

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



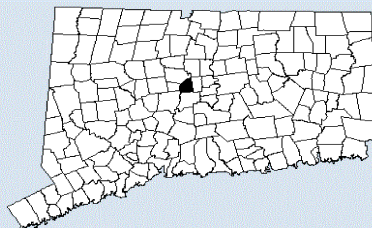
New Britain School District

Ms. Nancy Sarra, Superintendent • 860-827-2200 • <http://www.csdnb.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	10,179
Per Pupil Expenditures ¹	\$13,569
Total Expenditures ¹	\$158,002,979

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,860	47.7	48.4
Male	5,319	52.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	241	2.4	5.2
Black or African American	1,135	11.2	12.8
Hispanic or Latino of any race	6,698	65.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	305	3.0	3.6
White	1,787	17.6	52.4
English Learners	1,605	15.8	7.6
Eligible for Free or Reduced-Price Meals	7,677	75.4	42.1
Students with Disabilities ³	2,114	20.8	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	1,051	22.8	434	8.4
Male	1,284	25.4	761	13.3
Black or African American	213	19.6	183	14.8
Hispanic or Latino of any race	1,758	27.6	808	11.3
White	284	16.8	157	8.5
English Learners	531	31.4	216	11.9
Eligible for Free or Reduced-Price Meals	2,168	26.2	1,090	11.9
Students with Disabilities	679	34.0	386	15.3
District	2,335	24.2	1,195	11.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 3,018

Number of school-based arrests: 80

⁴A 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.

⁵This 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 2018-19

New Britain School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	574.2
Paraprofessional Instructional Assistants	16.1
Special Education	
Teachers and Instructors	111.6
Paraprofessional Instructional Assistants	207.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.5
School Level	37.5
Library/Media	
Specialists (Certified)	6.0
Support Staff	6.2
Instructional Specialists Who Support Teachers	32.0
Counselors, Social Workers and School Psychologists	54.5
School Nurses	24.0
Other Staff Providing Non-Instructional Services/Support	469.1

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	14	1.7	1.1
Black or African American	43	5.2	3.8
Hispanic or Latino of any race	90	10.8	3.8
Native Hawaiian or Other Pacific Islander	1	0.1	0.0
Two or More Races	0	0.0	0.1
White	682	82.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	10.0

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	69	69.7	54	72.0
Hispanic or Latino of any race	205	63.7	256	65.8
White	71	77.2	77	68.8
English Learners	51	56.0	42	44.2
Eligible for Free or Reduced-Price Meals	287	66.4	323	67.2
Students with Disabilities	86	72.3	85	58.2
District	365	66.8	410	67.8
State		74.5		85.2

²College-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	90	45.0
Emotional Disturbance	46	29.5
Intellectual Disability	28	29.2
Learning Disability	634	81.0
Other Health Impairment	287	67.5
Other Disabilities	11	15.7
Speech/Language Impairment	209	90.9
District	1,305	66.6
State		67.6

³This 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	213	1.9	1.9
Emotional Disturbance	157	1.4	1.1
Intellectual Disability	96	0.8	0.5
Learning Disability	784	6.9	5.5
Other Health Impairment	432	3.8	3.2
Other Disabilities	186	1.6	1.1
Speech/Language Impairment	250	2.2	1.8
All Disabilities	2,118	18.7	15.0

¹This 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	271	12.8	8.2
Private Schools or Other Settings	56	2.6	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$103,987,212	\$8,931	\$10,545
Support services - students	\$6,174,117	\$617	\$1,373
Support services - instruction	\$5,564,855	\$556	\$644
Support services - general administration	\$3,422,031	\$342	\$462
Support services - school based administration	\$5,828,769	\$583	\$1,007
Central and other support services	\$5,509,081	\$551	\$671
Operation and maintenance of plant	\$12,681,002	\$1,268	\$1,629
Student transportation services	\$13,729,483	\$1,643	\$1,231
Food services	.	.	\$13
Enterprise operations	\$562,031	\$56	\$157
Minor school construction	\$544,399	\$54	\$65
Total	\$158,002,979	\$13,569	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,995,979	32.9	29.7
Instructional Aide Salaries	\$5,744,777	12.6	9.6
Other Salaries	\$3,156,747	6.9	10.4
Employee Benefits	\$5,563,282	12.2	13.0
Purchased Services Other Than Transportation	\$1,191,681	2.6	5.5
Special Education Tuition	\$9,652,754	21.2	22.6
Supplies	\$114,874	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$5,039,394	11.1	8.0
Equipment	\$39,431	0.1	0.2
All Other Expenditures	\$22,256	0.0	0.1
Total	\$45,521,175	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	29.9
State	62.0
Federal	8.0
Tuition & Other	0.2

⁴Revenue 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 2018-19

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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	106	58.7	106	55.1	*	*
Black or African American	570	51.3	572	41.6	264	46.8
Hispanic or Latino of any race	3,171	48.3	3,140	40.4	1,178	45.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	134	54.4	134	47.0	48	50.7
White	881	56.9	880	49.9	357	54.7
English Learners	1,013	43.2	1,006	37.5	403	42.2
Non-English Learners	3,853	52.6	3,830	44.2	1,489	49.2
Eligible for Free or Reduced-Price Meals	4,223	49.2	4,194	41.3	1,630	46.4
Not Eligible for Free or Reduced-Price Meals	643	60.3	642	52.6	262	56.3
Students with Disabilities	948	36.8	934	29.2	375	38.3
Students without Disabilities	3,918	54.0	3,902	46.0	1,517	50.1
High Needs	4,364	49.1	4,335	41.3	1,684	46.4
Non-High Needs	502	63.8	501	55.7	208	58.9
District	4,866	50.6	4,836	42.8	1,892	47.7

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

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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	78.1	75.6	73.0	80.7	2,348	76.7
Curl Up	81.0	64.9	53.3	58.7	2,348	66.4
Push Up	61.2	63.3	60.5	57.3	2,348	60.8
Mile Run/PACER	69.2	68.3	64.2	40.6	2,348	62.5
All Tests - District	39.9	44.4	38.6	34.1	2,348	39.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	104	76.9
Hispanic or Latino of any race	384	68.8
English Learners	127	65.4
Eligible for Free or Reduced-Price Meals	523	71.7
Students with Disabilities	112	45.5
District	627	73.2
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.9	74	13.5
Male	91.9	56	9.3
Black or African American	96.6	19	10.9
Hispanic or Latino of any race	92.3	55	7.7
White	93.1	43	21.1
English Learners	93.5	*	*
Eligible for Free or Reduced-Price Meals	93.6	79	8.7
Students with Disabilities	77.0	0	0.0
District	93.3	130	11.3
State	95.9		42.6

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.

Copyright © 2019 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	55.3	72.3
Male	39.1	71.3
Black or African American	55.1	77.8
Hispanic or Latino of any race	38.1	65.5
White	68.5	77.1
English Learners	41.9	63.5
Eligible for Free or Reduced-Price Meals	44.8	67.6
Students with Disabilities	20.0	*
District	47.6	71.9
State	71.0	87.8

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	50.6	75	33.7	50	67.5	67.7
	High Needs Students	49.1	75	32.7	50	65.5	58.1
Math Performance Index	All Students	42.8	75	28.5	50	57.1	63.1
	High Needs Students	41.3	75	27.5	50	55.1	52.7
Science Performance Index	All Students	47.7	75	31.8	50	63.6	63.8
	High Needs Students	46.4	75	30.9	50	61.8	54.2
ELA Academic Growth	All Students	48.8%	100%	48.8	100	48.8	59.9%
	High Needs Students	48.3%	100%	48.3	100	48.3	55.1%
Math Academic Growth	All Students	44.2%	100%	44.2	100	44.2	62.5%
	High Needs Students	43.6%	100%	43.6	100	43.6	55.2%
Progress Toward English Proficiency	Literacy	50.8%	100%	25.4	50	50.8	60.0%
	Oral	47.0%	100%	23.5	50	47.0	52.1%
Chronic Absenteeism	All Students	24.2%	<=5%	11.7	50	23.4	10.4%
	High Needs Students	26.1%	<=5%	7.9	50	15.8	16.1%
Preparation for CCR	% Taking Courses	67.3%	75%	44.9	50	89.8	80.0%
	% Passing Exams	11.3%	75%	7.5	50	15.1	42.6%
On-track to High School Graduation		63.9%	94%	34.0	50	68.0	88.0%
4-year Graduation All Students (2018 Cohort)		73.2%	94%	77.9	100	77.9	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		77.3%	94%	82.2	100	82.2	83.3%
Postsecondary Entrance (Class of 2018)		47.6%	75%	63.5	100	63.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.5% 39.6%	75%	13.2	50	26.4	96.4% 52.9%
Arts Access		52.1%	60%	43.4	50	86.9	51.9%
Accountability Index				805.3	1450	55.5	

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	63.8	49.1	14.7	15.4	
Math Performance Index Gap	55.7	41.3	14.4	17.6	
Science Performance Index Gap	58.9	46.4	12.6	16.1	
Graduation Rate Gap	94.0%	77.3%	16.7%	11.1%	Y

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	98.1
Math	All Students	97.5
	High Needs Students	97.4
Science	All Students	96.9
	High Needs Students	96.5

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: 42.8 State: 51.5

District Profile and Performance Report for School Year 2018-19

New Britain School District

Narratives

School District Improvement Plans and Parental Outreach Activities

New Britain's District Improvement Plan embeds multiple access points for parent and community outreach activities. Monthly, Parent Forums are held which are open to parents and community providers. These Parent Forums are interest-based and are responsive to the needs of our district. In addition, parents are consistently invited to hold positions on district and site-based committees as well as participate on Level I interviews. Additionally, the District and Site-based administration host student-centered events to celebrate our students and their families. Mentor-ship and deeper outreach structures are in place for those students and families in need.

As part of the District Improvement Plan, the District-wide Attendance Team meets monthly to determine areas of weakness and develop targeted interventions aimed at confronting the root cause of truancy and develops viable solutions. This team works in concert with our transportation department to analyze ridership patterns as well as establish different busing options to increase student attendance and family engagement. Each Site-Based School Improvement Plan mirrors the District's plan, however, site-based strategies and interventions are custom to the needs of each school community.

Under the new leadership, the Director of Pupil Services and his team have completed an in-depth analysis of the special education programs and services for students with disabilities. The Continuum of Services provides a road map for processes and procedures for special education program and services. Borne out of this analysis, district-wide learning opportunities will be in place for the 2019-2020 school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As part of the District Improvement Plan, New Britain engaged in a transformation model designed to reduce racial, ethnic and economic isolation with a focus on increasing student engagement and technology-based learning using a Science, Technology, Engineering, Arts and Mathematics (STEAM) model. All K-5 students participate in weekly STEAM learning and bi-weekly for middle school students.

STEAM's philosophy is based on a learning by doing model and focused on the following learning targets for all students:

Asking questions and designing investigations to answer them.

Working with peers and teachers to collaborate.

Making models to explain thoughts and processes.

Researching to provide evidence for their investigations.

Developing technology skills and using technology responsibly.

Building relationships through team building activities with peers and teachers.

Aligned to the 21st Century Skills, New Britain focused on Learning and Life competencies and how to incorporate teaching four broad student skill sets a€" self-awareness, self-management, social efficacy, and academic efficacy a€" in ways that are developmentally appropriate, culturally responsive, and academically relevant to our students in STEAM class.

While students are in STEAM K-8 teachers are engaged in professional learning, collaboration and planning, coined New Britain University. It is these professional learning sessions, teacher address learning, social emotional, and behavioral needs of all our students. These professional discussions lead to viable action steps responsive to the racial, ethnic and economic barriers our students face.

New Britain Public Schools has invested in a "Grow Your Own" minority and recruitment pipeline approach to minority recruitment. This rigorous high school-based program of study, Educators Rising, allows student to explore teaching through professionally aligned coursework and meaningful clinical experiences. New Britain has two middle school after school programs and one after-school club at the high school. We have approximately 200 students enrolled in our EdRising classes. EdRising students have attended professional education conferences, forums and competitions.

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Equitable Allocation of Resources among District Schools

Central Office administration and staff collaboratively complete a needs analysis when preparing allocations of district resources aligned to addressing student needs. This team focuses on equitable distribution of funding to respond to the needs of all students. All recommendations are presented to the Superintendent for approval.

The team meets quarterly to discuss and evaluate equitable use of funds and resources. In addition, on a monthly basis, the Finance and Grant departments present the status of grant funding and resource to the Superintendent and her Cabinet. .