

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



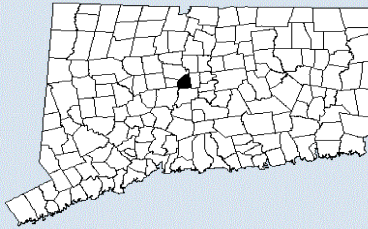
## New Britain School District

Mr. Kelt Cooper, Superintendent • 860-827-2200 • [www.csdnb.org](http://www.csdnb.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	10,071
Per Pupil Expenditures <sup>1</sup>	\$13,715
Total Expenditures <sup>1</sup>	\$152,889,698

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,734	47.0	48.3
Male	5,337	53.0	51.6
American Indian or Alaska Native	12	0.1	0.2
Asian	238	2.4	4.9
Black or African American	1,160	11.5	12.8
Hispanic or Latino	6,321	62.8	23.0
Pacific Islander	7	0.1	0.0
Two or More Races	240	2.4	2.7
White	2,093	20.8	55.9
English Learners	1,587	15.8	6.4
Eligible for Free or Reduced-Price Meals	7,829	77.7	38.0
Students with Disabilities <sup>1</sup>	1,697	16.9	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	791	17.6	493	10.3
Male	924	18.3	901	16.5
Black or African American	179	15.6	245	20.3
Hispanic or Latino	1,234	20.5	933	14.4
White	248	12.9	161	7.9
English Learners	374	23.1	271	16.1
Eligible for Free or Reduced-Price Meals	1,493	19.6	1,198	15.0
Students with Disabilities	425	26.3	354	17.7
District	1,715	18.0	1,394	13.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 3,127

Number of school-based arrests: 79

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>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 2015-16

## New Britain School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	573.4
Paraprofessional Instructional Assistants	83.0
<b>Special Education</b>	
Teachers and Instructors	103.0
Paraprofessional Instructional Assistants	94.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	39.7
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	25.0
Counselors, Social Workers and School Psychologists	53.7
School Nurses	122.0
Other Staff Providing Non-Instructional Services/Support	183.5

<sup>1</sup>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	1	0.1	0.1
Asian	9	1.1	1.0
Black or African American	36	4.4	3.5
Hispanic or Latino	77	9.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	689	84.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	44	50.6	52	58.4
Hispanic or Latino	134	42.5	190	58.3
White	78	60.5	88	74.6
English Learners	31	31.3	30	43.5
Eligible for Free or Reduced-Price Meals	185	47.1	238	62.6
Students with Disabilities	31	40.3	32	36.0
District	272	48.6	343	62.4
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	69	40.8
Emotional Disturbance	18	16.8
Intellectual Disability	22	24.7
Learning Disability	507	84.2
Other Health Impairment	274	68.2
Other Disabilities	20	29.0
Speech/Language Impairment	159	91.4
District	1,069	66.3
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## New Britain School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	174	1.6	1.6
Emotional Disturbance	107	1.0	1.0
Intellectual Disability	89	0.8	0.5
Learning Disability	604	5.4	4.6
Other Health Impairment	405	3.6	2.8
Other Disabilities	189	1.7	1.0
Speech/Language Impairment	187	1.7	1.9
All Disabilities	1,755	15.8	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	96,095,979	9,595	9,387
Instructional Supplies and Equipment	1,694,201	169	318
Improvement of Instruction and Educational Media Services	3,349,700	334	541
Student Support Services	2,716,857	271	1,048
Administration and Support Services	12,113,539	1,210	1,790
Plant Operation and Maintenance	10,584,755	1,057	1,608
Transportation	12,546,388	1,102	845
Costs of Students Tuitioned Out	13,788,279	N/A	N/A
Other	0	0	194
Total	152,889,698	13,715	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,015,508	201	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,123,209	29.3	35.1
Noncertified Personnel	6,644,388	16.1	14.5
Purchased Services	1,112,573	2.7	5.5
Tuition to Other Schools	11,380,978	27.6	21.6
Special Ed. Transportation	4,285,985	10.4	8.3
Other Expenditures	5,760,022	13.9	15.0
Total Expenditures	41,307,155	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.7	30.4
State	62.2	62.6
Federal	6.7	6.5
Tuition & Other	0.5	0.5

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	112	62.9	111	56.5	42	46.4
Black or African American	576	51.8	572	43.6	274	41.1
Hispanic or Latino	2794	48.9	2786	41.9	1068	39.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	102	53.6	101	47.3	*	*
White	965	58.0	958	50.9	351	48.9
English Learners	828	42.8	822	36.7	317	33.2
Non-English Learners	3731	53.6	3716	46.2	1460	43.7
Eligible for Free or Reduced-Price Meals	3761	49.8	3743	42.7	1455	40.2
Not Eligible for Free or Reduced-Price Meals	798	60.2	795	53.2	322	49.4
Students with Disabilities	881	37.9	877	31.2	373	31.6
Students without Disabilities	3678	54.9	3661	47.7	1404	44.5
High Needs	3926	49.6	3907	42.5	1517	40.0
Non-High Needs	633	64.3	631	56.7	260	52.5
District	4559	51.7	4538	44.5	1777	41.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.6	70.7	80.2	90.5	2,546	79.7
Curl Up	76.3	63.6	65.7	93.0	2,546	74.1
Push Up	69.5	63.3	66.4	60.8	2,546	65.3
Mile Run/PACER	70.0	69.7	67.4	48.0	2,546	64.6
All Tests - District	43.9	35.8	37.2	45.8	2,546	40.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## New Britain School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	120	73.3	68.1	Yes	71.3
Hispanic or Latino	385	63.9	60.5	Yes	64.7
English Learners	132	60.6	56.8	Yes	61.5
Eligible for Free or Reduced-Price Meals	563	65.7	62.6	Yes	66.5
Students with Disabilities	136	49.3	55.6	No	60.4
District	660	68.6	65.5	Yes	69.1
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.2	90	16.9
Male	89.8	54	9.3
Black or African American	93.8	16	9.1
Hispanic or Latino	90.8	42	6.6
White	89.9	73	29.6
English Learners	89.3	*	*
Eligible for Free or Reduced-Price Meals	92.6	57	7.4
Students with Disabilities	51.1	*	*
District	91.4	144	13.0
State	95.6		40.7

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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.

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

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	56.2	86.2
Male	46.9	71.7
Black or African American	56.7	84.2
Hispanic or Latino	41.8	72.6
White	71.3	85.6
English Learners	36.5	71.0
Eligible for Free or Reduced-Price Meals	48.1	76.5
Students with Disabilities	27.9	*
District	51.6	79.8
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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 2015-16

## New Britain School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	51.7	75	34.4	50	68.9	67.7
	High Needs Students	49.6	75	33.1	50	66.2	56.7
Math Performance Index	All Students	44.5	75	29.7	50	59.3	61.4
	High Needs Students	42.5	75	28.4	50	56.7	49.9
Science Performance Index	All Students	41.8	75	27.9	50	55.8	57.5
	High Needs Students	40.0	75	26.7	50	53.3	47.0
ELA Academic Growth	All Students	51.6%	100%	51.6	100	51.6	63.8%
	High Needs Students	50.7%	100%	50.7	100	50.7	58.3%
Math Academic Growth	All Students	44.7%	100%	44.7	100	44.7	65.0%
	High Needs Students	44.9%	100%	44.9	100	44.9	57.4%
Chronic Absenteeism	All Students	18.0%	<=5%	24.1	50	48.1	9.6%
	High Needs Students	19.6%	<=5%	20.9	50	41.8	15.6%
Preparation for CCR	% Taking Courses	55.4%	75%	36.9	50	73.9	67.6%
	% Passing Exams	13.0%	75%	8.6	50	17.3	40.7%
On-track to High School Graduation		73.5%	94%	39.1	50	78.2	85.1%
4-year Graduation All Students (2015 Cohort)		68.6%	94%	73.0	100	73.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		65.5%	94%	69.6	100	69.6	78.6%
Postsecondary Entrance (Class of 2015)		51.6%	75%	68.7	100	68.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2%   40.7%	75%	27.1	50	54.2	89.2%   50.5%
Arts Access		49.7%	60%	41.4	50	82.8	47.5%
<b>Accountability Index</b>				<b>781.5</b>	<b>1350</b>	<b>57.9</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	64.3	49.6	14.6	16.5	
Math Performance Index Gap	56.7	42.5	14.1	18.9	
Science Performance Index Gap	52.5	40.0	12.5	17.2	
Graduation Rate Gap	85.3%	65.5%	19.8%	15.3%	Y

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	98.0
Math	All Students	97.9
	High Needs Students	97.7
Science	All Students	96.9
	High Needs Students	96.4

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 42.7**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## New Britain School District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16

## New Britain School District

### Equitable Allocation of Resources among District Schools