

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

New Beginnings Family Academy
New Beginnings Family Academy District

Telephone: (203) 384-2897
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 Location: 510 Barnum Avenue
 Bridgeport,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter
 School Grade Range: K- 8
 Instructional Focus: Academic Excellence

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 361
 5-Year Enrollment Change: 139.1%*
 *Between 2002 and 2007, (re)opened, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	195	54.0	N/A	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.3
Students Identified as Gifted and/or Talented	29	8.0	N/A	2.3
Students with Disabilities	12	3.3	N/A	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	40	100.0	N/A	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	240	75.0	N/A	86.8
Homeless	0	0.0	N/A	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,241	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	0	31
Computer Education	60	17
English Language Arts	240	425
Family and Consumer Science	0	1
Health	18	23
Library Media Skills	0	18
Mathematics	240	199
Music	90	33
Physical Education	90	40
Science	240	97
Social Studies	220	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers extended-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 31.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	86.8	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	19.5	N/A	18.1
Grade 2	19.0	N/A	19.3
Grade 5	22.5	N/A	20.9
Grade 7	16.5	N/A	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	7.1
% of Gifted and/or Talented Students Who Received Services	3.4	N/A	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	83.3	N/A	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	3.8	N/A	3.4
% of Computers with Internet Access	100.0	N/A	98.3
% of Computers that are High or Moderate Power	78.7	N/A	91.7
# of Print Volumes Per Student*	18.0	N/A	27.7
# of Print Periodical Subscriptions	0	N/A	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	23.00
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	0.00
Administrators, Coordinators, and Department Chairs District Central Office School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	3.5	N/A	13.2
% with Master's Degree or Above	60.9	N/A	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	4.9	N/A	8.7
% Assigned to Same School the Previous Year	69.6	N/A	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

While parental involvement has always been strong at New Beginnings, further efforts to bring newer parents into the fold seemed successful during 2007-2008. For instance, hundreds of pajama-clad parents and their children attended a literacy event during a storm in March. A healthy crowd also attended a meet and greet for the new principal in April. Throughout the year, attendance at PTA meetings was steady and the group collaborated with staff to co-host several events, including a fundraiser for the 8th grade year-end trip to Washington, D.C. On a daily basis, students bring home folders with communications from teachers, which are returned signed from parents. Teacher email addresses and phone extensions are given to parents, who are encouraged to call or write. A dean of students works closely with parents on many issues including academic and behavioral issues to problem solve and help children be more successful in school. Additionally, NBFA sends out frequent progress reports and report cards to keep parents informed. And the principal holds weekly parent hours to encourage better communication.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	300	83.1
Hispanic	53	14.7
White	8	2.2
Total Minority	353	97.8

Percent of Minority Professional Staff: 21.4%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

New Beginnings Family Academy constantly strives to achieve a racially and ethnically diverse student body and faculty. The school participates in such Interdistrict Cooperative Grant Programs as the Reading Revival Program and the Math Camp, both hosted by the Stratford Board of Education. These programs have allowed NBFA students to attend academic enrichment and remediation sessions with students from many of the suburban towns surrounding Bridgeport. NBFA has also participated in Teacher Quality Programs in science. The Teacher Quality grant has brought together Fairfield, Monroe, Bridgeport, Waterbury and Norwalk teachers to create exchanges in science learning and interdistrict opportunities.

Due to the surrounding demographics, success at attracting a mix of students has consistently eluded the school. The racial and ethnic makeup of the student population has consistently been, on average, 84 percent African American, 14 percent Hispanic and 2 percent Caucasian. The board of directors seeks a diverse student body. Efforts to reduce racial isolation and increase diversity of the student body have included outreach in Hamden, Waterbury, Derby, Stratford, Trumbull, Ansonia and West Haven.

New Beginnings Family Academy has had greater success in its hiring. Of the classroom teachers employed during 2007-2008, 5 are African-American, 1 is Asian, and 18 are Caucasian; 5 are male and 19 are female. Four are members of Teach for America.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	52.5	33.8	86.4
Grade 6	30.6	35.4	42.3
Grade 8	43.6	37.0	66.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	10.3	52.0	0.6
Writing	41.0	63.4	4.9
Mathematics	23.1	60.0	1.2
Grade 4 Reading	31.7	55.9	6.3
Writing	43.9	62.9	5.0
Mathematics	36.6	60.3	7.5
Grade 5 Reading	41.9	62.2	10.5
Writing	46.5	64.5	9.9
Mathematics	34.9	65.9	3.1
Science	11.6	54.9	1.2
Grade 6 Reading	45.5	66.3	7.7
Writing	72.7	61.9	63.7
Mathematics	66.7	66.4	34.5
Grade 7 Reading	27.8	71.1	0.6
Writing	30.6	62.0	4.5
Mathematics	30.6	63.0	6.5
Grade 8 Reading	44.4	64.8	10.1
Writing	50.0	63.4	17.6
Mathematics	50.0	60.8	22.0
Science	25.0	58.6	8.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	97.5	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 101 students were responsible for these incidents. These students represent 32.8% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	23	0
Theft	8	0
Physical/Verbal Confrontation	14	0
Fighting/Battery	66	0
Property Damage	7	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	158	0
Total	280	0

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	33.3	62.1
Writing	N/A	N/A	46.9	63.0
Mathematics	N/A	N/A	39.5	62.7
Science	N/A	N/A	17.7	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
	% Assessed Using Skills Checklist	N/A

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,643	\$5,439	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$74	\$244	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$294	\$972	\$219	N/A	\$429
Student Support Services	\$122	\$405	\$732	N/A	\$761
Administration and Support Services	\$705	\$2,335	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$313	\$1,036	\$1,146	N/A	\$1,322
Transportation	\$35	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$142	\$470	\$62	N/A	\$145
Total	\$3,328	\$11,019	\$12,187	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$518	\$1,715	\$1,737	N/A	\$1,882

Special Education Expenditures

Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	74.8	8.8	16.4
Excluding School Construction	0.0	72.9	10.2	17.0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

This year, there is a concentrated effort across New Beginnings Family Academy to improve curriculum and instruction. NBFA will continue to improve itself using an organized, team approach between the principal, assistant principals, lead teachers, classroom teachers, special area teachers and reading tutors. A comparative analysis of performance in 2007 and 2008 indicates a need for targeted professional development in teaching reading comprehension strategies and remediation of struggling readers. Initiatives to improve student performance in reading include, but are not limited to: the implementation of CMT practice testing to gather baseline data; coaching and modeling to improve instruction; frequent common formative assessments; and professional development in the four reading comprehension strands.

A comprehensive curriculum development effort is under way, which is slated for completion before the end of 2009. As part of this overall process, New Beginnings Family Academy is establishing a culture where data is frequently used to determine strengths and weaknesses and inform instruction. The process will include a program assessment, planning, a written scope and sequence, and program implementation evaluation. Moving forward, we will continue to:

- o Administer NWEA state-aligned computer adaptive tests in three times to determine strengths and weaknesses to thereby inform instruction.
- o Administer the Developmental Reading Assessment (DRA) to grades K-3 students three times to determine strengths and weaknesses and inform instruction.
- o Administer Practice CMTs to all grades to determine strengths and weaknesses and inform instruction.
- o Develop and refine the use of common formative assessments to inform and guide instruction. Lead teachers on each grade level team will work to enhance teacher quality in peer-to-peer critical relationships, evaluate student performance and make recommendations for instruction delivery as needed.

In the area of special education, we focus on inclusion of all students with disabilities in the regular classroom. Differentiated instruction is stressed school-wide to ensure all students are receiving the instruction they need.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.
