

STRATEGIC SCHOOL PROFILE 2012-13**New Britain School District**

Kelt Cooper, Superintendent

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New Britain,
ConnecticutWebsite: 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

Town Population in 2000: 71,538

1990-2000 Population Growth: -5.2%

Number of Public Schools: 15

Per Capita Income in 2000: \$18,404

Percent of Adults without a High School Diploma in 2000*: 29.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 10.2%

District Enrollment as % of Estimated. Student Population: 94.3%

*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, 2012 10,217

5-Year Enrollment Change -3.7%

DISTRICT GRADE RANGE

Grade Range

PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	8,277	81.0	85.0	36.7
K-12 Students Who Are Not Fluent in English	1,686	17.2	15.3	5.8
Students Identified as Gifted and/or Talented*	334	3.3	1.3	3.8
PK-12 Students Receiving Special Education Services in District	1,559	15.3	13.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	706	74.1	67.4	79.3
Homeless	308	3.0	1.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	203	17.7	9.9	12.7

*81.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.2
Asian American	256	2.5
Black	1,466	14.3
Hispanic	6,091	59.6
Pacific Islander	3	0.0
White	2,226	21.8
Two or more races	158	1.5
Total Minority	7,991	78.2

Percent of Minority Professional Staff: 18.7%

Non-English Home Language:

38.2% 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 49.

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.

The Consolidated School District of New Britain is comprised of 10 elementary, 4 middle, and one high school. Each school is representative of the community's population. The administration reports monthly to the local Board of Education to ensure our schools are within state recommended guidelines. 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 District actively recruits and has steadily increased its percentage of qualified minority and other employees. In addition, New Britain staff and students participate in, and support, inter-district programs that are grant funded. Each school celebrates and promotes diversity at the building level.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	26.8	56.9	1.9	
Writing	31.5	60.0	1.2	
Mathematics	27.9	61.4	1.2	
Grade 4 Reading	31.1	62.6	1.9	
Writing	33.7	63.0	1.3	
Mathematics	30.2	65.1	1.3	
Grade 5 Reading	35.1	66.9	2.5	
Writing	32.6	65.6	2.5	
Mathematics	36.3	69.2	2.5	
Science	27.3	62.3	3.1	
Grade 6 Reading	32.9	73.3	1.2	
Writing	23.2	65.1	1.2	
Mathematics	21.6	67	1.2	
Grade 7 Reading	43.3	78.9	1.9	
Writing	27.1	64.9	1.9	
Mathematics	25.1	65.4	1.9	
Grade 8 Reading	37.9	76.2	1.9	
Writing	27.2	67.2	1.3	
Mathematics	21.8	65.0	1.3	
Science	17.7	60.4	1.3	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	14.6	48.5	3.8	
Writing Across the Disciplines	24.4	62.1	3.0	
Mathematics	14.3	52.4	3.8	
Science	7.9	48.8	1.5	

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
	34.5	51.1	14.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		45.1	78.5	
Average Score	Mathematics	452	503	15.0
	Critical Reading	449	499	12.0
	Writing	447	504	12.0

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, Adjusted Cohort Rate 2012	60.5	84.8	5.1
2011-12 Annual Dropout Rate for Grade 9 through 12	5.0	2.1	4.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.0	82.6
% Employed (Civilian Employment and in Armed Services)	12.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	515.10
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	119.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	12.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	30.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.00
Counselors, Social Workers, and School Psychologists	56.60
School Nurses	0.00
Other Staff Providing Non-Instructional Services and Support	17.00

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	14.0	12.5	13.9
% with Master's Degree or Above	85.6	73.0	79.8

Average Class Size	District	DRG	State
Grade K	24.4	21.9	18.9
Grade 2	24.1	21.7	19.8
Grade 5	24.9	22.7	21.3
Grade 7	22.9	21.5	20.2
High School	19.2	17.6	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,051	1,040	999
Middle School	1,059	1,033	1,029
High School	1,070	1,069	1,027

*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*	3.7	2.7	2.7
Middle School	2.0	2.3	2.1
High School	3.4	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$83,850	\$8,249	\$8,570	\$8,744	\$8,570
Instructional Supplies and Equipment	\$1,595	\$157	\$252	\$259	\$257
Improvement of Instruction and Educational Media Services	\$1,309	\$129	\$475	\$558	\$471
Student Support Services	\$4,069	\$400	\$949	\$860	\$950
Administration and Support Services	\$11,960	\$1,177	\$1,526	\$1,618	\$1,547
Plant Operation and Maintenance	\$9,438	\$928	\$1,466	\$1,453	\$1,459
Transportation	\$11,861	\$1,058	\$775	\$955	\$765
Costs for Students Tuitioned Out	\$11,718	N/A	N/A	N/A	N/A
Other	\$236	\$23	\$170	\$168	\$170
Total	\$136,036	\$12,333	\$14,444	\$14,982	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,712	\$562	\$1,405	\$2,290	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$40,551,788	29.8	23.0	21.8

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	28.4	63.1	7.4	1.0
Excluding School Construction	27.5	63.7	7.7	1.1

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.

During the 2012-13 school year, the district embarked on a zero-based budget development process to ensure that district resources from both local and grant funds were being allocated to schools based on student need. Careful analysis was conducted of the school enrollment and student performance and need indicators such as ELL, lunch status, and special education needs. The operating budget was then developed to support the needs of each school with a focus on reducing class size and improving core literacy. Local and grant dollars from both entitlement and competitive grants were then allocated equitably to each school.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,608
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.7%

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	142	1.3	1.2	1.3
Learning Disability	548	5.0	5.3	4.0
Intellectual Disability	92	0.8	0.7	0.4
Emotional Disturbance	130	1.2	1.4	1.0
Speech Impairment	180	1.7	2.2	2.0
Other Health Impairment*	353	3.2	2.7	2.4
Other Disabilities**	163	1.5	1.3	1.0
Total	1,608	14.7	14.9	12.1

*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 2011-12 with a Standard Diploma	36.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	4.1	3.2

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	7.8	34.5	34.2	69.2
	Writing	3.6	19.9	29.4	64.4
	Mathematics	5.7	29.0	27.3	65.5
	Science	3.1	21.3	22.6	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	14.6	48.5
	Writing Across the Disciplines	2.3	16.7	24.4	62.1
	Mathematics	N/A	N/A	14.3	52.4
	Science	N/A	N/A	7.9	48.8

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	18.8
	% With Accommodations	81.2
CAPT	% Without Accommodations	15.6
	% With Accommodations	84.4
% Assessed Using Skills Checklist		12.4

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	57	3.5
Private Schools or Other Settings	128	8.0

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	1149	71.5	68.2	72.0
40.1 to 79.0 Percent of Time	167	10.4	16.7	16.4
0.0 to 40.0 Percent of Time	292	18.2	15.1	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Consolidated School District of New Britain has been identified as a Priority and Alliance School District, and as such is required to have articulated goals and strategies for continuous improvement. During the 2012-13 school year a new superintendent was brought on board initiate district improvement. The District's improvement plan is built on the foundational elements outlined in Lezotte's Correlates of Effective Schools was put into place. The District has re-established neighborhood schools with effective leaders who ensure high standards of performance with their teachers, staff, students and families. The CSDBN Theory of ChangeIf we partner with families and the communities to create a climate of high expectations for our students in our neighborhood schools and ensure that each school has an effective leader, a coherent system of core instruction, and a systematic process to support all students' learning, then student achievement will increase. If we structure shared responsibility for student learning and teacher efficacy, and utilize stakeholder strengths, then we will ensure a climate of continuous improvement.Significant district redesign is necessary in order to accomplish this Theory of Action. Establishing and operating an effective, aligned educational system is not simply making the current system work better. It is a fundamental change from a loosely-coupled to a tightly-integrated operation. The roles and responsibilities of nearly every adult and process will be reviewed and possibly changed. Administrators, teachers, parents, and community leaders must understand and support this shift.The focus of the instructional program is LiteracyPK-12.If we....• Design an explicit English Language Arts instructional program tightly connected to English Language Development instruction, and• Reduce class sizes, and • Have highly skilled adults deliver core instruction and specialized interventions, and• Provide our leaders and teachers targeted feedback and professional development;Then...• Our students will be reading at or above grade level at the end of each academic year, and • Will graduate from high school with the skills for success in college and careers.
