

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



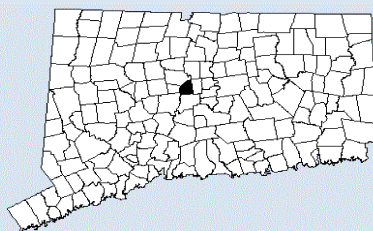
New Britain School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	10,064
Per Pupil Expenditures ¹	\$13,990
Total Expenditures ¹	\$159,081,148

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,793	47.6	48.4
Male	5,271	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	239	2.4	5.1
Black or African American	1,163	11.6	12.8
Hispanic or Latino	6,426	63.9	24.8
Pacific Islander	*	*	0.1
Two or More Races	248	2.5	3.3
White	1,978	19.7	53.6
English Learners	1,560	15.5	7.2
Eligible for Free or Reduced-Price Meals	8,014	79.6	36.7
Students with Disabilities ¹	2,013	20.0	14.8

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	978	20.9	372	7.6
Male	1,196	23.5	730	13.4
Black or African American	222	18.8	159	12.8
Hispanic or Latino	1,601	25.3	759	11.3
White	286	16.0	141	7.5
English Learners	539	31.3	255	14.6
Eligible for Free or Reduced-Price Meals	2,046	24.3	1,006	11.4
Students with Disabilities	599	31.8	361	16.0
District	2,174	22.2	1,102	10.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 1,409

Number of school-based arrests: 129

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	571.5
Paraprofessional Instructional Assistants	76.0
Special Education	
Teachers and Instructors	112.5
Paraprofessional Instructional Assistants	115.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	36.0
Library/Media	
Specialists (Certified)	12.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	26.5
Counselors, Social Workers and School Psychologists	56.5
School Nurses	26.0
Other Staff Providing Non-Instructional Services/Support	247.9

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	15	1.8	1.1
Black or African American	47	5.7	3.7
Hispanic or Latino	88	10.6	3.7
Pacific Islander	1	0.1	0.0
Two or More Races	0	0.0	0.1
White	678	81.8	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.5

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	43	50.6	59	60.8
Hispanic or Latino	242	59.9	192	55.7
White	70	66.7	75	67.6
English Learners	35	32.7	47	40.9
Eligible for Free or Reduced-Price Meals	303	58.9	284	59.0
Students with Disabilities	64	48.5	49	39.5
District	374	60.2	346	59.0
State		69.3		80.1

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	69	38.1
Emotional Disturbance	44	31.4
Intellectual Disability	26	27.1
Learning Disability	638	83.6
Other Health Impairment	276	65.6
Other Disabilities	17	22.7
Speech/Language Impairment	200	92.2
District	1,270	67.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	190	1.7	1.8
Emotional Disturbance	140	1.3	1.1
Intellectual Disability	96	0.9	0.5
Learning Disability	766	6.8	5.2
Other Health Impairment	429	3.8	3.1
Other Disabilities	189	1.7	1.1
Speech/Language Impairment	241	2.2	1.8
All Disabilities	2,051	18.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	288	14.0	8.3
Private Schools or Other Settings	63	3.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	96,719,177	9,609	9,847
Instructional Supplies and Equipment	1,549,478	154	287
Improvement of Instruction and Educational Media Services	4,364,106	434	589
Student Support Services	5,676,326	564	1,120
Administration and Support Services	11,535,495	1,146	1,905
Plant Operation and Maintenance	12,265,510	1,219	1,648
Transportation	12,963,513	1,106	904
Costs of Students Tuitioned Out	13,792,280	N/A	N/A
Other	215,263	21	208
Total	159,081,148	13,990	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,124,626	211	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	13,740,472	31.6	33.8
Noncertified Personnel	7,505,927	17.3	14.5
Purchased Services	1,384,082	3.2	5.5
Tuition to Other Schools	11,273,065	26.0	23.4
Special Ed. Transportation	4,857,978	11.2	8.7
Other Expenditures	4,678,339	10.8	14.1
Total Expenditures	43,439,863	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	32.5	32.2
State	58.8	59.3
Federal	7.4	7.2
Tuition & Other	1.3	1.3

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	117	60.5	118	58.0
Black or African American	562	53.0	561	44.1
Hispanic or Latino	3051	48.7	3039	42.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	107	56.5	107	50.4
White	916	57.8	915	51.2
English Learners	956	44.3	954	39.1
Non-English Learners	3800	53.3	3789	46.0
Eligible for Free or Reduced-Price Meals	4148	50.0	4136	43.1
Not Eligible for Free or Reduced-Price Meals	608	61.3	607	54.7
Students with Disabilities	892	36.0	884	29.6
Students without Disabilities	3864	55.0	3859	48.1
High Needs	4300	49.9	4288	43.1
Non-High Needs	456	66.6	455	59.2
District	4756	51.5	4743	44.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	74.2	72.4	75.7	82.8	2,408	75.1
Curl Up	80.0	75.0	76.1	77.9	2,408	77.3
Push Up	63.2	63.9	54.2	62.8	2,408	60.9
Mile Run/PACER	63.3	65.3	48.5	46.2	2,408	57.8
All Tests - District	39.3	44.8	35.9	39.0	2,408	39.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	102	74.5
Hispanic or Latino	397	69.3
English Learners	137	67.9
Eligible for Free or Reduced-Price Meals	551	71.0
Students with Disabilities	119	37.8
District	667	73.2
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.1	92	15.4
Male	92.6	54	8.9
Black or African American	96.7	16	8.8
Hispanic or Latino	91.7	61	8.1
White	92.6	56	25.9
English Learners	88.7	*	*
Eligible for Free or Reduced-Price Meals	93.4	91	9.1
Students with Disabilities	76.6	*	*
District	92.9	146	12.1
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	57.9	78.4
Male	48.7	72.5
Black or African American	52.9	75.0
Hispanic or Latino	45.9	67.2
White	70.1	90.3
English Learners	46.3	63.2
Eligible for Free or Reduced-Price Meals	49.7	69.8
Students with Disabilities	20.3	*
District	53.3	75.9
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.5	75	34.3	50	68.6	67.6
	High Needs Students	49.9	75	33.2	50	66.5	57.5
Math Performance Index	All Students	44.6	75	29.7	50	59.5	62.7
	High Needs Students	43.1	75	28.7	50	57.4	52.0
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	60.7%
	High Needs Students	53.5%	100%	53.5	100	53.5	55.6%
Math Academic Growth	All Students	55.1%	100%	55.1	100	55.1	61.9%
	High Needs Students	54.1%	100%	54.1	100	54.1	55.4%
Chronic Absenteeism	All Students	22.2%	<=5%	15.5	50	31.0	10.7%
	High Needs Students	24.0%	<=5%	11.9	50	23.8	16.6%
Preparation for CCR	% Taking Courses	59.7%	75%	39.8	50	79.5	74.8%
	% Passing Exams	12.1%	75%	8.1	50	16.1	44.8%
On-track to High School Graduation		64.7%	94%	34.4	50	68.8	87.5%
4-year Graduation All Students (2017 Cohort)		73.2%	94%	77.8	100	77.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		74.1%	94%	78.8	100	78.8	81.8%
Postsecondary Entrance (Class of 2017)		53.3%	75%	71.0	100	71.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.5% 39.8%	75%	13.3	50	26.6	96.6% 50.1%
Arts Access		50.3%	60%	41.9	50	83.8	51.2%
Accountability Index				736.2	1250	58.9	

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?					Y
ELA Performance Index Gap	66.6	49.9	16.7	15.9	
Math Performance Index Gap	59.2	43.1	16.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	74.1%	19.9%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	98.0
Math	All Students	97.9
	High Needs Students	97.8
Science	All Students	97.2
	High Needs Students	97.0

³Minimum 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: 39.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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New Britain School District

Narratives

CSDNB Participation In IntraDistrict Grants.

CAPTivating Kids: III Innovate and Educate seeks continued funding to bring together a diverse population of students to:

1. Reduce racial, ethnic, and economic isolation as 300 students from the diverse communities of Bloomfield, Bristol, Hartford, New Britain, Meriden, and Wolcott participate in a sequence of activities to develop a greater understanding, appreciation, and acceptance for diversity.

2. Participate in inquiry- driven "hands-on" laboratory and field investigations linking science, technology and society, plus activities that engage teachers, students and parents in strategies to increase underrepresented populations in STEM.
3. Improve scores on the Connecticut Aptitude and Performance Test (3rd Gen.).

4. Promote science, social studies and math competencies aligned with the CCS and NGSS.

CAPT III student- centered educational experiences will promote mutual and self-respect as inter-district teams of students meet, share information about themselves and their communities, and become cooperative learning partners. Initially, students will engage in activities selected from best practices in multiculturalism education to promote self- awareness and identify implicit and overt bias, and enhance multicultural understanding. Teachers will establish diverse inter-district teams to complete team challenges designed to foster the development of communication, collaboration and cooperation. As students participate in these task-oriented challenges, they will appreciate that they have much in common as learners and citizens in our global community.

Throughout the school year, student teams will engage in inter-disciplinary, "hands-on" units focusing on major science content areas found in the CT Core Standards and the NGSS, a current scientific technological topic, or a social issue rooted in science. While acquiring necessary content knowledge, emphasis will be on the utilization and integration of higher order science practices, and reading/writing competencies as students investigate and explore "real-world" issues in the physical and life sciences. In meeting these challenges, students will assume leadership roles, and use problem-solving skills.

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Equitable Allocation of Resources among District Schools

.CSDNB allocates district resources equitably to ensure all students receive the what they need to be academically, behaviorally and socially emotionally successful.

The Consolidated School District of New Britain's RTI plan is based on the following beliefs for all students to succeed:.

All students' academic, emotional, and physical development will be supported using a plan that addresses students' individual differences. A systematic team approach with careful data management and constant communication will be relied upon to increase student achievement. A three-tiered approach to intervention will be employed. Intervention will begin at the earliest possible age. Ongoing progress monitoring and intervention data must be collected and graphed on a regular basis by the interventionist working with the student(s). Systematic interventions increase in intensity, duration and frequency in response to the students' academic and emotional needs. Each school will need to work within the RTI/SRBI system while evaluating their own resources and devising a plan to best deliver the necessary services to all students.