

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



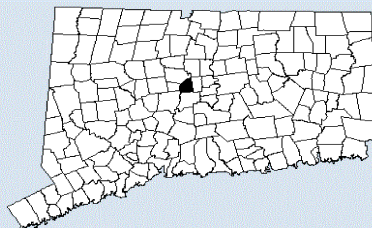
New Britain School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	10,145
Per Pupil Expenditures ¹	\$13,738
Total Expenditures ¹	\$155,953,244

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,787	47.2	48.4
Male	5,358	52.8	51.6
American Indian or Alaska Native	8	0.1	0.3
Asian	244	2.4	5.1
Black or African American	1,171	11.5	12.9
Hispanic or Latino	6,446	63.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	260	2.6	2.9
White	2,016	19.9	54.8
English Learners	1,566	15.4	6.8
Eligible for Free or Reduced-Price Meals	7,650	75.4	35.9
Students with Disabilities ¹	1,879	18.5	14.3

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	909	19.8	404	8.4
Male	1,022	20.4	773	14.3
Black or African American	196	17.4	193	16.1
Hispanic or Latino	1,415	23.2	814	12.5
White	259	13.7	129	6.4
English Learners	422	25.7	224	13.3
Eligible for Free or Reduced-Price Meals	1,648	21.4	1,026	12.8
Students with Disabilities	507	28.8	367	17.5
District	1,931	20.1	1,177	11.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 2,785

Number of school-based arrests: Fewer than 6

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	578.7
Paraprofessional Instructional Assistants	72.0
Special Education	
Teachers and Instructors	106.0
Paraprofessional Instructional Assistants	125.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	41.7
Library/Media	
Specialists (Certified)	11.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	53.7
School Nurses	28.5
Other Staff Providing Non-Instructional Services/Support	247.0

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	10	1.2	1.0
Black or African American	38	4.6	3.6
Hispanic or Latino	81	9.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.1	0.1
White	697	84.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	48	52.7	47	51.1
Hispanic or Latino	164	52.1	143	39.1
White	60	60.6	87	69.0
English Learners	41	39.4	32	33.0
Eligible for Free or Reduced-Price Meals	226	56.4	197	45.7
Students with Disabilities	38	42.7	41	35.0
District	292	54.6	295	48.2
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	73	39.0
Emotional Disturbance	16	14.4
Intellectual Disability	21	21.9
Learning Disability	553	81.4
Other Health Impairment	261	64.8
Other Disabilities	18	23.1
Speech/Language Impairment	161	89.0
District	1,103	63.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	192	1.7	1.7
Emotional Disturbance	111	1.0	1.0
Intellectual Disability	96	0.9	0.5
Learning Disability	679	6.1	4.9
Other Health Impairment	407	3.7	2.9
Other Disabilities	216	1.9	1.1
Speech/Language Impairment	199	1.8	1.8
All Disabilities	1,900	17.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	95,821,486	9,600	9,663
Instructional Supplies and Equipment	2,011,581	202	321
Improvement of Instruction and Educational Media Services	3,600,354	361	578
Student Support Services	3,248,284	325	1,103
Administration and Support Services	12,277,188	1,230	1,861
Plant Operation and Maintenance	10,438,858	1,046	1,637
Transportation	12,917,779	1,104	877
Costs of Students Tuitioned Out	15,424,622	N/A	N/A
Other	213,092	21	201
Total	155,953,244	13,738	16,236

Additional Expenditures

Land, Buildings, and Debt Service	8,246,628	826	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,521,840	28.4	34.6
Noncertified Personnel	7,329,862	16.6	14.6
Purchased Services	1,100,350	2.5	5.8
Tuition to Other Schools	12,926,168	29.3	21.8
Special Ed. Transportation	4,526,398	10.3	8.5
Other Expenditures	5,653,378	12.8	14.7
Total Expenditures	44,057,996	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	24.4	29.7
State	67.3	62.2
Federal	7.2	7.0
Tuition & Other	1.0	1.1

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*	*	*
Asian	124	58.8	123	56.1	39	44.3
Black or African American	551	50.9	549	42.9	207	39.0
Hispanic or Latino	2972	46.7	2968	40.5	1211	38.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	105	53.6	105	47.7	44	42.5
White	977	55.6	974	49.6	384	44.7
English Learners	1137	42.3	1133	37.9	447	33.8
Non-English Learners	3599	51.8	3593	45.0	1442	41.7
Eligible for Free or Reduced-Price Meals	4009	48.0	4002	41.7	1589	38.6
Not Eligible for Free or Reduced-Price Meals	727	58.2	724	52.0	300	46.4
Students with Disabilities	832	35.0	831	28.7	360	29.7
Students without Disabilities	3904	52.6	3895	46.4	1529	42.2
High Needs	4201	47.8	4196	41.6	1673	38.3
Non-High Needs	535	63.0	530	56.3	216	51.5
District	4736	49.5	4726	43.3	1889	39.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	81.6	69.6	83.5	97.4	2,573	82.9
Curl Up	80.9	72.9	81.7	88.8	2,573	81.0
Push Up	68.6	64.0	64.8	41.0	2,573	60.2
Mile Run/PACER	70.6	62.8	53.5	39.0	2,573	57.6
All Tests - District	47.1	45.1	46.1	38.0	2,573	44.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	95	72.6
Hispanic or Latino	402	66.9
English Learners	120	59.2
Eligible for Free or Reduced-Price Meals	549	68.1
Students with Disabilities	118	50.8
District	645	70.4
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.8	79	14.2
Male	91.2	58	9.8
Black or African American	92.3	18	9.8
Hispanic or Latino	91.9	40	5.9
White	90.2	66	29.3
English Learners	89.1	*	*
Eligible for Free or Reduced-Price Meals	94.0	65	7.8
Students with Disabilities	65.0	*	*
District	92.0	137	11.9
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	58.5	67.8
Male	42.7	63.0
Black or African American	53.6	68.5
Hispanic or Latino	43.9	56.9
White	65.5	74.0
English Learners	47.5	60.0
Eligible for Free or Reduced-Price Meals	47.4	62.6
Students with Disabilities	25.4	45.8
District	50.6	65.7
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.5	75	33.0	50	66.0	67.1
	High Needs Students	47.8	75	31.9	50	63.8	55.9
Math Performance Index	All Students	43.3	75	28.8	50	57.7	62.2
	High Needs Students	41.6	75	27.7	50	55.5	50.5
Science Performance	All Students	39.8	75	26.6	50	53.1	55.3
	High Needs Students	38.3	75	25.5	50	51.1	45.2
ELA Academic Growth	All Students	42.2%	100%	42.2	100	42.2	55.4%
	High Needs Students	41.8%	100%	41.8	100	41.8	49.8%
Math Academic Growth	All Students	44.9%	100%	44.9	100	44.9	61.7%
	High Needs Students	44.3%	100%	44.3	100	44.3	53.7%
Chronic Absenteeism	All Students	20.1%	<=5%	19.8	50	39.6	9.9%
	High Needs Students	21.5%	<=5%	17.1	50	34.1	15.8%
Preparation for CCR	% Taking Courses	51.2%	75%	34.1	50	68.2	70.7%
	% Passing Exams	11.9%	75%	8.0	50	15.9	43.5%
On-track to High School Graduation		63.3%	94%	33.7	50	67.3	87.8%
4-year Graduation All Students (2016 Cohort)		70.4%	94%	74.9	100	74.9	87.4%
6-year Graduation - High Needs Students (2014)		70.6%	94%	75.1	100	75.1	82.0%
Postsecondary Entrance (Class of 2016)		50.6%	75%	67.5	100	67.5	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.5% 44.3%	75%	29.5	50	59.1	92.0% 51.6%
Arts Access		54.3%	60%	45.2	50	90.4	50.5%
Accountability Index				751.7	1350	55.7	

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?					N
ELA Performance Index Gap	63.0	47.8	15.2	16.7	
Math Performance Index Gap	56.3	41.6	14.7	18.7	
Science Performance Index Gap	51.5	38.3	13.2	16.6	
Graduation Rate Gap	89.0%	70.6%	18.4%	12.0%	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	98.1
Math	All Students	97.8
	High Needs Students	97.9
Science	All Students	97.0
	High Needs Students	96.9

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: 39.9

State: 50.2

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

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools