

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

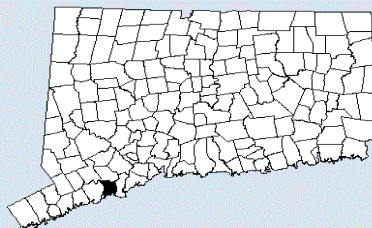


New Beginnings Inc Family Academy District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	505
Per Pupil Expenditures ¹	\$12,866
Total Expenditures ¹	\$6,201,201

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	259	51.3	48.4
Male	246	48.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	298	59.0	12.7
Hispanic or Latino of any race	175	34.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	6	1.2	3.8
White	21	4.2	51.1
English Learners	9	1.8	8.3
Eligible for Free or Reduced-Price Meals	434	85.9	43.3
Students with Disabilities ³	47	9.3	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	30	13.9	0	0.0
Male	31	15.3	6	2.4
Black or African American	33	12.9	6	2.0
Hispanic or Latino of any race	25	17.9	0	0.0
White	*	*	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	56	15.0	6	1.3
Students with Disabilities	6	12.2	0	0.0
District	61	14.6	6	1.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 63

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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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New Beginnings Inc Family Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	31.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	0.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	56.0

¹ In 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	5.0	1.2
Black or African American	7	17.5	4.0
Hispanic or Latino of any race	4	10.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	27	67.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.4	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	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		67.8

² This 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	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,733,652	\$7,746	\$10,923
Support services - students	\$156,930	\$326	\$1,277
Support services - instruction	.	.	\$682
Support services - general administration	\$888,060	\$1,842	\$467
Support services - school based administration	\$567,682	\$1,178	\$1,021
Central and other support services	\$293,824	\$610	\$679
Operation and maintenance of plant	\$505,423	\$1,049	\$1,718
Student transportation services	\$55,630	\$115	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$6,201,201	\$12,866	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$124,159	64.7	28.5
Instructional Aide Salaries	\$10,923	5.7	10.1
Other Salaries	\$4,413	2.3	11.1
Employee Benefits	\$15,511	8.1	13.0
Purchased Services Other Than Transportation	\$36,905	19.2	5.7
Special Education Tuition	.	.	22.5
Supplies	.	.	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$191,911	100.0	100.0
Percent of Total Expenditures Used for Special Education		3.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	0.6
State	90.1
Federal	4.0
Tuition & Other	5.3

⁴ Revenue 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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	14.6%	<=5%	12.2%
	High Needs Students	15.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		85.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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New Beginnings Inc Family Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

In March 2020, a global pandemic interrupted instruction as we know it for NBFA and all districts in the nation. Nevertheless, NBFA worked diligently to "reimagine education" in a virtual world, meaning instruction has gone digital, even for our neediest students. That has not changed our commitment to their learning, the process by which their needs are assessed or the programs used to provide a free and appropriate public education.

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 regularly 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 are provided per the student's IEP.

NBFA students enjoy coming to school, resulting in a significantly lower chronic absenteeism rate (%, excluding Pre-K students) than that of the host district (%). 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, sessions are offered onsite and informational newsletters are sent home by the principals and teachers. Additionally, social media is used (website, Facebook, Instagram, and the school's blog). Since March 2020, NBFA's program and service offerings have been digital.

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% in 2015 to roughly 64% in 2019) and growing Hispanic/Latino community (24% in 2015 vs. 37% in 2019), 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, although not that significantly. Just 1% of NBFA students qualify for and receive ELL services. 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

Private philanthropy and tight spending controls allow New Beginnings Family Academy attempts to meet the basic educational needs of its 499 students, grades Pre-K through 8th.

Each year, NBFA strives to raise roughly 15% of its operating budget through private philanthropy. This plus tight spending controls has enabled NBFA to balance its operating budget.

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 are limited by the establishment of a base level of coverage that NBFA provides.