

STRATEGIC SCHOOL PROFILE 2007-08**New Britain School District**

DORIS J. KURTZ, Superintendent
Telephone: (860) 827-2204

Location: 272 Main Street
New Britain,
Connecticut

Website: www.csdnb.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$18,404
Town Population in 2000: 71,538	Percent of Adults without a High School Diploma in 2000*: 29.3%
1990-2000 Population Growth: -5.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 10.2%
Number of Public Schools: 15	District Enrollment as % of Estimated. Student Population: 91.7%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	10,613
5-Year Enrollment Change	0.2%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	6,651	62.7	81.7	28.7
K-12 Students Who Are Not Fluent in English	1,729	16.8	15.0	5.4
Students Identified as Gifted and/or Talented*	670	6.3	2.0	4.0
PK-12 Students Receiving Special Education Services in District	1,487	14.0	12.6	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	577	74.8	61.5	79.2
Homeless	246	2.3	0.5	0.2
Juniors and Seniors Working 16 or More Hours Per Week	375	24.5	16.0	20.2

*85.2% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.1
Asian American	255	2.4
Black	1,914	18.0
Hispanic	6,027	56.8
White	2,405	22.7
Total Minority	8,208	77.3

Percent of Minority Professional Staff: 17.0%

Non-English Home Language: 44.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 52.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

By its composition, the Consolidated School District of New Britain reflects the spirit of Connecticut law. Our students come from all types of ethnic, racial and economic backgrounds. The New Britain Schools service children from over 33 different language and ethnic backgrounds. The racial balance in the District of 24% White, 56% Hispanic, 2% Asian and 18% Black is reflected to varying degrees in each of the 15 schools. The District actively recruits and has steadily increased its percentage of qualified minority and other employees in compliance with Board of Education Policies. In addition, New Britain staff and students participate in, and support, such inter-district programs as the Metacomet Ridge Inter-district Academy, the Multicultural Arts and Technology Project, a series of school year interdistrict multicultural arts grants, the Greater Hartford Academy of Mathematics and Science, Partners in Science and interdistrict video conferencing partnerships. Most of the elementary and the middle schools are actively involved in sister school relationships with suburban and rural schools in Connecticut as well as with schools in other parts of the country. All of the district's schools offer after school enrichment programs.

The Connecticut State Department of Education recognizes New Britain's status as a culturally heterogeneous district as it encourages the District's participation in special programs and grants. It also calls upon New Britain when studies, surveys and pilot programs are required based on our positively diverse population.

Each school celebrates and promotes diversity at the building level. The contents of the texts which accompany each school's Profile indicate the depth of the District's overall commitment to sharing the wealth found in our diversity. Many of the programs are funded by the schools' parent-school associations, another tribute to the community's understanding and support of racial and ethnic diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	19.8	52.0	1.8
Writing	31.9	63.4	1.2
Mathematics	28.0	60.0	4.3
Grade 4 Reading	20.0	55.9	1.9
Writing	27.7	62.9	1.3
Mathematics	24.3	60.3	3.8
Grade 5 Reading	29.6	62.2	3.1
Writing	27.8	64.5	2.5
Mathematics	31.9	65.9	1.9
Science	18.9	54.9	4.3
Grade 6 Reading	30.5	66.3	1.8
Writing	34.1	61.9	5.4
Mathematics	32.8	66.4	4.8
Grade 7 Reading	33.6	71.1	2.6
Writing	24.6	62.0	2.6
Mathematics	27.7	63.0	3.2
Grade 8 Reading	28.1	64.8	3.1
Writing	25.8	63.4	1.3
Mathematics	21.1	60.8	2.5
Science	21	58.6	5.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	17.1	45.5	9.2
Writing Across the Disciplines	25.0	57.9	3.8
Mathematics	14.4	50.1	6.9
Science	13.4	46.3	5.4

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	19.8	36.1	7.5

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		54.6	77.6	
Average Score	Mathematics	457	504	14.6
	Critical Reading	444	502	9.2
	Writing	453	503	13.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	68.1	92.6	1.5
Cumulative Four-Year Dropout Rate for Class of 2007	25.8	6.2	1.5
2006-07 Annual Dropout Rate for Grade 9 through 12	4.1	1.7	5.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	72.9	83.4
% Employed (Civilian Employment and in Armed Services)	16.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	601.40
Paraprofessional Instructional Assistants	216.00
Special Education	
Teachers and Instructors	124.50
Paraprofessional Instructional Assistants	134.00
Library/Media Specialists and Assistants	12.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	14.50
School Level	25.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	13.70
Counselors, Social Workers, and School Psychologists	56.50
School Nurses	23.00
Other Staff Providing Non-Instructional Services and Support	233.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.7	12.5	13.6
% with Master's Degree or Above	79.2	73.0	75.6

Average Class Size	District	DRG	State
Grade K	21.3	20.3	18.1
Grade 2	20.9	20.5	19.3
Grade 5	24.0	22.3	20.9
Grade 7	24.5	22.2	20.5
High School	22.0	14.9	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	986	987
Middle School	1,046	1,009	1,017
High School	960	994	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.1	3.4
Middle School	2.6	3.0	2.7
High School	4.4	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$79,571	\$7,275	\$7,153	\$7,692	\$7,159
Instructional Supplies and Equipment	\$2,484	\$227	\$262	\$299	\$266
Improvement of Instruction and Educational Media Services	\$3,290	\$301	\$443	\$567	\$429
Student Support Services	\$4,431	\$405	\$764	\$752	\$761
Administration and Support Services	\$10,312	\$943	\$1,256	\$1,315	\$1,271
Plant Operation and Maintenance	\$10,941	\$1,000	\$1,329	\$1,392	\$1,322
Transportation	\$9,440	\$832	\$605	\$723	\$601
Costs for Students Tuitioned Out	\$7,820	N/A	N/A	N/A	N/A
Other	\$238	\$22	\$147	\$154	\$145
Total	\$128,526	\$11,477	\$12,203	\$13,260	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$15,365	\$1,405	\$1,875	\$2,960	\$1,882

Special Education Expenditures	
Total Expenditures	\$34,415,325
Percent of Total PK-12 Expenditures Used for Special Education	26.8%

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	33.1	59.3	6.8	0.9
Excluding School Construction	33.5	57.9	7.7	1.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The percentage of City funded dollars spent among schools of the same type (elementary, middle and the single high school) is within a few percentage points of the enrollment percentage of each school. This means that, on a per capita basis, resources are equally distributed. Kindergarten enrollments at New Britain's two magnet schools were established through a lottery which assured equal admissions access. Every student in the district attend all day kindergarten. The District's expenditures are supplemented by a variety of state, federal and other grants and programs (Title I, Title II, Title III, State Bilingual Education, Migrant Education, Immigrant Education, English as a Second Language, Special Education, Priority School Districts, Early Read for Success and Early Intervention) which support student needs with special resources. Some of the special programs that are District initiatives include La Pensee Academie (for students reading on grade level regardless of background), the Scholastic Academies (which target skill enhancement for students from economically disadvantaged backgrounds), AVID programs in the middle schools and a new independent unit, the House of Arts, Letters and Science (HALS). The high school opened the Freshmen Academy; a smaller learning community within the high school. These join with such programs as Cognitive Connections across the elementary grades to assure that all levels of needs are addressed in the City's schools. Other such programs are found at the school level, including Gaffney's Higher Order Thinking focus and Vance's Microsociety (based on Comer and Microsociety models).

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,521
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	77	0.7	0.6	0.7
Learning Disability	527	4.9	5.0	4.0
Intellectual Disability	128	1.2	0.8	0.5
Emotional Disturbance	153	1.4	1.6	1.0
Speech Impairment	217	2.0	2.4	2.4
Other Health Impairment*	259	2.4	1.9	2.1
Other Disabilities**	160	1.5	1.1	0.9
Total	1,521	14.1	13.5	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	59.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.7	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	3.4	20.4	26.6	62.1
	Writing	2.8	19.3	28.6	63.0
	Mathematics	3.9	22.6	27.5	62.7
	Science	2.7	22.2	19.9	56.8
CAPT	Reading Across the Disciplines	0.0	11.4	17.1	45.5
	Writing Across the Disciplines	0.0	16.3	25.0	57.9
	Mathematics	1.7	14.7	14.4	50.1
	Science	0.0	14.4	13.4	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	39.2
	% With Accommodations	60.8
CAPT	% Without Accommodations	56.9
	% With Accommodations	43.1
% Assessed Using Skills Checklist		11.6

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	125	8.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	950	62.5	67.7	71.6
40.1 to 79.0 Percent of Time	286	18.8	16.5	16.6
0.0 to 40.0 Percent of Time	285	18.7	15.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

District leadership has developed and is committed to Design 21: A Framework for School Improvement. In addition, the District has implemented a long-term, systemic change process. The District has a systems management team which studies and guides program development at the District and school levels. A comprehensive plan for the improvement of literacy is at the heart of all decisions on District and school programming. The systems approach has been used to develop the District's overall improvement plan as well as the plans specific to each of the District's 15 schools. Skill in program development and implementation has increased for all of the District's central office and building administrators. Further skill development is on going, not only for administrators, but for all staff in leadership positions including classroom teachers.

New Britain's newly formed District Data Team is working from its theory of action to improve student learning. That theory of action is: If the elements of an educational delivery system are used to increase the effective engagement of students, then student performance will improve. Problem-solving around this theory of action will integrate improvements in curriculum, pedagogy, assessment, learning context and human capital growth and lead to district, school and student improvement. The district's data team has adopted key targets from which to judge its work. They include academic performance targets, non-academic performance targets, and customer satisfaction. Short-term, progress indicators have been identified and will be used to refine strategies for improvement.

Key strategies for district improvement include:

1. Data team structures will be implemented for data collection, analysis, and application across the three levels of the system (District, School, Classroom) to support continuous learning for the organization and individuals.
2. Teachers will provide high levels of emotional support, classroom organization, and instructional support for all students.
3. Teachers will engage students with a curriculum that reflects rigorous, 21st century literacy and numeracy priority standards that are actionable across all content areas.
4. Teachers will use instructional strategies and materials that are rigorous, culturally responsive, student centered, and adjusted within a data-driven, team-based learning culture.

The district continues to seek and use partnerships to support improved student outcomes. Parents, the business community, city agencies, and high education all contribute in meaningful ways to the district's educational mission.
