

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

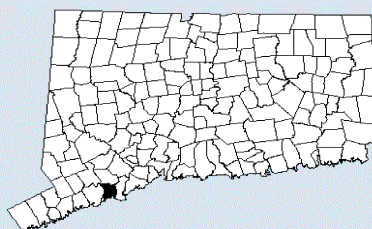


New Beginnings Inc., Family Academy District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	499
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	248	49.7	48.3
Male	251	50.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	319	63.9	12.8
Hispanic or Latino	148	29.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	28	5.6	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	397	79.6	38.0
Students with Disabilities ¹	41	8.2	13.7

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	20	9.8	31	13.0
Male	10	5.0	42	17.4
Black or African American	16	5.8	56	17.5
Hispanic or Latino	*	*	*	*
White	0	*	*	*
English Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	27	7.8	68	16.6
Students with Disabilities	*	*	9	21.4
District	30	7.4	73	15.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 133

Number of school-based arrests: 0

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.

District Profile and Performance Report for School Year 2015-16

New Beginnings Inc., Family Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.5
Paraprofessional Instructional Assistants	22.8
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	1.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	5.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.9

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	2.3	1.0
Black or African American	9	20.9	3.5
Hispanic or Latino	2	4.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	31	72.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	91.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.6	9.4

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		68.8

³Ages 6-21

District Profile and Performance Report for School Year 2015-16

New Beginnings Inc., Family Academy District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

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).

District Profile and Performance Report for School Year 2015-16

New Beginnings Inc., Family Academy District

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	160	59.9	160	51.7	47	42.1
Hispanic or Latino	66	58.9	66	52.2	22	48.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	237	59.8	237	51.9	73	44.5
Eligible for Free or Reduced-Price Meals	218	59.4	218	51.3	67	43.4
Not Eligible for Free or Reduced-Price Meals	19	*	19	*	6	*
Students with Disabilities	22	41.4	22	29.4	9	*
Students without Disabilities	215	61.7	215	54.2	64	46.9
High Needs	218	59.4	218	51.3	67	43.4
Non-High Needs	19	*	19	*	6	*
District	237	59.8	237	51.9	73	44.5

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	*	*	74.1	N/A	64	68.8
Curl Up	*	*	81.5	N/A	64	70.3
Push Up	*	*	55.6	N/A	64	45.3
Mile Run/PACER	*	*	40.7	N/A	64	53.1
All Tests - District	*	*	22.2	N/A	64	15.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

New Beginnings Inc., Family Academy District

Next Generation Accountability Results

These statistics are the 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	59.8	75	39.9	50	79.8	67.7
	High Needs Students	59.4	75	39.6	50	79.2	56.7
Math Performance Index	All Students	51.9	75	34.6	50	69.2	61.4
	High Needs Students	51.3	75	34.2	50	68.4	49.9
Science Performance Index	All Students	44.5	75	29.7	50	59.3	57.5
	High Needs Students	43.4	75	29.0	50	57.9	47.0
ELA Academic Growth	All Students	56.8%	100%	56.8	100	56.8	63.8%
	High Needs Students	56.4%	100%	56.4	100	56.4	58.3%
Math Academic Growth	All Students	54.3%	100%	54.3	100	54.3	65.0%
	High Needs Students	54.5%	100%	54.5	100	54.5	57.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.3	50	90.5	9.6%
	High Needs Students	7.8%	<=5%	44.3	50	88.7	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		64.6% 15.6%	75%	2.6	50	5.2	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				569.2	900	63.2	

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	.	59.4	.	16.5	
Math Performance Index Gap	.	51.3	.	18.9	
Science Performance Index Gap	.	43.4	.	17.2	
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.

Subject/Subgroup		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	98.6
	High Needs Students	98.5

³Minimum participation standard is 95%.

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: * **State: 51.4**

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 2015-16

New Beginnings Inc., Family Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

NBFA is in business to serve special populations and their families under a progressive education model with emotionally responsive practice. NBFA population is 98% Black and Hispanic, with the Hispanic population increasing for the past three years (from 15% in 2013 to 24% in 2015 and 27% in 2016). NBFA's special education population has also held at 9% of students receiving services under Individualized Education Plans. Most NBFA students, 91%, qualify for free or reduced-price lunch, an indicator of poverty.

The school provides a safe, supportive, developmentally appropriate learning environment that meets the individual needs of every student in emotionally responsive ways. 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 communicates with its families in both English and Spanish through snail mail, email, website, social media and automated calls. Families are involved in the process of decision making through the schools governance council, called the NBFAlliance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Beginnings Family Academy maintains relationships with a number of community partners including Horizons GFA, Westport Arts Center, Upward Bound, BOYS Inc. and others that assist in raising awareness of NBFA as a choice option. In so doing, NBFA has seen its population shift in recent years, with the Hispanic population increasing for the past three years (from 15% in 2013 to 24% in 2015 and 27% in 2016). NBFA has also increased the number of Spanish speaking staff in classrooms as well as in administrative positions throughout the building.

As a progressive school with emotionally responsive practice, NBFA's theme-based units are culturally competent and relevant to children of all ages. Parents occasionally serve as guest teachers to affirm student culture and norms.

District Profile and Performance Report for School Year 2015-16

New Beginnings Inc., Family Academy District

Equitable Allocation of Resources among District Schools

NBFA is a one-school district that allocates its resources equitably. The district's Chief Operating Officer is responsible for managing the budget with oversight by the Chief Executive Officer. The finance committee of the Board of Directors' holds regular meetings to review spending trends.