

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

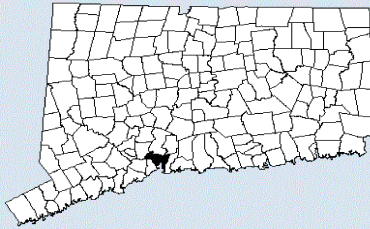


Booker T. Washington Academy District

203-691-6535

District Information

Grade Range	K-2
Number of Schools/Programs	1
Enrollment	180
Per Pupil Expenditures ¹	\$17,461
Total Expenditures ¹	\$1,588,924

¹Expenditure data reflect the 2014-15 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	81	45.0	48.3
Male	99	55.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	156	86.7	12.8
Hispanic or Latino	20	11.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	*	*	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	154	85.6	38.0
Students with Disabilities ¹	11	6.1	13.7

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	23.1	*	*
Male	18	18.0	*	*
Black or African American	31	20.1	*	*
Hispanic or Latino	*	*	*	*
White	0	*	0	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	33	21.7	20	13.2
Students with Disabilities	*	*	*	*
District	36	20.2	23	12.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 45

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	13.2
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	4.5

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	1.0
Black or African American	4	25.0	3.5
Hispanic or Latino	1	6.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	11	68.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	70.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.0	9.4

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		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	641,184	7,046	9,387
Instructional Supplies and Equipment	45,879	504	318
Improvement of Instruction and Educational Media Services	29,482	324	541
Student Support Services	43,249	475	1,048
Administration and Support Services	526,782	5,789	1,790
Plant Operation and Maintenance	289,187	3,178	1,608
Transportation	9,562	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	3,599	40	194
Total	1,588,924	17,461	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	63.0	63.0
Federal	0.0	0.0
Tuition & Other	37.0	37.0

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.

	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	0	N/A	0	N/A	0	N/A
Hispanic or Latino	0	N/A	0	N/A	0	N/A
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	0	N/A	0	N/A	0	N/A
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	0	N/A	0	N/A	0	N/A
Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	0	N/A	0	N/A	0	N/A
Students without Disabilities	0	N/A	0	N/A	0	N/A
High Needs	0	N/A	0	N/A	0	N/A
Non-High Needs	0	N/A	0	N/A	0	N/A
District	0	N/A	0	N/A	0	N/A

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	N/A	75	0.0	0	0.0	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	N/A	75	0.0	0	0.0	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	20.2%	<=5%	19.6	50	39.1	9.6%
	High Needs Students	22.1%	<=5%	15.8	50	31.7	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A N/A	75%	0.0	0	0.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				35.4	100	35.4	

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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
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	.
	High Needs Students	.
Math	All Students	.
	High Needs Students	.
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: N/A

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Truancy Prevention-The Booker T. Washington Academy recognizes that chronic absenteeism/student truancy issues is an adult problem, given the age of the scholars we serve. We have intentionally reached out to parents to understand the root causes of the problem and are working together to identify creative solutions. Students identified as chronically absent were overwhelmingly kindergarten scholars. In order to understand the root cause of the problem and to identify trends, we initiated a procedure for calling the home of every absent scholar every day to ascertain why the scholar was not in attendance. We found that most absences were due to transportation or child--care challenges. When a scholar misses the bus, many families do not have access to transportation, so were unable to get their scholar to school. Parents also noted that when the school had a day for Professional Development or if there was a potential for a delayed opening due to inclement weather, it is easier to access child--care for a full day versus day.

BTWA has initiated the following course corrections and creative interventions: a. Eliminated Professional Development.

b. Entered in negotiation with the New Haven Housing Authority to transport residents children to school in incidents where they missed the school bus.

c. Opened an Uber account to transport parent and scholar to school when they miss the bus, while working with NHPS to obtain public transportation passes for parent passage home.

d. Consistently monitor student absences to identify students are risk from the beginning of the school year for early intervention.

Engaging parents in the planning and improvement of school programs- At the Booker T. Washington Academy, we provide our families with multiple opportunities to participate in decision making at the school. In addition to participation in the Parent/Teacher Organization (PTO) monthly, parents have representation on the Board of Trustees, and direct access to communicate with the school Leadership team at Meet the Principal Night (3rd Wednesday of each month) and/or at monthly coffee/tea meetings (last Friday of the month).

-The function of the PTO is to provide parents with the opportunity to add value to the school program. This value add is accomplished in a variety of ways, including through fundraising, and brainstorming of ideas to improve the school through community involvement and service.

-Meet the Principal Night is an event where parents are encouraged to bring any questions or concerns directly to the Principal. The role of the Principal at this event is to be a listener first, reserving judgment and/or identification of solutions until the appropriate due diligence has been undertaken. The rationale behind the creation of a Meet the Principal Night was to provide a venue for parents to bring their independent child specific questions or concerns to the table in a forum outside of the PTO meeting.

-The coffee/tea meetings are informal meetings designed to provide parents who are not able to attend evening meeting an opportunity to catch up on "what's hot" from the PTO meeting or Meet the Principal Night. Coffee/tea meetings are held at 8:15 in the morning and usually conclude within an hour.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Booker T. Washington Academy serves 250 scholars, the majority of whom are from economically disadvantaged neighborhoods throughout the city of New Haven, Connecticut. BTWA has an enrollment preference for scholars residing in the Dixwell Newhallville neighborhoods, who make up approximately 40% of the student body. Another 50% of scholars live in the Fair Haven, West End, or Hill neighborhoods. Additionally, some students reside outside New Haven, with 6% living in the neighboring Town of Hamden and 5% in West Haven, Connecticut. Our student body is composed primarily of African American and Latino scholars, with 86% African American, 13% Hispanic, and 1% White. Approximately 85% of our scholars are eligible for free or reduced lunch. 8% of our scholars receive special education services. 15% of our scholars receive Tier II or Tier III (academic or behavioral) support through the SRBI process.

The Booker T. Washington Academy utilizes a variety of strategies to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, ELL students and students with disabilities. All interested New Haven families have the opportunity to apply to the Booker T. Washington Academy. Scholars living in New Haven's Dixwell and Newhallville neighborhoods are given preference for enrollment. Both neighborhoods have significant populations of students with a history of low academic performance, students who receive free and reduced lunch, and some who have a history of social, emotional and behavioral concerns. Included in this pool are students requiring special education and English language learners. We recruit 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.

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Equitable Allocation of Resources among District Schools

The Booker T. Washington Academy is a single school charter LEA, therefore does not allocate resources amongst multiple schools.