committee focuses on priorities based on a needs assessment to address gaps in achievement, discipline, and attendance. During the 2020-21 school year, the district implemented a pike-12+ social emotional learning program aligned to the CASEL framework. Five schools participated in RULER training. Two additional teams will be trained in the coming year.

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Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all schools based on enrollment and student needs. Grant funds are used 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 Public Schools allocation practices reflect an understanding of the imperative to eliminate existing inequities and close the achievement gap.