

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

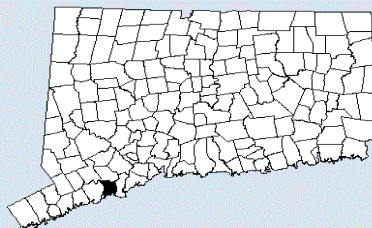


New Beginnings Inc Family Academy District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	482
Per Pupil Expenditures ¹	\$13,226
Total Expenditures ¹	\$6,573,249

¹Expenditure data reflect the 2017-18 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 2018-19 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.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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	236	49.0	48.4
Male	246	51.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	298	61.8	12.8
Hispanic or Latino of any race	166	34.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	10	2.1	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	376	78.0	42.1
Students with Disabilities ³	40	8.3	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	24	11.7	*	*
Male	27	12.7	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	27	19.3	0	0.0
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	46	13.1	*	*
Students with Disabilities	10	23.3	*	*
District	51	12.2	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 55

Number of school-based arrests: 0

⁴A 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.

⁵This 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	31.0
Paraprofessional Instructional Assistants	26.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	52.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	5.1	1.1
Black or African American	5	12.8	3.8
Hispanic or Latino of any race	3	7.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	29	74.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.0

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		67.6

³This 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	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$4,028,710	\$8,106	\$10,545
Support services - students	\$214,153	\$431	\$1,373
Support services - instruction	.	.	\$644
Support services - general administration	\$860,065	\$1,731	\$462
Support services - school based administration	\$542,471	\$1,091	\$1,007
Central and other support services	\$298,574	\$601	\$671
Operation and maintenance of plant	\$575,321	\$1,158	\$1,629
Student transportation services	\$53,954	\$109	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$6,573,249	\$13,226	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$116,225	51.6	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$13,775	6.1	13.0
Purchased Services Other Than Transportation	\$95,307	42.3	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$225,307	100.0	100.0
Percent of Total Expenditures Used for Special Education		3.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	1.4
State	83.2
Federal	3.9
Tuition & Other	11.5

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	*	*	*	*	*	*
Black or African American	167	58.4	167	50.6	48	52.6
Hispanic or Latino of any race	81	60.7	81	51.2	22	58.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	0	N/A
English Learners	8	*	8	*	*	*
Non-English Learners	248	59.7	248	51.4	*	*
Eligible for Free or Reduced-Price Meals	225	58.9	225	50.8	65	54.3
Not Eligible for Free or Reduced-Price Meals	31	62.5	31	53.3	7	*
Students with Disabilities	31	47.4	31	36.2	8	*
Students without Disabilities	225	61.0	225	53.2	64	57.1
High Needs	228	58.8	228	50.6	65	54.3
Non-High Needs	28	63.6	28	55.5	7	*
District	256	59.3	256	51.1	72	55.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.3	75	39.6	50	79.1	67.7
	High Needs Students	58.8	75	39.2	50	78.4	58.1
Math Performance Index	All Students	51.1	75	34.1	50	68.2	63.1
	High Needs Students	50.6	75	33.7	50	67.5	52.7
Science Performance Index	All Students	55.3	75	36.8	50	73.7	63.8
	High Needs Students	54.3	75	36.2	50	72.4	54.2
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	59.9%
	High Needs Students	62.3%	100%	62.3	100	62.3	55.1%
Math Academic Growth	All Students	72.5%	100%	72.5	100	72.5	62.5%
	High Needs Students	72.3%	100%	72.3	100	72.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.1	10.4%
	High Needs Students	13.4%	<=5%	33.1	50	66.2	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		88.0%	94%	46.8	50	93.6	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		0.0% .	75%	0.0	50	0.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				604.9	900	67.2	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.6	58.8	4.8	15.4	
Math Performance Index Gap	55.5	50.6	4.9	17.6	
Science Performance Index Gap	.	54.3	.	16.1	
Graduation Rate Gap	

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

NBFA students requiring the highest level of support are referred to and monitored by the Planning and Placement Team. Specialized instruction is a multi-faceted approach including academic supports, occupational therapy, counseling/social work services and speech and language therapy. While academic services and some counseling are conducted by NBFA staff, speech and language, social work and occupational therapy are provided by Board of Education ("BOE") employees. A BOE school psychologist is responsible for testing all students having initial or triennial evaluations completed. Progress monitoring is conducted every 2-4 weeks on students based on their IEP goals. Each student has an Annual Review. Parents and guardians play an important role. Academic supports are provided by two certified special education teachers for students in Pre-K through 8th grade. Services up to grade 2 are provided in small groups based on the specific skills that need to be improved upon. Grades 3-8 are provided services utilizing an inclusive model. In the past year, NBFA has worked with the Bridgeport Board of Education to remedy the following issues:. Individual sign-in access sheets are in use;. Total School Hours/Week have been corrected on IEPs. Individualized progress reporting schedules have been set;. Progress reports are sent to parents and documented in student files;. Present levels statements have been revised

NBFA students enjoy coming to school, resulting in a significantly lower chronic absenteeism rate (%) than that of the host district (18.3%). NBFA works strategically to retain students by providing a cutting edge, student-centered model; through its philosophical handling of behaviors that might otherwise warrant suspension; through concerted efforts to engage families through programs, workshops and events; by educating families on school and state attendance expectations; and by conducting home visits to address absentee trends.

NBFA is committed to partnering with families on a deep and intimate level to address any underlying issues that may stand in the way of their child's future success. NBFA does story-gathering in the beginning of the school year to engage and educate parents. This process allows families to share critical information about their child/ren's learning habits, likes/dislikes, and any other pertinent information. Throughout the year, workshops are offered onsite and informational newsletters are sent home by the teachers and the school. Additionally, social media is used (website, Facebook, Instagram, TikTok, Snapchat and the school's blog).

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Beginnings Family Academy is a single district charter school that admits students by blind lottery. That means the school does not have very much control over the student population it enrolls. Since 2015, demographic shifts in the Park City have contributed to NBFA's shrinking Black/African American population (from 71.46% in 2015 to 62.3% in 2017) and growing Hispanic/Latino community (23.68% in 2015 vs. 32% in 2017), have impacted the racial and ethnic makeup of NBFA's student populations. Additionally, NBFA is seeing an increase in South American and Haitian immigrants. More than anything, these demographic shifts have impacted the school's English Language Learner population. NBFA now enrolls 6, or 1%, ELL students, whose primary language is Spanish or Haitian Creole. This is an exciting first for the school, which, despite all past outreach efforts, had not successfully attracted ELL students. Additionally, NBFA makes every effort to outreach to a diversity population by translating into Spanish every document it sends out, including recruitment materials. We also use social media outlets to attract a diverse pool of candidates so as to reduce racial, ethnic and economic isolation.

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Equitable Allocation of Resources among District Schools

New Beginnings Family Academy has the financial resources, infrastructure and demand to maintain viability for the next five years and beyond. With an enrollment increase to 498 students in 2016-2017, tight fiscal control over costs and ongoing ability to raise approximately 15% of its operating budget through private philanthropy, NBFA will maintain its long term fiscal viability. Since 2015, NBFA increased enrollment and the amount of state funding that is available to support daily operations by \$319,000 annually. At 498 students, NBFA has the size and scale to provide all necessary functions and cover its deficit with private donations.

With no meaningful changes to the size of staff and administration, future operating expense increases will stem primarily from annual increases in salaries and benefits. Salary increases should approximate no more than 2-3% in the low inflation environment in which NBFA operates. The benefit costs will be managed by increasing medical and dental coverage contribution percentages for staff. In addition, health insurance cost increases will be limited by establishing a base level of coverage that NBFA will provide.