

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

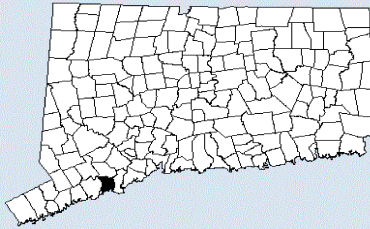


New Beginnings Inc., Family Academy District

203-384-2897 • <http://www.nbfacademy.org>

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 473 |
| Per Pupil Expenditures ¹ | \$13,571 |
| Total Expenditures ¹ | \$5,455,476 |

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 \(EdSight.ct.gov\)](http://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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 234 | 49.5 | 48.3 |
| Male | 239 | 50.5 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | 0 | 0.0 | 4.7 |
| Black or African American | 321 | 67.9 | 12.9 |
| Hispanic or Latino | 127 | 26.8 | 22.1 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | * | * | 2.5 |
| White | * | * | 57.2 |
| English Language Learners | * | * | 6.3 |
| Eligible for Free or Reduced-Price Meals | 281 | 59.4 | 37.6 |
| Students with Disabilities ¹ | 42 | 8.9 | 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 | 36 17.3 | 18 7.9 |
| Male | 35 16.8 | 38 16.4 |
| Black or African American | 49 16.8 | 43 14.0 |
| Hispanic or Latino | * * | * * |
| White | * * | * * |
| English Language Learners | 0 * | 0 * |
| Eligible for Free or Reduced-Price Meals | 68 18.8 | 51 12.9 |
| Students with Disabilities | 8 20.0 | 8 18.1 |
| District | 71 17.1 | 56 12.2 |
| State | 10.6 | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 65

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 | 32.0 |
| Paraprofessional Instructional Assistants | 13.0 |
| Special Education | |
| Teachers and Instructors | 2.0 |
| Paraprofessional Instructional Assistants | 0.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 1.0 |
| School Level | 3.0 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 1.0 |
| Counselors, Social Workers and School Psychologists | 1.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 17.7 |

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 | 1 | 2.4 | 1.0 |
| Black or African American | 7 | 17.1 | 3.5 |
| Hispanic or Latino | 4 | 9.8 | 3.5 |
| Pacific Islander | 1 | 2.4 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 28 | 68.3 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 92.9 |
| 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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | N/A | N/A |
| Emotional Disturbance | N/A | N/A |
| Intellectual Disability | N/A | N/A |
| Learning Disability | N/A | N/A |
| Other Health Impairment | N/A | N/A |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | N/A | N/A |
| District | N/A | N/A |
| State | | 69.7 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.5 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.4 |
| Other Health Impairment | 0 | 0.0 | 2.6 |
| Other Disabilities | 0 | 0.0 | 1.0 |
| Speech/Language Impairment | 0 | 0.0 | 1.9 |
| All Disabilities | 0 | 0.0 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|-------------------|----------------------|-------------------|
| Public Schools in Other Districts | 0 | 0.0 | 8.1 |
| Private Schools or Other Settings | 0 | 0.0 | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 3,090,736 | 7,688 | 9,134 |
| Instructional Supplies and Equipment | 245,896 | 612 | 334 |
| Improvement of Instruction and Educational Media Services | 4,696 | 12 | 498 |
| Student Support Services | 340,402 | 847 | 1,001 |
| Administration and Support Services | 897,239 | 2,232 | 1,694 |
| Plant Operation and Maintenance | 507,239 | 1,262 | 1,572 |
| Transportation | 10,000 | . | 813 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 359,268 | 894 | 186 |
| Total | 5,455,476 | 13,571 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|--------|-----|-------|
| Land, Buildings, and Debt Service | 91,664 | 228 | 1,272 |
|-----------------------------------|--------|-----|-------|

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 Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 35.1 |
| Noncertified Personnel | 0 | 0.0 | 14.2 |
| Purchased Services | 0 | 0.0 | 5.2 |
| Tuition to Other Schools | 0 | 0.0 | 22.0 |
| Special Ed. Transportation | 0 | 0.0 | 8.6 |
| Other Expenditures | 0 | 0.0 | 14.9 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 78.6 | 79.9 |
| Federal | 7.7 | 7.8 |
| Tuition & Other | 13.7 | 12.2 |

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 | 0 | N/A | 0 | N/A | 0 | N/A |
| Asian | 0 | N/A | 0 | N/A | 0 | N/A |
| Black or African American | 182 | 61.4 | 182 | 51.4 | 58 | 47.9 |
| Hispanic or Latino | 52 | 61.4 | 52 | 50.9 | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | N/A | N/A |
| White | * | * | * | * | * | * |
| English Language Learners | * | * | * | * | N/A | N/A |
| Non-English Language Learners | * | * | * | * | 75 | 48.0 |
| Eligible for Free or Reduced-Price Meals | 216 | 60.3 | 216 | 50.3 | 65 | 47.9 |
| Not Eligible for Free or Reduced-Price Meals | 26 | 71.6 | 26 | 60.6 | 10 | * |
| Students with Disabilities | 30 | 44.5 | 30 | 33.1 | 8 | * |
| Students without Disabilities | 212 | 64.0 | 212 | 54.0 | 67 | 49.2 |
| High Needs | 216 | 60.3 | 216 | 50.3 | 65 | 47.9 |
| Non-High Needs | 26 | 71.6 | 26 | 60.6 | 10 | * |
| District | 242 | 61.5 | 242 | 51.4 | 75 | 48.0 |

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 | | | |
| Grade 4 | | | |
| 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 | 76.1 | 83.3 | 67.6 | N/A | 122 | 76.2 |
| Curl Up | 84.8 | 85.7 | 67.6 | N/A | 122 | 80.3 |
| Push Up | 71.7 | 76.2 | 64.7 | N/A | 122 | 71.3 |
| Mile Run/PACER | 80.4 | 85.7 | 88.2 | N/A | 122 | 84.4 |
| All Tests - District | 52.2 | 54.8 | 41.2 | N/A | 122 | 50.0 |
| 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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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 | 61.5 | 75 | 82.1 | 100 | 82.1 | 67.9 |
| | High Needs Students | 60.3 | 75 | 80.4 | 100 | 80.4 | 56.7 |
| Math Performance Index | All Students | 51.4 | 75 | 68.6 | 100 | 68.6 | 59.3 |
| | High Needs Students | 50.3 | 75 | 67.1 | 100 | 67.1 | 47.8 |
| Science Performance Index | All Students | 48.0 | 75 | 64.1 | 100 | 64.1 | 56.5 |
| | High Needs Students | 47.9 | 75 | 63.9 | 100 | 63.9 | 45.9 |
| Chronic Absenteeism | All Students | 17.1% | <=5% | 25.9 | 50 | 51.7 | 10.6% |
| | High Needs Students | 18.8% | <=5% | 22.4 | 50 | 44.9 | 17.3% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 66.1% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 37.3% |
| On-track to High School Graduation | | 79.2% | 94% | 42.1 | 50 | 84.2 | 85.6% |
| 4-year Graduation All Students (2014 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.0% |
| 6-year Graduation - High Needs Students (2012 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 77.6% |
| Postsecondary Entrance (Class of 2014) | | N/A | 75% | 0.0 | 0 | 0.0 | 72.8% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 101.7% 50.0% | 75% | 33.3 | 50 | 66.7 | 87.6% 51.0% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 45.7% |
| Accountability Index | | | | 549.9 | 800 | 68.7 | |

| 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 | 71.6 | 60.3 | 11.3 | 17.3 | |
| Math Performance Index Gap | 60.6 | 50.3 | 10.3 | 19.6 | |
| Science Performance Index Gap | . | 47.9 | . | 17.2 | |
| Graduation Rate Gap | . | . | . | . | |

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 | 100.0 |
| | High Needs Students | 100.0 |
| Math | All Students | 100.0 |
| | High Needs Students | 100.0 |
| Science | All Students | 98.7 |
| | High Needs Students | 98.5 |

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: 43.7 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

New Beginnings Inc., Family Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

At NBFA, 9% of students receive services under Individualized Education Plans and another 5% under a 504 plan. Most NBFA students, 91%, qualify for free or reduced-price lunch, an indicator of poverty.

NBFA is in business to serve these special populations and their families well. The school provides a safe, supportive, developmentally appropriate learning environment that meets the individual needs of every student. For students showing exceptionalities, the process involves a referral process and continuum of supportive services. The school's inter-disciplinary SRBI team is made up of teachers, specialists and parents/guardians, who work together to develop necessary interventions to remedy any concerns (e.g. attendance, behavior, social interactions, environmental) that could impede learning.

The home/school collaboration plays a major role in helping NBFA retain its special populations. Staff members make home visits to establish the bridge that fosters a long-term partnership between family members and the school. The relationship facilitates a dialogue wherein family needs are identified and met by NBFA's professional staff and interns or referred out to community-based organizations.

NBFA's family and community engagement strategy begins during the lottery process, when interested families participate in a PowerPoint and Q&A session. At that time, and in subsequent meetings throughout the year, leaders are explicit about what family and community engagement means during the 10-year partnership with NBFA. This includes regular involvement in their child's education via direct communication with teachers, consistent participation in parent/teacher conferences and other school-wide events and policy advocacy on behalf of their children. The parent engagement strategy includes strengthening its School Governance Council as well as improving overall communication with families through school-wide events, social media and parent/teacher contacts. The Council, called the NBFAAlliance, in collaboration with the Office of Student and Family Services, worked to increase the number of meaningful interactions parents have with the school. This resulted in approximately 100 parents participating in advocacy work at the Capitol and attending pro-education rallies throughout the legislative session. In addition, NBFA's home/school communications increased via parent conference attendance, telephone conversations and text/email messaging. Consequently, NBFA scored a 90.52% satisfaction rating among parents in its 2015 survey.

Parents are also enlisted to help NBFA tackle the issue of chronic absenteeism. An Attendance Data Team was formed and a plan of action adopted. The Head of School, Dean of Student and Family Services, Family Services Coordinator, Data Specialist and Power School administrator meet weekly to review attendance, identify trends and intervene where needed. Parents are notified by automatic call, formal letters and in-person meetings, at which time they are educated on truancy and chronic absenteeism and a strategy put in place for their families.

Efforts to reduce NBFA's suspension rate include the adoption of a behavioral management approach that includes Responsive Classroom and Restorative Practices. The two research-based strategies resulted in a 42% reduction in overall suspensions in one year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

N/A

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Equitable Allocation of Resources among District Schools

NBFA is a one-school district, so this does not apply.