

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



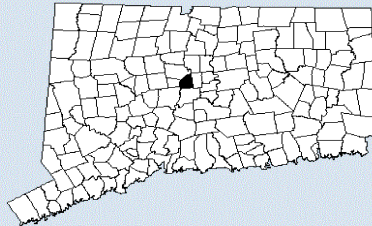
New Britain School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	10,101
Per Pupil Expenditures ¹	\$13,579
Total Expenditures ¹	\$149,750,248

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,735	46.9	48.3
Male	5,366	53.1	51.6
American Indian or Alaska Native	11	0.1	0.2
Asian	251	2.5	4.7
Black or African American	1,227	12.1	12.9
Hispanic or Latino	6,237	61.7	22.1
Pacific Islander	7	0.1	0.0
Two or More Races	221	2.2	2.5
White	2,147	21.3	57.2
English Language Learners	1,733	17.2	6.3
Eligible for Free or Reduced-Price Meals	8,277	81.9	37.6
Students with Disabilities ¹	1,641	16.2	13.3

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	937	20.7	521	10.8
Male	1,045	20.6	1,003	18.2
Black or African American	195	16.4	267	21.2
Hispanic or Latino	1,459	24.2	1,055	16.4
White	274	14.4	158	7.5
English Language Learners	453	25.7	322	17.7
Eligible for Free or Reduced-Price Meals	1,765	22.5	1,407	16.2
Students with Disabilities	406	26.9	340	18.0
District	1,982	20.7	1,524	14.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 3,052

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	559.9
Paraprofessional Instructional Assistants	84.0
Special Education	
Teachers and Instructors	96.5
Paraprofessional Instructional Assistants	102.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	32.0
Library/Media	
Specialists (Certified)	9.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	19.0
Counselors, Social Workers and School Psychologists	56.0
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	209.5

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	9	1.2	1.0
Black or African American	40	5.1	3.5
Hispanic or Latino	75	9.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	656	84.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.2

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	32	38.1	67	63.8
Hispanic or Latino	109	39.5	144	44.4
White	64	52.9	69	56.6
English Language Learners	18	25.4	35	38.9
Eligible for Free or Reduced-Price Meals	145	40.5	190	50.0
Students with Disabilities	27	44.3	42	36.8
District	214	43.1	293	51.3
State		58.4		73.8

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	63	42.6
Emotional Disturbance	28	24.6
Intellectual Disability	39	39.0
Learning Disability	493	84.9
Other Health Impairment	242	65.6
Other Disabilities	19	29.7
Speech/Language Impairment	162	90.0
District	1,046	67.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	154	1.4	1.5
Emotional Disturbance	114	1.0	1.0
Intellectual Disability	100	0.9	0.5
Learning Disability	582	5.3	4.4
Other Health Impairment	372	3.4	2.6
Other Disabilities	177	1.6	1.0
Speech/Language Impairment	188	1.7	1.9
All Disabilities	1,687	15.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	186	11.0	8.1
Private Schools or Other Settings	90	5.3	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	94,751,321	9,427	9,134
Instructional Supplies and Equipment	2,022,283	201	334
Improvement of Instruction and Educational Media Services	1,219,762	121	498
Student Support Services	4,295,246	427	1,001
Administration and Support Services	11,934,645	1,187	1,694
Plant Operation and Maintenance	11,767,913	1,171	1,572
Transportation	11,776,331	1,049	813
Costs of Students Tuitioned Out	11,982,747	N/A	N/A
Other	0	0	186
Total	149,750,248	13,579	15,289

Additional Expenditures

Land, Buildings, and Debt Service	4,555,511	453	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,771,333	30.9	35.1
Noncertified Personnel	5,798,053	14.0	14.2
Purchased Services	1,229,237	3.0	5.2
Tuition to Other Schools	10,532,764	25.5	22.0
Special Ed. Transportation	4,384,467	10.6	8.6
Other Expenditures	6,600,661	16.0	14.9
Total Expenditures	41,316,515	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.7	31.1
State	62.0	61.3
Federal	6.6	6.7
Tuition & Other	0.8	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 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	111	61.1	111	56.1	58	47.2
Black or African American	593	53.1	593	44.4	255	39.2
Hispanic or Latino	2802	49.1	2810	41.7	1263	38.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	81	57.2	81	48.3	56	45.0
White	943	59.1	946	52.1	399	46.8
English Language Learners	857	43.5	861	37.2	385	32.4
Non-English Language Learners	3686	54.2	3693	46.5	1649	42.3
Eligible for Free or Reduced-Price Meals	3726	50.2	3735	42.7	1622	38.6
Not Eligible for Free or Reduced-Price Meals	817	61.3	819	54.0	412	47.5
Students with Disabilities	855	37.4	861	30.1	415	29.4
Students without Disabilities	3688	55.6	3693	48.1	1619	43.2
High Needs	3905	49.9	3915	42.5	1721	38.3
Non-High Needs	638	66.1	639	58.3	313	51.9
District	4543	52.2	4554	44.7	2034	40.4

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	72.8	73.3	76.2	89.2	2,522	77.3
Curl Up	79.3	74.9	60.5	90.3	2,522	75.9
Push Up	63.7	68.2	57.4	60.6	2,522	62.5
Mile Run/PACER	67.8	67.9	59.3	59.5	2,522	63.9
All Tests - District	40.1	42.8	30.7	45.4	2,522	39.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	102	75.5	64.9	Yes	68.1
Hispanic or Latino	356	56.2	56.3	No	60.5
English Language Learners	93	50.5	52.2	No	56.8
Eligible for Free or Reduced-Price Meals	513	61.0	58.6	Yes	62.6
Students with Disabilities	87	42.5	50.8	No	55.6
District	656	63.6	61.9	Yes	65.5
State ⁴		87.0			

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 2013-14 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	42.0	77	15.0
Male	25.5	48	8.6
Black or African American	37.6	18	9.5
Hispanic or Latino	23.7	34	5.7
White	49.8	60	24.7
English Language Learners	11.2	*	*
Eligible for Free or Reduced-Price Meals	27.9	48	6.5
Students with Disabilities	*	*	*
District	33.4	125	11.7
State	67.2		37.3

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

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	67.5	77.3
Male	53.3	75.2
Black or African American	66.7	76.4
Hispanic or Latino	52.5	60.4
White	67.7	94.2
English Language Learners	51.6	67.5
Eligible for Free or Reduced-Price Meals	56.9	71.9
Students with Disabilities	31.1	57.1
District	60.5	76.4
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first 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	52.2	75	69.6	100	69.6	67.9
	High Needs Students	49.9	75	66.5	100	66.5	56.7
Math Performance Index	All Students	44.7	75	59.6	100	59.6	59.3
	High Needs Students	42.5	75	56.7	100	56.7	47.8
Science Performance Index	All Students	40.4	75	53.9	100	53.9	56.5
	High Needs Students	38.3	75	51.1	100	51.1	45.9
Chronic Absenteeism	All Students	20.7%	<=5%	18.7	50	37.4	10.6%
	High Needs Students	22.2%	<=5%	15.6	50	31.1	17.3%
Preparation for CCR	% Taking Courses	47.5%	75%	31.6	50	63.3	66.1%
	% Passing Exams	11.7%	75%	7.8	50	15.6	37.3%
On-track to High School Graduation		65.6%	94%	34.9	50	69.8	85.6%
4-year Graduation All Students (2014 Cohort)		63.6%	94%	67.6	100	67.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		63.5%	94%	67.5	100	67.5	77.6%
Postsecondary Entrance (Class of 2014)		60.3%	75%	80.4	100	80.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.4% 39.4%	75%	26.3	50	52.6	87.6% 51.0%
Arts Access		46.6%	60%	38.8	50	77.6	45.7%
Accountability Index				746.5	1250	59.7	

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	66.1	49.9	16.2	17.3	
Math Performance Index Gap	58.3	42.5	15.8	19.6	
Science Performance Index Gap	51.9	38.3	13.6	17.2	
Graduation Rate Gap	90.7%	63.5%	27.2%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.5
	High Needs Students	98.4
Math	All Students	98.5
	High Needs Students	98.4
Science	All Students	99.0
	High Needs Students	98.8

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: 39.0 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

**District Profile and Performance Report for School Year 2014-15
New Britain School District**

Equitable Allocation of Resources among District Schools