

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



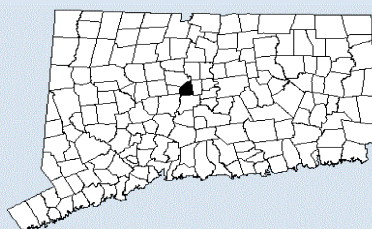
New Britain School District

Mr. Kelt Cooper, Superintendent • 860-827-2200 • www.csdnb.org

District Information

Grade Range	PK-12
Number of Schools	26
Enrollment	10,136
Per Pupil Expenditures ¹	\$12,616
Total Expenditures ¹	\$140,501,034

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,793	47.3	48.3
Male	5,343	52.7	51.6
American Indian	13	0.1	0.2
Asian	246	2.4	4.6
Black or African American	1,370	13.5	12.9
Hispanic or Latino	6,150	60.7	21.2
Pacific Islander	7	0.1	0.0
White	2,123	20.9	58.4
Two or More Races	227	2.2	2.3
English Language Learners	1,668	16.5	5.7
Eligible for Free or Reduced-Price Meals	8,054	79.5	37.3
Students with Disabilities ¹	1,648	16.3	12.8

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	883	19.7	693	14.5
Male	941	18.7	1,317	24.2
Black or African American	217	16.2	373	26.5
Hispanic or Latino	1,279	22.2	1,362	21.8
White	266	13.6	224	10.8
English Language Learners	432	25.9	441	25.4
Eligible for Free or Reduced-Price Meals	1,564	20.4	1,784	21.2
Students with Disabilities	405	27.4	455	24.8
District	1,824	19.2	2,010	19.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 4,038

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	563.1
Paraprofessional Instructional Assistants	82.0
Special Education	
Teachers and Instructors	104.7
Paraprofessional Instructional Assistants	94.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	33.8
Library/Media	
Specialists (Certified)	14.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	18.5
Counselors, Social Workers and School Psychologists	57.5
School Nurses	23.0
Other Staff Providing Non-Instructional Services/Support	233.0

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 (%)
Asian	9	1.1	1.0
Black or African American	45	5.5	3.5
Hispanic	92	11.3	3.6
Native American	1	0.1	0.1
White	665	81.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	4.8	24	25.3
Hispanic or Latino	*	*	38	14.2
White	26	18.7	64	43.2
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	16	3.3	65	18.6
Students with Disabilities	0	0	*	*
District	42	6.4	133	25.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	73	53.7
Emotional Disturbance	34	28.1
Intellectual Disability	46	49.5
Learning Disability	485	85.7
Other Health Impairment	215	64.8
Other Disabilities	12	20.3
Speech/Language Impairment	143	89.4
District	1,008	68.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	147	1.4	1.4
Emotional Disturbance	121	1.1	1.0
Intellectual Disability	94	0.9	0.4
Learning Disability	568	5.3	4.2
Other Health Impairment	338	3.1	2.5
Other Disabilities	191	1.8	1.0
Speech/Language Impairment	176	1.6	1.9
All Disabilities	1,635	15.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	62	3.7	2.8
Private Schools or Other Settings	122	7.4	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	88,540,591	8,654	8,769
Instructional Supplies and Equipment	1,747,353	171	275
Improvement of Instruction and Educational Media Services	1,307,088	128	487
Student Support Services	4,478,230	438	965
Administration and Support Services	12,302,828	1,203	1,600
Plant Operation and Maintenance	9,203,945	900	1,472
Transportation	12,190,713	1,074	786
Costs of Students Tuitioned Out	10,730,286	N/A	N/A
Other	0	0	178
Total	140,501,034	12,616	14,642

Additional Expenditures

Land, Buildings, and Debt Service	9,096,667	889	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	13,690,644	31.7	35.6
Noncertified Personnel	7,624,364	17.7	14.5
Purchased Services	1,449,625	3.4	5.0
Tuition to Other Schools	10,348,895	24.0	21.4
Special Ed. Transportation	4,367,996	10.1	8.5
Other Expenditures	5,694,868	13.2	14.9
Total Expenditures	43,176,392	100.0	100.0
PK-12 Expenditures Used for Special Education		30.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	28.8	27.6
State	62.1	62.8
Federal	8.3	8.9
Tuition & Other	0.7	0.8

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	48.9	46.6	45.5	50.1	.	.	.	.
Hispanic or Latino	39.7	39.2	40.3	44.4	.	.	.	.
English Language Learners	24.4	22.0	23.5	29.6	.	.	.	.
Eligible for Free or Reduced-Price Meals	41.7	41.4	42.5	46.3	.	.	.	.
Students with Disabilities	25.5	21.9	24.9	24.8	.	.	.	.
High Needs	41.2	40.5	41.9	46.0	.	.	.	.
District	46.2	45.2	45.8	49.7	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	41.7	45.6	41.4	39.0	.	.	.	.
Hispanic or Latino	34.2	33.1	32.6	33.2	.	.	.	.
English Language Learners	24.1	20.3	19.4	21.3	.	.	.	.
Eligible for Free or Reduced-Price Meals	38.1	37.0	35.2	34.7	.	.	.	.
Students with Disabilities	13.5	10.9	15.5	14.5	.	.	.	.
High Needs	37.4	36.4	34.3	34.4	.	.	.	.
District	46.0	43.4	43.0	40.6	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.3	67.2	75.4	85.3	2,280	76.4
Curl Up	74.1	73.1	67.4	84.9	2,280	73.2
Push Up	65.0	58.7	54.1	62.3	2,280	60.0
Mile Run/PACER	70.7	58.0	48.9	68.7	2,280	61.1
All Tests - District	42.0	32.3	28.1	50.4	2,280	36.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	116	62.9	61.6	Yes	64.9
Hispanic or Latino	357	52.9	52.1	Yes	56.3
English Language Learners	118	53.4	47.6	Yes	52.2
Eligible for Free or Reduced-Price Meals	527	57.5	54.7	Yes	58.6
Students with Disabilities	113	40.7	46.0	No	50.8
District	654	60.9	58.4	Yes	61.9
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	45.3	66	11.9
Male	29.5	46	7.3
Black or African American	40.7	17	7.7
Hispanic or Latino	28.5	24	3.8
White	49.8	59	20.6
English Language Learners	10.3	*	*
Eligible for Free or Reduced-Price Meals	32.9	52	6.2
Students with Disabilities	*	*	*
District	36.9	112	9.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.1	80.0
Male	49.8	78.1
Black or African American	67.1	75.6
Hispanic or Latino	45.0	67.3
White	66.4	91.9
English Language Learners	46.2	93.8
Eligible for Free or Reduced-Price Meals	51.9	76.2
Students with Disabilities	30.3	*
District	56.3	79.1
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Consolidated School District of New Britain engages parents in a variety of ways. Student conferences and surveys are about their child's learning environment. We use the results (as well as attendance, academic performance and surveys from students and teachers) to guide our District Improvement Plan and Campus Improvement Plans. We maintain a District-Wide parent/student Handbook outlining expectations of high achievement. The handbooks are in English, Spanish, Polish and Arabic. We use Power School parent portal for parents to navigate and see the data of their child's progress. Each school has a School Governance Council. They participate in budget development and hold activities and events for families to involve them in the school learning community. The District moved to neighborhood schools and are using schools as community centers. Our high school, 2 middle schools and 2 elementary schools have School Based Health Centers. Three elementary schools have Family Resource Centers. District committees have community and parent involvement. Examples are: The Safe Schools Healthy Students Committee, School Governance Committee, Budget Committee and NEASC.

The district partners with numerous community organizations, including the New Britain's Coalition for New Britain's Youth, DCF, Boys and Girls Club to ensure that the community understands how important regular school attendance is. Starting in the spring of 2012, we began a partnership with Attendance Works. Each school site has a team to address chronic absenteeism. They collect and analyze absence data, implement practices to reduce chronic absence and identify action steps to execute. This is part of the District Improvement and Campus Improvement Plan. The attendance teams include representatives from the Court Support Services Juvenile Probation Division and the Department of Children and Families to provide added support to students with attendance challenges and to help schools continually improve their school-wide solutions. Every 10 days our district attendance officer provides chronic absenteeism reports to school-based attendance teams. We have attendance monitors for both pre-school students and kindergarten students. We have an "attendance review committee" that meets twice a month with the goal to divert students from juvenile probation court and get students in school. We enlist community partners from more than a dozen local agencies and organizations, such as those addressing sexual abuse, domestic violence, health and mental wellness, to meet with individual parents about their children's excessive absences.

In the area of special education we have reorganized the central office department to better serve the schools and parents. We developed a manual to support administrators and teachers to design and develop appropriate IEPs to ensure they are aligned to the CCSS and assessments that can be progress monitored for increased learning outcomes. We have implemented a core reading program supplemented by robust interventions in an effort to raise the achievement of not only our special education students but also all of our students. Collaboratively, with the Department of Academics, we design and revise yearly an action plan that is aligned to our District Improvement Plan. We have reduced the number of paraeducators who work with our neediest students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

By its composition, the Consolidated School District of New Britain reflects the spirit of Connecticut Law. Our students come from diverse ethnic, racial and socio-economic backgrounds. The New Britain schools service children from over 51 different languages and various ethnic backgrounds. The racial balance in the District of 24% White, 56% Hispanic, 18% Black and 2% Asian is reflected to varying degrees in each of our 15 schools. The District actively recruits qualified minority and other employees in compliance with Board of Education Policies. New Britain is committed to creating and maintaining an educational environment that is free from discrimination, harassment and bullying. All students have the fundamental right to attend school in a safe environment in which they can learn and be free from fear. All students and adults have a responsibility to foster a positive educational environment.

New Britain staff and students participate in, and support, interdistrict programs such as the Metacomet Ridge inter-district Academy, Interdistrict Steel Pans and Afro-Caribbean Drumming Program, Interdistrict Ballroom Dancing, Multicultural Arts Program and The Multicultural Summer Arts Program. The interdistrict programs include the following cities and towns, Bloomfield, East Hartford, Farmington, Hartford, Plainville, Simsbury, Avon and Wethersfield. All of the district's schools offer after school enrichment programs and clubs. An example of some of the enrichment programs and clubs are: College for Every Student (CFES), J-Crew and Bible and Philosophy Club, interdistrict middle school intramurals, Asian American Club, African American Club, Yearbook Club, Health Occupations Students of America, Drama Club, Spanish Club and Chess Club. Our renowned New Britain High School Hurricanes Marching Band travels to Disney World and our grade 8 students travel to Philadelphia or Washington D.C. yearly. Some of the high school world language classes travel to a native country (i.e. Spain, France, Italy) and then share their experiences with the student body. New Britain's robotics teams travel throughout the northeast for competitions.

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Equitable Allocation of Resources among District Schools

The percentage of City funded dollars spent among schools of the same type (elementary, middle and the single high school) is typically within a few percentage points of the enrollment percentage of each school. A per pupil expenditure for core curricula, art, music, physical education and media resources are equally distributed. The District's expenditures are supplemented by a variety of state, federal and other grants and programs (Title grants, IDEA, Bilingual, Alliance, etc.). The district has implemented a zero-based budget development process to ensure that district resources from both local and grant funds are being allocated to schools based on student need. Careful analysis is conducted of the school enrollment and student performance as well as need indicators such as ELL, lunch status and special education needs. The operating budget is then developed to support the needs of each school with a focus on reducing class size and improving core literacy.