

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



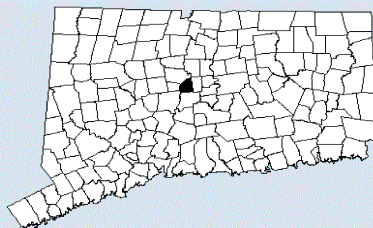
New Britain School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	27
Enrollment	10,093
Per Pupil Expenditures ¹	\$13,785
Total Expenditures ¹	\$161,755,956

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,800	47.6	48.4
Male	5,293	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	234	2.3	5.2
Black or African American	1,117	11.1	12.7
Hispanic or Latino of any race	6,731	66.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	343	3.4	3.8
White	1,655	16.4	51.1
English Learners	1,714	17.0	8.3
Eligible for Free or Reduced-Price Meals	7,432	73.6	43.3
Students with Disabilities ³	2,193	21.7	16.0

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	1,069	22.9	364	7.1
Male	1,204	23.7	596	10.5
Black or African American	231	21.4	132	11.0
Hispanic or Latino of any race	1,672	25.8	692	9.7
White	279	17.2	101	5.8
English Learners	508	28.5	202	10.7
Eligible for Free or Reduced-Price Meals	2,103	25.2	894	9.8
Students with Disabilities	648	32.1	326	13.3
District	2,273	23.3	960	8.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 3,702

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the 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.

District Profile and Performance Report for School Year 2019-20

New Britain School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	597.6
Paraprofessional Instructional Assistants	30.7
Special Education	
Teachers and Instructors	122.0
Paraprofessional Instructional Assistants	214.2
Administrators, Coordinators and Department Chairs	
District Central Office	13.5
School Level	34.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	6.2
Instructional Specialists Who Support Teachers	37.5
Counselors, Social Workers and School Psychologists	55.5
School Nurses	24.0
Other Staff Providing Non-Instructional Services/Support	635.2

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	17	2.0	1.2
Black or African American	51	5.9	4.0
Hispanic or Latino of any race	96	11.1	4.1
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	0	0.0	0.1
White	704	81.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	10.4

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	45	61.6	75	76.5
Hispanic or Latino of any race	233	67.0	213	64.4
White	90	78.9	77	74.8
English Learners	64	61.5	56	60.2
Eligible for Free or Reduced-Price Meals	312	67.0	307	67.9
Students with Disabilities	85	70.8	90	57.3
District	386	68.6	392	68.8
State		75.8		84.8

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	102	45.3
Emotional Disturbance	46	28.9
Intellectual Disability	26	24.5
Learning Disability	685	83.3
Other Health Impairment	280	65.7
Other Disabilities	15	24.6
Speech/Language Impairment	223	91.0
District	1,377	67.4
State		67.8

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 2019-20

New Britain School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	265	2.4	2.0
Emotional Disturbance	159	1.4	1.1
Intellectual Disability	106	0.9	0.5
Learning Disability	823	7.4	5.7
Other Health Impairment	435	3.9	3.3
Other Disabilities	148	1.3	1.1
Speech/Language Impairment	283	2.5	1.8
All Disabilities	2,219	19.9	15.6

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	273	12.3	8.2
Private Schools or Other Settings	56	2.5	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$106,246,791	\$9,055	\$10,923
Support services - students	\$6,000,731	\$593	\$1,277
Support services - instruction	\$6,732,922	\$665	\$682
Support services - general administration	\$3,064,417	\$303	\$467
Support services - school based administration	\$5,906,444	\$584	\$1,021
Central and other support services	\$5,197,439	\$514	\$679
Operation and maintenance of plant	\$14,861,693	\$1,469	\$1,718
Student transportation services	\$12,709,764	\$1,616	\$1,288
Food services	.	.	\$12
Enterprise operations	\$497,190	\$49	\$163
Minor school construction	\$538,565	\$53	\$59
Total	\$161,755,956	\$13,785	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,142,238	30.9	28.5
Instructional Aide Salaries	\$5,896,156	12.9	10.1
Other Salaries	\$3,492,414	7.6	11.1
Employee Benefits	\$5,614,456	12.3	13.0
Purchased Services Other Than Transportation	\$3,175,212	6.9	5.7
Special Education Tuition	\$8,176,228	17.9	22.5
Supplies	\$224,984	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$4,939,070	10.8	8.0
Equipment	\$52,890	0.1	0.2
All Other Expenditures	\$399	0.0	0.1
Total	\$45,714,048	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	28.2
State	63.0
Federal	8.1
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).

District Profile and Performance Report for School Year 2019-20

New Britain 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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District Profile and Performance Report for School Year 2019-20

New Britain School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	86	77.9
Hispanic or Latino of any race	443	76.1
English Learners	130	72.3
Eligible for Free or Reduced-Price Meals	582	76.6
Students with Disabilities	154	59.1
District	668	77.8
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	60.6	76.8
Male	40.0	64.6
Black or African American	60.6	76.0
Hispanic or Latino of any race	45.4	63.9
White	57.4	81.0
English Learners	35.5	67.3
Eligible for Free or Reduced-Price Meals	47.7	69.6
Students with Disabilities	24.8	*
District	50.4	72.0
State	71.5	87.5

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

District Profile and Performance Report for School Year 2019-20

New Britain 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	47.7%	100%	60.4%
	Oral	48.0%	100%	57.6%
Chronic Absenteeism	All Students	23.3%	<=5%	12.2%
	High Needs Students	24.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	68.7%	75%	80.4%
On-track to High School Graduation		66.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		77.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		80.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		50.3%	75%	71.5%
Arts Access		49.1%	60%	51.8%

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	89.7%	80.5%	9.2%	10.9%	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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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. The shift to a virtual and then hybrid model that stills relies significantly on virtual communication, has required significant changes in our parent outreach activities. We included a parent and community subcommittee in our re-entry planning this summer. We also held parent "Town Hall" meetings as part of this process. We are implementing parent helpline hours at our schools outside the school day to support families that are not able to access support during school hours. This will also include technology support. All teachers have been provided with additional time and support to implement new learning tools that build their capacity to deliver instruction virtually. All teachers submit weekly online lesson plans that can be viewed by all families at any time. We have provided teachers with resources that allow them to record lessons and post them so that they can viewed outside the school day to support families who have difficult accessing lessons during the traditional school day. As part of the District Improvement Plan, the District-wide Attendance Team continues to meet monthly to determine areas of weakness and develop targeted interventions aimed at confronting the root causes of truancy and develops viable solutions. This team's work has evolved to focus on increasing the level of student engagement in their learning whether they are learning remotely at home full time or following the hybrid schedule by coming into school 2 days per week and learning remotely the other 3 days. 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. 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 with a specific focus on supporting families in the virtual environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Britain is meeting the challenge of transitioning to remote learning by ensure that all students have access to a laptop or Chromebook and internet access in their homes. We have worked continuously to identify students and families that do not have the resources at home needed to be successful in a remote learning environment and provided them with those resources. Communications sent out to parents are translated into Spanish and Arabic to ensure all families have access to information. 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-8 students participate in weekly STEAM learning. STEAM's philosophy is based on a learning by doing model. While this has been a challenge to maintain in the virtual environment, we have continued to offer STEAM lessons virtual. Building relationships through team building activities with peers and teachers is still an important component of our work even when students are learning remotely most of the time. We developed and instituted to new "Readiness" curriculum at the start of the school year to support a successful transition back to school for our students after being away from school for about 6 months. This curriculum focused on social/emotional learning K-12. This curriculum is the first step in a 3 year plan to revise all of our curriculum with a specific focus on cultural relevancy aligned with our diverse student population. 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.

District Profile and Performance Report for School Year 2019-20

New Britain School District

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.