

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



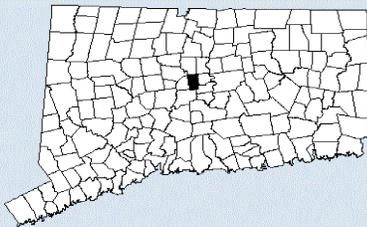
Newington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	3,893
Per Pupil Expenditures ¹	\$21,046
Total Expenditures ¹	\$86,374,266

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2023-24 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,004	51.5	48.3
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	405	10.4	5.2
Black or African American	221	5.7	12.5
Hispanic or Latino of any race	1,027	26.4	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	213	5.5	4.7
White	2,019	51.9	46.2
English Learners/Multilingual Learners	370	9.5	10.5
Eligible for Free or Reduced-Price Meals	1,439	37.0	44.0
Students with Disabilities ³	620	15.9	17.9

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	250	12.7	*	*
Male	*	*	94	4.8
Non-Binary	*	*	*	*
Black or African American	19	8.6	12	5.2
Hispanic or Latino of any race	186	18.4	75	7.0
White	188	9.6	60	2.9
English Learners/Multilingual Learners	51	13.1	19	4.7
Eligible for Free or Reduced-Price Meals	276	19.6	100	6.3
Students with Disabilities	123	21.1	48	6.7
District	456	12.0	155	3.8
State		17.7		7.0

Number of students qualified as truant under state statute: 725

Number of school-based arrests: 10

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.

District Profile and Performance Report for School Year 2023-24

Newington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	267.4
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	44.0
Paraprofessional Instructional Assistants	85.5
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	14.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	18.5
Counselors, Social Workers and School Psychologists	29.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	182.1

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	5	1.3	1.4
Black or African American	8	2.0	4.8
Hispanic or Latino of any race	8	2.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	377	94.7	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.9	13.3

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	*	*	19	*
Hispanic or Latino of any race	73	91.3	70	94.6
White	172	96.6	180	96.3
English Learners/Multilingual Learners	8	*	12	*
Eligible for Free or Reduced-Price Meals	99	91.7	94	94.0
Students with Disabilities	33	94.3	46	92.0
District	309	94.8	316	95.8
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	63	67.7
Emotional Disability	20	69.0
Intellectual Disability	7	*
Learning Disability	181	87.0
Other Health Impairment	97	81.5
Other Disabilities	14	41.2
Speech/Language Impairment	63	100.0
District	445	79.7
State		66.8

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).

District Profile and Performance Report for School Year 2023-24

Newington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	102	2.6	2.6
Emotional Disability	29	0.7	1.1
Intellectual Disability	12	0.3	0.6
Learning Disability	208	5.3	6.4
Other Health Impairment	123	3.1	3.5
Other Disabilities	56	1.4	1.2
Speech/Language Impairment	75	1.9	2.0
All Disabilities	605	15.4	17.3

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	31	5.1	8.0
Private Schools or Other Settings	21	3.5	4.6

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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$56,014,435	\$13,649	\$12,942
Support services - students	\$5,141,482	\$1,315	\$1,724
Support services - instruction	\$1,275,588	\$326	\$905
Support services - general administration	\$3,429,121	\$877	\$520
Support services - school based administration	\$5,402,301	\$1,381	\$1,207
Central and other support services	\$1,012,048	\$259	\$771
Operation and maintenance of plant	\$9,288,656	\$2,375	\$2,101
Student transportation services	\$3,934,612	\$1,222	\$1,582
Food services	.	.	\$8
Enterprise operations	\$876,022	\$224	\$213
Total	\$86,374,266	\$21,046	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,329,162	27.3	27.6
Instructional Aide Salaries	\$2,825,696	14.5	10.2
Other Salaries	\$1,578,135	8.1	10.5
Employee Benefits	\$2,234,684	11.5	13.2
Purchased Services Other Than Transportation	\$1,500,197	7.7	6.4
Special Education Tuition	\$4,914,127	25.2	22.2
Supplies	\$124,935	0.6	0.7
Property Services	\$20,977	0.1	0.4
Purchased Services For Transportation	\$970,930	5.0	8.4
Equipment	\$9,187	0.0	0.3
All Other Expenditures	\$1,253	0.0	0.1
Total	\$19,509,283	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.6	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	74.6
State	19.8
Federal	4.0
Tuition & Other	1.6

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).

District Profile and Performance Report for School Year 2023-24

Newington School District

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	206	73.1	205	72.7	94	74.5
Black or African American	121	60.6	121	55.3	54	60.8
Hispanic or Latino of any race	513	57.3	510	52.5	229	57.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,029	67.4	1,027	64.6	469	68.8
English Learners/Multilingual Learners	274	59.4	274	57.8	91	60.4
Non-English Learners/Non-Multilingual Learners	1,697	65.6	1,690	62.1	802	66.4
Eligible for Free or Reduced-Price Meals	703	57.7	698	54.0	288	58.6
Not Eligible for Free or Reduced-Price Meals	1,268	68.7	1,266	65.6	605	69.2
Students with Disabilities	292	44.2	288	39.2	119	44.7
Students without Disabilities	1,679	68.4	1,676	65.3	774	69.0
High Needs	932	57.3	925	53.9	380	57.5
Non-High Needs	1,039	71.5	1,039	68.2	513	71.9
District	1,971	64.8	1,964	61.5	893	65.8

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.1	76.9	72.3	72.4	1,123	76.8
Curl Up	83.0	74.1	69.9	80.1	1,125	76.8
Push Up	74.9	60.0	54.0	70.5	1,126	64.9
Mile Run/PACER	81.1	79.6	58.1	64.9	1,121	70.7
All Tests - District	56.1	40.2	25.4	41.0	1,114	40.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2023-24

Newington School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	21	85.7
Hispanic or Latino of any race	78	92.3
White	199	96.0
English Learners/Multilingual Learners	11	*
Eligible for Free or Reduced-Price Meals	119	89.9
Students with Disabilities	56	82.1
District	337	94.1
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	203	60.4
Male	197	61.8
Non-Binary	0	*
Black or African American	16	47.1
Hispanic or Latino	64	41.6
White	251	68.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	97	46.6
Students with Disabilities	22	25.9
District	400	61.0
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

Copyright © 2024 The College Board. www.collegeboard.org

ACT[®] statistics derived from data provided by ACT, Inc.

Copyright © 2024 ACT, Inc. www.act.org

IB[®] statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2024

College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	83.8	92.7
Male	71.9	88.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	65.3	90.9
White	80.0	92.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	74.1	80.3
Students with Disabilities	52.1	*
District	77.6	90.7
State	68.4	87.2

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

District Profile and Performance Report for School Year 2023-24

Newington School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.8	75	43.2	50	86.4	63.9
	High Needs Students	57.3	75	38.2	50	76.4	54.1
Math Performance Index	All Students	61.5	75	41.0	50	82.0	60.2
	High Needs Students	53.9	75	35.9	50	71.9	49.5
Science Performance Index	All Students	65.8	75	43.9	50	87.7	61.8
	High Needs Students	57.5	75	38.4	50	76.7	51.4
ELA Academic Growth	All Students	57.5%	100%	57.5	100	57.5	58.7%
	High Needs Students	54.7%	100%	54.7	100	54.7	54.2%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	61.4%
	High Needs Students	55.4%	100%	55.4	100	55.4	55.1%
Progress Toward English Proficiency	Literacy	65.6%	100%	32.8	50	65.6	58.9%
	Oral	62.2%	100%	31.1	50	62.2	55.2%
Chronic Absenteeism	All Students	12.0%	<=5%	36.0	50	72.0	17.7%
	High Needs Students	18.4%	<=5%	23.1	50	46.3	25.5%
Preparation for CCR	% Taking Courses	95.3%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	61.0%	75%	40.7	50	81.3	44.3%
On-track to High School Graduation		90.4%	94%	48.1	50	96.2	84.5%
4-year Graduation All Students (2023 Cohort)		94.1%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		92.9%	94%	98.8	100	98.8	86.6%
Postsecondary Entrance (Class of 2023)		77.6%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		95.5% 40.6%	75%	27.0	50	54.1	93.6% 47.2%
Arts Access		63.4%	60%	50.0	50	100.0	55.0%
Accountability Index				1105.2	1450	76.2	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.5	57.3	14.2	16.9	
Math Performance Index Gap	68.2	53.9	14.3	18.2	
Science Performance Index Gap	71.9	57.5	14.4	17.9	
Graduation Rate Gap	94.0%	92.9%	1.1%	9.9%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.9
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	97.7
Science	All Students	98.5
	High Needs Students	97.3

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 48.7 State: 49.7

District Profile and Performance Report for School Year 2023-24

Newington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Newington Public Schools are focused on improving student learning to prepare students for life after graduation with an emphasis on closing the opportunity gap for historically marginalized and underrepresented students. To achieve this goal, NPS is building a culture of equity supported by three pillars: culturally relevant pedagogy, social emotional learning, and discipline. The core concept of a culture of equity is normalizing equity at NPS. The big idea is that culture comes from collective performance of routines. Our improvement efforts focus on establishing and engaging in routines for learning, structures, and accountability for equity. We use routines to organize around, or make normal, certain behaviors, language, and ideas. When we collectively and intentionally engage those routines, we create new systems - ones that produce equitable outcomes, by design.

NPS utilizes Professional Learning Communities to review student achievement data, design instruction, and conduct action research. We believe that if PLCs operationalize SRBI with fidelity using culturally relevant pedagogy, then all students will be successful. To that end, emphasis is placed on ensuring support for PLCs to engage in research aimed at strengthening the instructional core. A specific area of focus is to develop staff capacity to address, through conversation in PLCs, the racial opportunity gap. This requires ongoing job-embedded professional learning so that educators can engage in meaningful dialogue about students, teaching, and learning.

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 is closely monitored. Teams work with families to identify and address obstacles to school attendance.

Paraeducators and Registered Behavior Technicians in our district play a critical role in supporting our students. Paraeducators participated in trainings developed by the district's Board Certified Behavior Analysts that focused on function of behaviors, instruction control and de-escalation, operant conditioning and reinforcement dimensions, prompting hierarchy, and behavior intervention plans. Wherever possible paraeducators also attend district training regarding our ongoing equity efforts.

Engaging families is critical to each student's academic success. Open House programs and conferences are held at all levels. The district utilizes Parent Square, which allows for communication in multiple languages. Language Line Translation Service has further enhanced our efforts to reach all families. Our Welcome Center is a resource for new families who may need support accessing resources. The district has developed a Community Partnership Committee that is composed of alumni, families, our CCSU partners and district staff. The focus of this team is to provide feedback on the district's efforts to promote equitable practices. Families and community members were invited and encouraged to participate in the Equity Audit to inform next levels of the work.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our mission is to achieve equity within the NPS community. The Chief of Strategy, Innovation, and Culture for Equity has ensured an infrastructure to support ongoing work. The District Equity Leadership Team (DELT) supports leaders in their efforts to affect change. The Administrative Council provides a structure to share information and resources as they address issues of equity. Together the DELT and Council are a support network that connects our leadership into a coherent frame, enabling NPS to better identify systemically effective leadership approaches to producing desired outcomes.

The infrastructure is supported by District and School Equity teams. The District Equity Team conducted an audit of instructional decision-making, emphasizing culturally relevant pedagogy in instruction. Findings informed the refinement, sustainability, and/or establishment of infrastructure and the culture of decision making for equity.

The Student PANEL (Participatory Action-research to Name Equity in school Life) provides the perspective of students with respect to the impact of our efforts. Student PANEL analyzes issues of equity, the impact on student experiences, and identifies responses to the findings. This group will be vital to our mission, aiding in decision-making that affects the entire NPS culture and community, specifically delineating the qualities of experiences of students from historically marginalized communities.

Professional development is focused and aligned to areas of improvement. The district capitalizes the NPS Canon to drive improvement efforts: SRBI guidelines, Courageous Conversations about Race by Glenn Singleton, and Culturally Responsive Teaching and the Brain by Zaretta Hammond. Teams collaborate to conduct action research focused on culturally relevant pedagogy and monitor the impact of adult actions on student outcomes.

District Profile and Performance Report for School Year 2023-24

Newington School District

Equitable Allocation of Resources among District Schools

Newington Public Schools allocates resources across all schools based on enrollment and student needs. The operational budget is developed each fall in consideration of the number of students enrolled in each school. Consideration is also given to specific needs including equipment and facilities. 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 opportunity gap.