

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



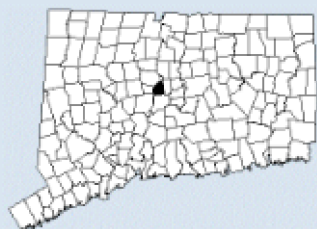
New Britain School District

Anthony Gasper, Superintendent • 860-827-2200 • <http://www.csdnb.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	29
Enrollment	10,038
Per Pupil Expenditures	\$19,901
Total Expenditures	\$228,141,764

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	4,853	48.3	48.4
Male	5,178	51.6	51.5
Non-Binary	7	0.1	0.1
American Indian or Alaska Native	*	*	0.2
Asian	206	2.1	5.2
Black or African American	1,067	10.6	12.4
Hispanic or Latino of any race	6,857	68.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	558	5.6	4.8
White	1,338	13.3	45.1
English Learners/Multilingual Learners	2,042	20.3	11.3
Eligible for Free or Reduced-Price Meals	7,608	75.8	44.8
Students with Disabilities	2,461	24.5	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	1,634	33.1	977	17.4
Non-Binary	*	*	*	*
Black or African American	292	28.1	190	16.1
Hispanic or Latino of any race	2,280	35.0	1,110	15.2
White	306	23.3	175	12.1
English Learners/Multilingual Learners	621	29.6	316	14.1
Eligible for Free or Reduced-Price Meals	2,686	35.6	1,340	15.8
Students with Disabilities	955	42.2	454	16.1
All Students - District	3,098	32.2	1,584	14.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 1,824
Number of school-based arrests: 24

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	577.9
General Education Paraprofessionals	60.4
Special Education Teachers and Instructors	128.7
Special Education Paraprofessionals	252.2
District Central Office Administrators	13.5
School Level Administrators	38.5
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	5.8
Instructional Specialists Who Support Teachers	68.0
Counselors, Social Workers and School Psychologists	59.0
School Nurses	32.4
Other Staff Providing Non-Instructional Services/Support	664.2

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	18	2.0	1.4
Black or African American	65	7.3	4.9
Hispanic or Latino of any race	120	13.4	5.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	0	0.0	0.3
White	693	77.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	96	10.5	6.8
Teachers	76	10.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	64	86.5	73	86.9
Hispanic or Latino of any race	359	87.1	374	92.3
White	90	90.0	105	88.2
English Learners/Multilingual Learners	94	79.7	102	75.0
Eligible for Free or Reduced-Price Meals	424	88.5	416	91.6
Students with Disabilities	125	85.6	155	90.1
All Students - District	556	87.1	595	91.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	166	43.1
Emotional Disability	76	41.3
Intellectual Disability	21	20.8
Learning Disability	750	80.6
Other Health Impairment	304	70.0
Other Disabilities	18	20.9
Speech/Language Impairment	215	93.5
All Disabilities - District	1,550	65.9
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	430	3.9	2.9
Emotional Disability	184	1.7	1.1
Intellectual Disability	101	0.9	0.6
Learning Disability	934	8.4	6.5
Other Health Impairment	442	4.0	3.6
Other Disabilities	175	1.6	1.1
Speech/Language Impairment	259	2.3	2.0
All Disabilities	2,525	22.7	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	300	11.9	8.2
Private Schools or Other Settings	109	4.3	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$154,473,548	\$13,475	\$13,471
Support services - students	\$7,473,139	\$763	\$1,826
Support services - instruction	\$7,625,268	\$779	\$972
Support services - general administration	\$4,942,189	\$505	\$568
Support services - school based administration	\$7,589,108	\$775	\$1,274
Central and other support services	\$6,721,656	\$687	\$761
Operation and maintenance of plant	\$23,638,135	\$2,415	\$2,125
Student transportation services	\$15,050,236	\$1,830	\$1,695
Food services	.	.	\$10
Enterprise operations	\$628,484	\$64	\$219
Total	\$228,141,764	\$19,901	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$18,534,987	29.9	26.4
Instructional Aide Salaries	\$6,603,358	10.7	10.1
Other Salaries	\$3,624,465	5.9	10.5
Employee Benefits	\$6,129,380	9.9	13.3
Purchased Services Other Than Transportation	\$6,871,392	11.1	6.8
Special Education Tuition	\$13,789,487	22.3	22.8
Supplies	\$198,782	0.3	0.6
Property Services	\$5,599	0.0	0.4
Purchased Services For Transportation	\$6,161,724	9.9	8.7
Equipment	\$10,020	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$61,929,194	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	27.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	24.3
State	55.9
Federal	19.2
Tuition & Other	0.6

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	83	53.7	83	50.6	*	*
Black or African American	495	49.0	492	42.2	225	44.6
Hispanic or Latino of any race	3,179	44.9	3,169	39.0	1,241	41.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	253	50.0	249	46.4	97	44.4
White	605	53.4	604	51.1	267	52.5
English Learners/Multilingual Learners	980	41.1	977	38.2	392	40.1
Non-English Learners/Non-Multilingual Learners	3,640	48.5	3,625	42.5	1,475	44.9
Eligible for Free or Reduced-Price Meals	3,682	45.3	3,664	39.8	1,456	42.1
Not Eligible for Free or Reduced-Price Meals	938	53.5	938	48.6	411	50.1
Students with Disabilities	1,075	34.9	1,066	28.2	412	34.1
Students without Disabilities	3,545	50.6	3,536	45.6	1,455	46.6
High Needs	4,003	45.1	3,986	39.8	1,592	42.0
Non-High Needs	617	58.8	616	52.9	275	54.6
All Students - District	4,620	46.9	4,602	41.6	1,867	43.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.1	62.5	67.7	89.5	2,822	74.1
Curl Up	68.1	80.1	69.6	91.2	2,759	77.1
Push Up	59.7	55.8	49.8	72.9	2,754	59.3
Mile Run/PACER	68.6	59.9	38.3	43.4	2,808	52.9
All Tests - District	31.9	28.7	23.7	42.9	2,700	31.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	73	75.3
Hispanic or Latino of any race	427	65.1
White	108	83.3
English Learners/Multilingual Learners	132	68.9
Eligible for Free or Reduced-Price Meals	518	67.6
Students with Disabilities	155	51.6
All Students - District	661	71.0
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	215	34.8
Male	107	15.9
Non-Binary	0	*
Black or African American	39	24.7
Hispanic or Latino of any race	168	20.6
White	83	37.9
English Learners/ Multilingual Learners	26	10.2
Eligible for Free or Reduced-Price Meals	196	21.0
Students with Disabilities	10	3.1
All Students - District	322	24.9
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	58.9	81.0
Male	44.4	76.4
Non-Binary	N/A	N/A
Black or African American	53.7	80.5
Hispanic or Latino of any race	46.8	73.8
White	58.3	86.8
English Learners/ Multilingual Learners	44.9	67.4
Eligible for Free or Reduced-Price Meals	47.7	78.2
Students with Disabilities	30.1	63.0
All Students - District	51.7	79.2
All Students - State	67.0	88.2

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	46.9	75	31.3	50	62.6	64.7
ELA Performance Index	High Needs Students	45.1	75	30.1	50	60.1	54.9
Math Performance Index	All Students	41.6	75	27.7	50	55.4	61.1
Math Performance Index	High Needs Students	39.8	75	26.5	50	53.1	50.6
Science Performance Index	All Students	43.9	75	29.2	50	58.5	62.6
Science Performance Index	High Needs Students	42.0	75	28.0	50	56.0	52.1
ELA Academic Growth	All Students	50.3%	100%	50.3	100	50.3	60.6%
ELA Academic Growth	High Needs Students	49.9%	100%	49.9	100	49.9	55.7%
Math Academic Growth	All Students	50.2%	100%	50.2	100	50.2	62.3%
Math Academic Growth	High Needs Students	49.6%	100%	49.6	100	49.6	55.9%
Progress Toward English Proficiency	Literacy	57.2%	100%	28.6	50	57.2	58.7%
Progress Toward English Proficiency	Oral	54.1%	100%	27.0	50	54.1	55.7%
Chronic Absenteeism	All Students	32.2%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	34.5%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	89.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	24.9%	75%	16.6	50	33.2	47.2%
On-track to High School Graduation	All Students	63.5%	94%	33.8	50	67.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	71.0%	94%	75.5	100	75.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	85.8%	94%	91.2	100	91.2	87.3%
Postsecondary Entrance (Class of 2024)	All Students	51.7%	75%	68.9	100	68.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	31.6%	75%	21.1	50	42.2	49.0%
Arts Access	All Students	53.0%	60%	44.2	50	88.4	55.1%
Accountability Index				829.8	1450	57.2	

Physical Fitness Estimated Participation Rate - District: 92.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	58.8	45.1	13.7	16.9	N
Math Performance Index Gap	52.9	39.8	13.1	18.4	N
Science Performance Index Gap	54.6	42.0	12.6	18.2	N
Graduation Rate Gap	91.5%	85.8%	5.8%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.3
ELA	High Needs Students	97.1
Math	All Students	97.0
Math	High Needs Students	96.7
Science	All Students	94.7
Science	High Needs Students	94.1

Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 40.4

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Consolidated School District of New Britain's (CSDNB's) District Growth Plan was created with Parental Engagement as a supporting condition essential for student success. To that end, the district's parent engagement office, the Family and School Liaisons, the Family Resource Centers and each school develop a year round calendar of events and sessions to provide important information to parents about their child and to solicit their input on critical programming. At the elementary level, Family Resource Centers provide Play and Learns for our youngest learners. Each school also has a minimum of three curriculum related evenings in which families learn about literacy and numeracy and social emotional education. Additionally, through progress monitoring in the elementary school, every family receives notifications early and often about additional supports students may need to stay on grade level. These communications are available in the home language of the family. At all schools, Family School Liaisons (FSLs) focus on increased attendance and decreasing the number of chronic absences that spiked during COVID. The FSLs reach out to families regularly and conduct home visits. Through various after school partnerships, the district also supports learning for students at community organizations such as the Boy's and Girl's Club, the YWCA, and Opportunities Industrialization Center. CSDNB deploys multiple strategies for family collaboration, including outreach activities and a strategic focus on increasing school-to-home communication from both the central office and the school sites. A full list of events throughout the district are advertised on the CSDNB.org district website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

While CSDNB's academic performance data continues to show that New Britain students lag behind their peers in other districts, 2024-25 continues to show "islands of excellence" that leadership will use to expand effective practice. In 2025, for instance, HALS middle school was named as a national Blue Ribbon School for having the best growth for students in grades 6th through 8th. At New Britain High School, nearly a quarter of all students will graduate with some college credit and those offerings will continue to expand. New Britain High School also leads in the region with its four career centered academies in the area of business and finance, health sciences, manufacturing, engineering & technology (MET), and public service including education and first responder careers.

The district has made strides in addressing systemic issues of racial and ethnic isolation through policy. The Board of Education statement on Diversity, Equity and Inclusion outlines the district's commitment "to promoting an equitable and inclusive educational environment and seeking to provide all members of the school community with opportunities, resources, and support that facilitate learning and growth" (csdnb.org, 2021). Through careful comparison of the demographics of the district to district outcomes such as test scores, participation in advanced coursework, and attendance and discipline data, the district is identifying areas for improved equity. By identifying areas with "equity gaps" the district can guide decisions about professional learning for the adults and decisions that will result in more equitable outcomes for students. The district's efforts are also guided by the District Equity Leadership Team (DELT) Equity Transformation Plan focused on leadership development, students at the center, culturally responsive teaching and learning, and family/community engagement and empowerment. Additionally, the Superintendent's Advisory Committee is made up of community members who provide feedback to the BOE regarding new policies aimed at enhancing equity.

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Equitable Allocation of Resources among District Schools

Central Office and building level administrators collaboratively complete an analysis each year of student needs and propose allocations of district resources accordingly in the annual budget for the Board of Education's review. This team, made up of 40 budget owners, the Chief Financial Officer and the Superintendent, focuses on equitable funding distribution in response to the most current needs of all students. Additionally, the annual budget takes into account the per pupil allocation as it compares across general education, special education, and multilingual learners, as well as how it compares to neighboring districts.

The Partnership, Finance, and Accounting departments meet as a Grants Team to monitor the implementation of specific grant protocols, the use of funds, and grant budget guidelines and requirements. The team also meets with the budget owners to review district procedures and policies surrounding grant applications and spending.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	1.8	2.1
Deceased	1	1.8	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	1.8	2.2
Personal Reasons	7	12.5	6.7
Position Eliminated or Expired	1	1.8	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	5.4	32.0
Retired	13	23.2	23.7
Teach/Admin in Other CT Dist	23	41.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	1.8	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	5	8.9	2.3
TOTAL	56		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.