

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

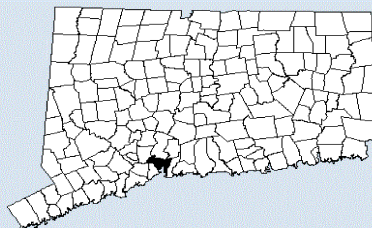


Booker T. Washington Academy District

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

District Information

Grade Range	K-5
Number of Schools/Programs	1
Enrollment	360
Per Pupil Expenditures ¹	\$11,953
Total Expenditures ¹	\$3,585,990

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	174	48.3	48.4
Male	186	51.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	309	85.8	12.8
Hispanic or Latino of any race	45	12.5	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	*	*	52.4
English Learners	27	7.5	7.6
Eligible for Free or Reduced-Price Meals	286	79.4	42.1
Students with Disabilities ³	22	6.1	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	18	10.8	*	*
Male	24	13.5	*	*
Black or African American	*	*	7	2.2
Hispanic or Latino of any race	*	*	0	0.0
White	0	*	0	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	14.9	7	2.4
Students with Disabilities	*	*	*	*
District	42	12.2	7	1.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 113

Number of school-based arrests: 0

⁴A 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.

⁵This 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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Booker T. Washington Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
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	8.5

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	13	43.3	3.8
Hispanic or Latino of any race	2	6.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	46.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	10.0

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		67.6

³This 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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Booker T. Washington Academy District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,043,204	\$6,811	\$10,545
Support services - students	\$157,763	\$526	\$1,373
Support services - instruction	\$298,566	\$995	\$644
Support services - general administration	\$10,142	\$34	\$462
Support services - school based administration	\$400,011	\$1,333	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$620,226	\$2,067	\$1,629
Student transportation services	\$56,077	\$267	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$3,585,990	\$11,953	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$50,287	93.8	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$3,308	6.2	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$53,595	100.0	100.0
Percent of Total Expenditures Used for Special Education		1.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	1.4
State	86.2
Federal	3.8
Tuition & Other	8.5

⁴Revenue 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 2018-19

Booker T. Washington Academy District

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	117	65.2	117	62.6	21	58.1
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Learners	7	*	7	*	0	N/A
Non-English Learners	125	66.7	125	63.7	25	61.3
Eligible for Free or Reduced-Price Meals	114	64.9	114	62.3	*	*
Not Eligible for Free or Reduced-Price Meals	18	*	18	*	*	*
Students with Disabilities	6	*	6	*	0	N/A
Students without Disabilities	126	67.7	126	65.1	25	61.3
High Needs	117	64.7	117	62.4	*	*
Non-High Needs	15	*	15	*	*	*
District	132	66.6	132	64.1	25	61.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	97.6	N/A	N/A	N/A	41	97.6
Curl Up	82.9	N/A	N/A	N/A	41	82.9
Push Up	75.6	N/A	N/A	N/A	41	75.6
Mile Run/PACER	68.3	N/A	N/A	N/A	41	68.3
All Tests - District	58.5	N/A	N/A	N/A	41	58.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.6	75	44.4	50	88.8	67.7
	High Needs Students	64.7	75	43.1	50	86.3	58.1
Math Performance Index	All Students	64.1	75	42.7	50	85.4	63.1
	High Needs Students	62.4	75	41.6	50	83.2	52.7
Science Performance Index	All Students	61.3	75	40.9	50	81.8	63.8
	High Needs Students	59.6	75	39.7	50	79.5	54.2
ELA Academic Growth	All Students	42.3%	100%	42.3	100	42.3	59.9%
	High Needs Students	42.9%	100%	42.9	100	42.9	55.1%
Math Academic Growth	All Students	41.7%	100%	41.7	100	41.7	62.5%
	High Needs Students	40.8%	100%	40.8	100	40.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	12.2%	<=5%	35.6	50	71.2	10.4%
	High Needs Students	14.8%	<=5%	30.4	50	60.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 58.5%	75%	39.0	50	78.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				525.1	850	61.8	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	64.7	.	15.4	
Math Performance Index Gap	.	62.4	.	17.6	
Science Performance Index Gap	.	59.6	.	16.1	
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.

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.

Subject/Student Group		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 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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Booker T. Washington Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Booker T. Washington Academy is committed to continuous improvement and authentic engagement of parents in the school program. Towards that end, we work hard to provide a supportive learning environment for all scholars. We believe that support should be equitable and have developed a tightly monitored Scientific Research-Based Interventions (SRBI) system that addresses the needs of the whole child, including social emotional support as appropriate. In addition, BTWA collaborates with the New Haven Public Schools to provide special education support for all eligible scholars, including speech, occupational therapy, and physical therapy services.

Parents and community members are authentically involved as partners with the school. All families are expected to give two hours per month to volunteer within the school. We provide parents with volunteer options to choose from, all of which add value to the school and encourage increased parental involvement. We also engage parents monthly in workshops geared towards buttressing their understanding of emotional learning and empowering them to support student academic learning at home. And finally, parents engage as members of the Parent Teacher Organization (PTO), and also participate in focus group discussions related to all school leadership hiring.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Booker T. Washington Academy identified the recruitment of African American and Hispanic teachers as a priority for the school as we attempt to increase our scholars' access to teaching candidates that share a similar background and culture and reduce racial, ethnic and economic isolation. We established the following goals:

1. Attract, recruit and retain 5-6 qualified teachers of color to fill the 6 classroom teacher openings at the school for the 2018-2019 school year and beyond.
2. Hire 2-3 qualified and appropriately degreed candidates of color to fill the 2 assistant teacher and 3 resident teacher openings for the 2018-2019 school year and beyond.

To accomplish our goals, we have adopted the following strategies for increasing access to teachers of color: -Membership agreement with Nemnet, a national Diversity Recruitment and Consulting Firm committed to assisting schools and organizations in the recruitment and retention of diverse teachers, administrators and coaches. -Partnership with the Educate Me Foundation. Educate Me (EM) is a non-profit organization determined to increase the number of men and women of color in the field of education. EM supports and provides professional development services throughout the scholars' college careers, and assists with placement into schools seeking to hire racial, ethnic and linguistically diverse teachers. -Partnership with Relay Graduate School of Education- Alternative certification program for candidates that are degreed and demonstrate the interest and capacity to teach. -Teach for America- BTWA partnership with TFA allows for teachers to be hired as resident teachers for the first year and as self-contained lead classroom teachers in year two.

Of the strategies employed, we have gotten the greatest return on investment from partnering with the Relay Graduate School of Education. The Relay Partnership has yielded 1 teacher of color from amongst their most recent graduating cohort, and 4 BTWA instructional assistants of color were accepted into the last year's cohort, with all in May 2018. Upon graduation, the 4 participants all applied for their CT teaching certification and are currently teaching in the school.

District Profile and Performance Report for School Year 2018-19

Booker T. Washington Academy District

Equitable Allocation of Resources among District Schools

The Booker T. Washington Academy is a single site district, and as a result does not allocate resources across a multiple schools.