

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

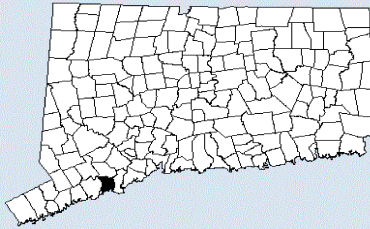


New Beginnings Inc., Family Academy District

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

District Information

Grade Range	K-8
Number of Schools	1
Enrollment	402
Per Pupil Expenditures ¹	\$10,971
Total Expenditures ¹	\$4,377,614

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	202	50.2	48.3
Male	200	49.8	51.6
American Indian	0	0.0	0.2
Asian	0	0.0	4.6
Black or African American	285	70.9	12.9
Hispanic or Latino	101	25.1	21.2
Pacific Islander	0	0.0	0.0
White	*	*	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	334	83.1	37.3
Students with Disabilities ¹	31	7.7	12.8

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	18	9.1	33	16.5
Male	20	10.5	54	27.6
Black or African American	29	10.5	69	25.0
Hispanic or Latino	*	*	16	16.1
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	34	10.6	78	23.7
Students with Disabilities	*	*	0	0.0
District	38	9.8	87	22.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 77

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	34.0
Paraprofessional Instructional Assistants	11.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	12.0

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 (%)
Asian	3	7.1	1.0
Black or African American	9	21.4	3.5
Hispanic	3	7.1	3.6
Native American	0	0	0.1
White	27	64.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	90.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,333,335	5,848	8,769
Instructional Supplies and Equipment	183,209	459	275
Improvement of Instruction and Educational Media Services	27,030	68	487
Student Support Services	351,191	880	965
Administration and Support Services	601,042	1,506	1,600
Plant Operation and Maintenance	504,745	1,265	1,472
Transportation	48,748	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	328,314	823	178
Total	4,377,614	10,971	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0
PK-12 Expenditures Used for Special Education	.		21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	83.2	83.2
Federal	10.1	10.1
Tuition & Other	6.7	6.7

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	68.1	64.0	70.2	67.9	.	.	.	.
Hispanic or Latino	73.4	72.8	66.6	69.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.1	66.5	67.8	66.4	.	.	.	.
Students with Disabilities	.	41.9	.	40.8	.	.	.	.
High Needs	68.6	65.7	67.6	66.1	.	.	.	.
District	69.3	66.3	69.6	68.5	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	58.1	75.0	90.9	116	73.3
Curl Up	69.8	72.5	84.8	116	75.0
Push Up	48.8	65.0	75.8	116	62.1
Mile Run/PACER	41.9	65.0	81.8	116	61.2
All Tests - District	20.9	32.5	48.5	116	32.8
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

New Beginnings Family Academy has designed an outcomes-based model that builds knowledge and character to achieve positive life outcomes for its students. Program elements include (a) the social and emotional growth and development of its students (b) an extended school day and an 11-month academic calendar; (c) targeted remediation by full-time interventionists that pre-teach and re-teach ELA and math content during the regular day as well as during after-school remediation and enrichment; and (d) a high level of parental involvement that contributes to NBFA's family-oriented culture, helps hold children accountable and partners with families to improve academic outcomes through that parental involvement, behavior intervention plans, counseling and social service referrals.

NBFA is committed to providing a safe and supportive environment for student learning. NBFA conducts formative and summative assessments in order to strategically monitor student progress in academics. Students not meeting the expected levels are referred for Tier II and Tier III interventions through the SRBI Team. An inter-disciplinary team works to develop the tiered intervention plans needed to mediate learning and provide necessary data for further assessment. Students in the SRBI process are progress monitored for growth in specific learning skills. Progress monitoring is reviewed every 6-8 weeks. Students may also be referred to the SRBI team for exceptionalities in attendance, behavior, social interactions and/or areas of environmental concern (i.e. neglect, excessive fatigue, hunger). In these cases, the team works with in-house staff including the nurse and Student and Family Services Coordinator to organize home visits and interventions. When necessary, outside referrals to community based resources (i.e. REACH, Child Guidance, ICAPs) are also handled through this process.

NBFA provides accommodations under IDEA and ADA for 17 students who have been designated as eligible for 504 Plans as stipulated by the Connecticut State guidelines followed by the District of Bridgeport. Students having these plans have diagnoses that make accessing the academic curriculum difficult without specific accommodations. Types of accommodations provided include but are not limited to use of a computer, preferential seating, extended time, alternative test settings and use of assistive devices.

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.

For students not proficient in the English language, screenings and supports are provided by the BOE while monitoring, annual re-screenings and support services are provided by NBFA staff. Currently, only one student at NBFA meets the criteria, despite a 23% Latino population.

Efforts to Reduce Racial, Ethnic and Economic Isolation

With the highest Hispanic population in the school's history (24% this year vs. 15% in 2013), NBFA has experienced a demographic shift among its student body that is reflective of the Bridgeport community. NBFA has also seen an increase in its special education population, with 10% of students receiving services under Individualized Education Plans and another 5% under a 504 plan. Most NBFA students, 91%, qualify for free or reduced-price lunch, an indicator of poverty.

NBFA's significant Latino population – students, families and staff – is reflective of the changing demographics in the greater Bridgeport community it serves. In recent years, NBFA has consistently produced Spanish-speaking marketing materials to effectively communicate with Latino families. This has helped to increase the number of applications from Hispanic families throughout the city seeking high quality public school options for their children. Admission applications are available in both English and Spanish. Web-based applications are also translatable in Spanish as well as other languages spoken by NBFA students and families including Haitian Creole, Portuguese and Chinese. NBFA is proud to operate a culturally sensitive school where children and adults of all backgrounds can comfortably learn and grow together.

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.

In recent years, New Beginnings Family Academy has increased the number of bilingual teachers and staff to better reflect the community it serves. Currently, 12% of its staff is Spanish-speaking, which aids in communicating effectively with NBFA families.

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Equitable Allocation of Resources among District Schools

New Beginnings Family Academy public charter school is its own one-school district. With a current enrollment of 470 students, NBFA has the size and scale to provide all necessary functions and covers its deficit with private donations raised through its development office. At a capacity of 500, the school will reduce its reliance on contributed funds. Since the size of teaching staff and administration will not change meaningfully with an increase in enrollment, 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. Furthermore, average salary costs of the teaching staff will be controlled by hiring educators at the early stages of their careers. The increase in benefit costs will be managed by increasing the contribution percentage which staff will have to pay toward medical and dental coverage. In addition, health insurance cost increases will be limited by establishing a base level of coverage that NBFA will provide and charge employees for the additional cost of any options above the base level coverage.