

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



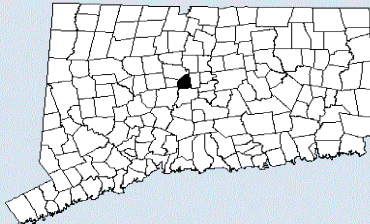
New Britain School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	27
Enrollment	9,665
Per Pupil Expenditures ¹	\$14,168
Total Expenditures ¹	\$164,955,406

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,600	47.6	48.4
Male	5,065	52.4	51.5
American Indian or Alaska Native	*	*	0.3
Asian	201	2.1	5.2
Black or African American	1,037	10.7	12.7
Hispanic or Latino of any race	6,463	66.9	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	371	3.8	4.0
White	1,579	16.3	49.9
English Learners	1,692	17.5	8.3
Eligible for Free or Reduced-Price Meals	7,173	74.2	42.7
Students with Disabilities ³	2,091	21.6	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	1,528	33.5	17	0.3
Male	1,795	36.7	49	0.9
Black or African American	320	31.0	16	1.4
Hispanic or Latino of any race	2,507	39.5	39	0.6
White	344	22.9	11	0.7
English Learners	652	39.5	12	0.7
Eligible for Free or Reduced-Price Meals	2,936	40.1	56	0.7
Students with Disabilities	954	47.7	37	1.5
District	3,323	35.2	66	0.6
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 2,977

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	581.7
Paraprofessional Instructional Assistants	23.6
Special Education	
Teachers and Instructors	115.4
Paraprofessional Instructional Assistants	195.1
Administrators, Coordinators and Department Chairs	
District Central Office	12.5
School Level	33.5
Library/Media	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	47.5
Counselors, Social Workers and School Psychologists	54.5
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	487.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	17	2.0	1.3
Black or African American	48	5.6	4.1
Hispanic or Latino of any race	102	11.9	4.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	0	0.0	0.1
White	687	80.4	89.9

¹ 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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	7.3

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	53	72.6	44	52.4
Hispanic or Latino of any race	234	72.9	217	62.0
White	75	77.3	96	86.5
English Learners	65	74.7	46	52.9
Eligible for Free or Reduced-Price Meals	298	76.2	245	61.9
Students with Disabilities	90	72.6	76	53.1
District	400	74.6	371	65.1
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	106	44.0
Emotional Disturbance	48	30.2
Intellectual Disability	22	22.9
Learning Disability	636	81.3
Other Health Impairment	282	66.8
Other Disabilities	22	34.4
Speech/Language Impairment	237	95.6
District	1,353	67.2
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	284	2.6	2.1
Emotional Disturbance	160	1.5	1.1
Intellectual Disability	96	0.9	0.5
Learning Disability	783	7.2	5.8
Other Health Impairment	428	3.9	3.3
Other Disabilities	181	1.7	1.2
Speech/Language Impairment	279	2.6	1.9
All Disabilities	2,211	20.2	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	279	12.6	8.3
Private Schools or Other Settings	54	2.4	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$115,732,330	\$9,940	\$11,205
Support services - students	\$4,856,341	\$484	\$1,346
Support services - instruction	\$4,432,950	\$442	\$698
Support services - general administration	\$3,374,714	\$336	\$464
Support services - school based administration	\$5,772,380	\$575	\$1,037
Central and other support services	\$5,654,000	\$564	\$691
Operation and maintenance of plant	\$13,303,209	\$1,326	\$1,692
Student transportation services	\$11,370,981	\$1,419	\$1,159
Food services	.	.	\$21
Enterprise operations	\$458,501	\$46	\$151
Total	\$164,955,406	\$14,168	\$17,838

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,869,413	30.6	29.6
Instructional Aide Salaries	\$6,540,059	13.5	11.1
Other Salaries	\$3,514,628	7.2	9.5
Employee Benefits	\$6,167,190	12.7	13.5
Purchased Services Other Than Transportation	\$3,557,331	7.3	5.4
Special Education Tuition	\$8,876,247	18.3	22.5
Supplies	\$358,579	0.7	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$4,660,331	9.6	7.2
Equipment	\$42,538	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$48,586,315	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.5	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	29.8
State	63.5
Federal	6.3
Tuition & Other	0.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	102	86.3
Hispanic or Latino of any race	383	73.1
English Learners	121	66.9
Eligible for Free or Reduced-Price Meals	536	76.5
Students with Disabilities	147	65.3
District	624	78.7
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	61.5	60	11.3
Male	59.0	39	6.8
Black or African American	55.4	10	6.4
Hispanic or Latino	57.5	41	6.1
White	66.3	37	17.8
English Learners	51.7	0	0.0
Eligible for Free or Reduced-Price Meals	58.1	46	5.8
Students with Disabilities	50.9	0	0.0
District	60.2	99	9.0
State	85.0		36.0

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

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 percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	51.9	73.4
Male	35.1	59.5
Black or African American	49.5	69.8
Hispanic or Latino of any race	33.2	61.7
White	57.6	76.3
English Learners	27.8	54.5
Eligible for Free or Reduced-Price Meals	40.8	68.3
Students with Disabilities	17.7	55.6
District	42.7	67.9
State	67.4	84.9

³ 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.

⁴ 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

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	35.2%	<=5%	19.0%
	High Needs Students	39.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	69.7%	75%	80.6%
	% Passing Exams	9.0%	75%	36.0%
On-track to High School Graduation		49.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		78.7%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		79.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		42.7%	75%	67.4%
Arts Access		40.7%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	92.7%	79.0%	13.7%	9.8%	Y

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

New Britain's District Improvement Plan embeds multiple access points for parent and community outreach activities. The shift to a virtual and then hybrid model that still relies significantly on virtual communication, has required significant changes in our parent outreach activities. We included a parent and community subcommittee in our re-entry planning this summer. We also held parent "Town Hall" meetings as part of this process. We are implementing parent helpline hours at our schools outside the school day to support families that are not able to access support during school hours. This will also include technology support. All teachers have been provided with additional time and support to implement new learning tools that build their capacity to deliver instruction virtually. We have provided teachers with resources that allow them to record lessons and post them so that they can be viewed outside the school day to support families who have difficulty accessing lessons during the traditional school day. As part of the District Improvement Plan, the District-wide Attendance Team continues to meet monthly to determine areas of weakness and develop targeted interventions aimed at confronting the root causes of truancy and developing viable solutions. This team's work has evolved to focus on increasing the level of student engagement in their learning whether they are learning remotely at home full time or following the hybrid schedule.

Each Site-Based School Improvement Plan mirrors the District's plan, however, site-based strategies and interventions are custom to the needs of each school community. The Director of Pupil Services and his team have completed an in-depth analysis of the special education programs and services for students with disabilities. The Continuum of Services provides a road map for processes and procedures for special education programs and services with a specific focus on supporting families in the virtual environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Consolidated School District of New Britain's (CSDNB) academic performance data shows that English Learners, special education students and students of color are disproportionately lagging behind peer counterparts. The District Equity Leadership Team (DELT) was established and began the process of creating a Equity Transformation Plan. The four pillars of the plan are leadership development, students at the center, culturally responsive teaching and learning, and family/community engagement and empowerment. The district has invested in a "Grow Your Own" recruitment pipeline approach to hiring teachers of color.

The district continues to embark on K-12 curriculum renewal that is focused on student-centered learning practices. This commitment to curriculum renewal is the springboard to identifying patterns of inequality of disenfranchised student populations. External consultants are ensuring that the curriculum is culturally and linguistically responsive. "Readiness" curriculum was developed to focus on social emotional learning K-12. This curriculum is the first step in a 3 year plan to revise all of our curriculum with a specific focus on cultural relevance aligned with our diverse student population. To further reduce racial, ethnic and economic isolation, a primary component of our instructional model focuses on increasing student engagement and technology-based learning using a Science, Technology, Engineering, Arts and Mathematics (STEAM) model. STEAM's philosophy is based on a learning by doing model.

In addition, the district met the challenge of transitioning to remote learning by ensuring that all students have access to a laptop or Chromebook and internet access in their homes. Technology has long been part of the assistive technology that IDEA states we must consider when developing the individual education plan (IEP) of special education students. We have committed to providing every student with their own device. While making decisions of what type of device is the most appropriate developmentally, we have also looked at students' individual needs and abilities. We are also increasing our ability to differentiate and meet the needs of our English Learners and students within special education.

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Equitable Allocation of Resources among District Schools

Central Office administration and staff collaboratively complete a needs analysis when preparing allocations of district resources aligned to addressing student needs. This team focuses on equitable distribution of funding to respond to the needs of all students. A needs assessment is done to develop plans and identify goals that align with the district. All recommendations are presented to the Superintendent for approval. The team meets quarterly to discuss and evaluate equitable use of funds and resources.

In addition, the Partnership, Finance and Accounting departments formed a Grants Team to establish and implement specific grant protocols, monitor use of funds, monitor grant budget guidelines and requirements. The Coordinator of Partnership and Engagement meets with the building administrative teams to review district procedures and policies surrounding grant applications and spending. On a monthly basis, the Coordinator of Partnership & Engagement presents the status of grant funding, balances and resources to the Superintendent and her Cabinet.