

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

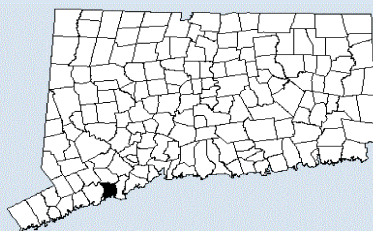


New Beginnings Inc Family Academy District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	497
Per Pupil Expenditures ¹	\$14,527
Total Expenditures ¹	\$7,249,023

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	238	47.9	48.4
Male	259	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.1
Black or African American	289	58.1	12.8
Hispanic or Latino	172	34.6	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	18	3.6	53.6
English Learners	6	1.2	7.2
Eligible for Free or Reduced-Price Meals	453	91.1	36.7
Students with Disabilities ¹	30	6.0	14.8

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	29	14.3	0	0.0
Male	28	13.1	*	*
Black or African American	31	12.4	*	*
Hispanic or Latino	23	16.4	0	0.0
White	*	*	0	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	53	14.0	*	*
Students with Disabilities	8	24.2	*	*
District	57	13.7	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 97

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	37.5
Paraprofessional Instructional Assistants	28.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	27.0

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	4.8	1.1
Black or African American	7	16.7	3.7
Hispanic or Latino	3	7.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	30	71.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	101.6	10.5

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,631,654	7,278	9,847
Instructional Supplies and Equipment	255,920	513	287
Improvement of Instruction and Educational Media Services	1,574	3	589
Student Support Services	387,776	777	1,120
Administration and Support Services	1,558,446	3,123	1,905
Plant Operation and Maintenance	856,271	1,716	1,648
Transportation	13,718	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	543,664	1,090	208
Total	7,249,023	14,527	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,047	4	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	76.9	76.9
Federal	7.9	7.9
Tuition & Other	15.2	15.2

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	153	55.8	153	45.5
Hispanic or Latino	82	53.2	82	44.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	9	*	9	*
White	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	244	55.4	244	45.1
Eligible for Free or Reduced-Price Meals	236	54.9	236	44.8
Not Eligible for Free or Reduced-Price Meals	13	*	13	*
Students with Disabilities	23	39.9	23	25.7
Students without Disabilities	226	56.7	226	47.0
High Needs	238	54.8	238	44.6
Non-High Needs	11	*	11	*
District	249	55.1	249	45.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	95.6	93.8	100.0	N/A	110	96.4
Curl Up	24.4	37.5	*	N/A	110	24.5
Push Up	46.7	71.9	27.3	N/A	110	48.2
Mile Run/PACER	46.7	56.3	45.5	N/A	110	49.1
All Tests - District	0.0	0.0	0.0	N/A	110	0.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.1	75	36.8	50	73.5	67.6
	High Needs Students	54.8	75	36.5	50	73.1	57.5
Math Performance Index	All Students	45.0	75	30.0	50	60.0	62.7
	High Needs Students	44.6	75	29.7	50	59.4	52.0
ELA Academic Growth	All Students	52.9%	100%	52.9	100	52.9	60.7%
	High Needs Students	52.8%	100%	52.8	100	52.8	55.6%
Math Academic Growth	All Students	46.1%	100%	46.1	100	46.1	61.9%
	High Needs Students	45.7%	100%	45.7	100	45.7	55.4%
Chronic Absenteeism	All Students	13.7%	<=5%	32.6	50	65.2	10.7%
	High Needs Students	14.2%	<=5%	31.6	50	63.2	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		85.7%	94%	45.6	50	91.2	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.9% 0.0%	75%	0.0	50	0.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				440.3	800	55.0	

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	.	54.8	.	15.9	
Math Performance Index Gap	.	44.6	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	100.0
	High Needs Students	100.0

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: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

SPED. Special Education Planning and Placement Team 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. Additionally, 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. While each student has an Annual Review, the team meets regularly to review goals, objectives and interventions that are being provided. Parents and guardians play an important role in the team and are looked on as key collaborators in all intervention decisions. NBFA generates IEPs and all related documents through the BOE's IEP Direct site. All files are maintained on site at NBFA.

Truancy. NBFA has maintained its daily average attendance rate over the past few years, from 94.3% in FY 2015 to 95% in FY 2016 and 94.5% in FY17. Active, fun, theme-based lessons driven by student interests and enhanced by community field trips keep children engaged and desirous of school. Additionally, NBFA works strategically with families to keep kids in school, through its philosophical handling of behaviors that might otherwise warrant suspension, as well as concerted efforts to educate families on school and state attendance expectations.

Family Engagement. NBFA partners with families to ensure students have successful life outcomes, including high school and college completion, career readiness, entrepreneurship and, in the case of a few alumni, a commitment to such humanitarian efforts as national/international missions work. NBFA's physical space promotes college with banners throughout the building. Intake story-gathering sessions provide the first home-school dialog on the child's learning style, interests and possible future ambitions. This age- and developmentally-appropriate conversation may continue for 10-years, spanning Pre-K through 8th grade. All students in grades 6-8 have a Student Success Plan consisting of individualized academic, social emotional and career/future planning goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NBFA's charter does not require it to make specific efforts to attract and retain special populations. Nevertheless, NBFA's ongoing outreach and community partnerships create a natural demand for enrollment that reflects Bridgeport's changing demographic. 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 maintains a special education population of 7.4% and another 5% under a 504 plan. Most NBFA students, 93%, qualify for free or reduced-price lunch. These children are supported through NBFA's academic program.

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Equitable Allocation of Resources among District Schools

NBFA is a one-school district. All resources are allocated equitably. The school has the financial resources, infrastructure and demand to support it and keep it viable. 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, New Beginnings Family Academy will maintain its long term fiscal viability to ensure that student needs are addressed.