

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

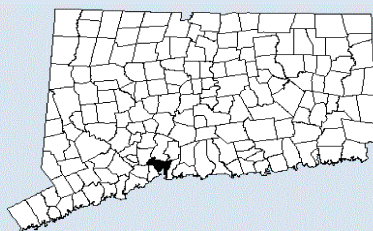


Booker T. Washington Academy District

203-691-6535 • <http://www.btwanewhaven.org>

District Information

Grade Range	K-4
Number of Schools/Programs	1
Enrollment	300
Per Pupil Expenditures ¹	\$12,783
Total Expenditures ¹	\$3,080,627

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	139	46.3	48.4
Male	161	53.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	254	84.7	12.8
Hispanic or Latino	41	13.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	*	*	53.6
English Learners	20	6.7	7.2
Eligible for Free or Reduced-Price Meals	244	81.3	36.7
Students with Disabilities ¹	16	5.3	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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	20	14.8	0	0.0
Male	16	10.1	*	*
Black or African American	33	13.1	*	*
Hispanic or Latino	*	*	0	0.0
White	*	*	0	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	32	13.3	*	*
Students with Disabilities	*	*	0	*
District	36	12.2	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 39

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	21.0
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.1

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	0	0.0	1.1
Black or African American	7	28.0	3.7
Hispanic or Latino	1	4.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	16	64.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	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	1,747,553	7,251	9,847
Instructional Supplies and Equipment	229,325	952	287
Improvement of Instruction and Educational Media Services	112,383	466	589
Student Support Services	221,177	918	1,120
Administration and Support Services	575,683	2,389	1,905
Plant Operation and Maintenance	148,957	618	1,648
Transportation	43,824	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	1,725	7	208
Total	3,080,627	12,783	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	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	86.1	86.1
Federal	3.1	3.1
Tuition & Other	10.9	10.9

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	65	73.6	65	69.7
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	72	74.3	72	69.9
Eligible for Free or Reduced-Price Meals	65	72.8	65	68.5
Not Eligible for Free or Reduced-Price Meals	8	*	8	*
Students with Disabilities	*	*	*	*
Students without Disabilities	69	75.7	69	71.0
High Needs	66	72.7	66	68.2
Non-High Needs	7	*	7	*
District	73	74.4	73	69.9

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	93.3	N/A	N/A	N/A	30	93.3
Curl Up	76.7	N/A	N/A	N/A	30	76.7
Push Up	76.7	N/A	N/A	N/A	30	76.7
Mile Run/PACER	73.3	N/A	N/A	N/A	30	73.3
All Tests - District	60.0	N/A	N/A	N/A	30	60.0
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	74.4	75	49.6	50	99.2	67.6
	High Needs Students	72.7	75	48.5	50	97.0	57.5
Math Performance Index	All Students	69.9	75	46.6	50	93.2	62.7
	High Needs Students	68.2	75	45.5	50	91.0	52.0
ELA Academic Growth	All Students	50.2%	100%	50.2	100	50.2	60.7%
	High Needs Students	48.7%	100%	48.7	100	48.7	55.6%
Math Academic Growth	All Students	20.3%	100%	20.3	100	20.3	61.9%
	High Needs Students	21.7%	100%	21.7	100	21.7	55.4%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.0	10.7%
	High Needs Students	13.4%	<=5%	33.3	50	66.6	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		N/A	94%	0.0	0	0.0	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)		103.4% 60.0%	75%	40.0	50	80.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				440.0	750	58.7	

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	.	72.7	.	15.9	
Math Performance Index Gap	.	68.2	.	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	.
	High Needs Students	.

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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Booker T. Washington Academy District

Narratives

Reducing Racial, Ethnic and Economic Isolation.

The Booker T. Washington Academy utilizes a variety of strategies to reduce racial, ethnic and economic isolation and to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, ELL students and students with disabilities. All New Haven families have the opportunity to apply to the Booker T. Washington Academy through the New Haven Public Schools Choice Program. Students living in New Haven's Dixwell and Newhallville neighborhoods are given preference for enrollment. Included in this pool are students of all socioeconomic levels, races and ethnicities, and students requiring special education and English language learners. In 2017-2018, 86 percent of BTWA students were black, and 12 percent were hispanic.

BTWA recruits from all New Haven communities beginning in March through newspaper advertisements, flyer distribution door-to-door and in community health centers and churches, and public service announcements on local radio stations. We also conduct Open Houses at the school and attend NHPS Choice events throughout the Greater New Haven Community to promote the school. In all communication with potential families, we intentionally describe our desire and commitment to recruit and serve ELL and special needs scholars. BTWA is committed to ensuring every student in New Haven has equitable access to a high quality education and an opportunity to maximize their individual potential as a learner.

BTWA is working diligently to retain and recruit teachers of color. In 2017-2018, 65 percent of classroom teachers were white; 27 percent were black; 4 percent were hispanic; and 4 percent other. Towards this end, BTWA has developed a partnership with the Relay Graduate School of Education to support bachelor and/or masters degree holding academic assistants in attaining a Connecticut teaching certification. There were 4 participants in the program in 2017-2018, creating an opportunity for us to "grow our own" minority teaching staff.

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Equitable Allocation of Resources among District Schools

As a single school local education agency, BTWA focuses on the allocation of resources in a manner that is equitable and efficient, and distributed based upon an alignment to the annual goals of the school and always targeted towards student achievement. As a charter school, BTWA is flat funded, so it is necessary to be intentional about ensuring the most appropriate and efficient use of funds. Towards that end, the majority of BTWA's state revenue is allocated to supporting teaching and learning.