

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

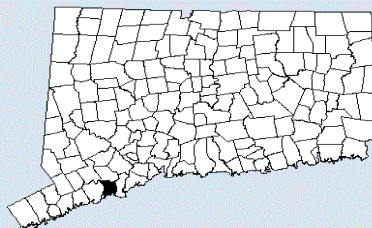


New Beginnings Inc Family Academy District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 499 |
| Per Pupil Expenditures ¹ | \$13,911 |
| Total Expenditures ¹ | \$6,941,506 |

¹Expenditure data reflect the 2015-16 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 246 | 49.3 | 48.4 |
| Male | 253 | 50.7 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 0 | 0.0 | 5.1 |
| Black or African American | 320 | 64.1 | 12.9 |
| Hispanic or Latino | 159 | 31.9 | 24.0 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | * | * | 2.9 |
| White | 12 | 2.4 | 54.8 |
| English Learners | 0 | 0.0 | 6.8 |
| Eligible for Free or Reduced-Price Meals | 464 | 93.0 | 35.9 |
| Students with Disabilities ¹ | 37 | 7.4 | 14.3 |

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 | 26 | 12.1 | 0 | 0.0 |
| Male | 18 | 8.5 | * | * |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 21 | 16.2 | 0 | 0.0 |
| White | * | * | 0 | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 42 | 10.5 | * | * |
| Students with Disabilities | * | * | 0 | 0.0 |
| District | 44 | 10.3 | * | * |
| State | | 9.9 | | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 80

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 | 34.0 |
| Paraprofessional Instructional Assistants | 20.0 |
| 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 | 1.0 |
| Counselors, Social Workers and School Psychologists | 2.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 24.0 |

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 (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 1 | 2.7 | 1.0 |
| Black or African American | 5 | 13.5 | 3.6 |
| Hispanic or Latino | 2 | 5.4 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 29 | 78.4 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.7 | 9.6 |

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 | | 68.2 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.7 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.9 |
| Other Health Impairment | 0 | 0.0 | 2.9 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | 0 | 0.0 | 1.8 |
| All Disabilities | 0 | 0.0 | 13.9 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 3,665,877 | 7,346 | 9,663 |
| Instructional Supplies and Equipment | 191,906 | 385 | 321 |
| Improvement of Instruction and Educational Media Services | 7,955 | 16 | 578 |
| Student Support Services | 452,014 | 906 | 1,103 |
| Administration and Support Services | 1,498,130 | 3,002 | 1,861 |
| Plant Operation and Maintenance | 582,284 | 1,167 | 1,637 |
| Transportation | 3,545 | . | 877 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 539,795 | 1,082 | 201 |
| Total | 6,941,506 | 13,911 | 16,236 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,749 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2015-16

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 34.6 |
| Noncertified Personnel | 0 | 0.0 | 14.6 |
| Purchased Services | 0 | 0.0 | 5.8 |
| Tuition to Other Schools | 0 | 0.0 | 21.8 |
| Special Ed. Transportation | 0 | 0.0 | 8.5 |
| Other Expenditures | 0 | 0.0 | 14.7 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 76.4 | 76.4 |
| Federal | 9.0 | 9.0 |
| Tuition & Other | 14.6 | 14.6 |

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 2016-17

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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 | 164 | 57.1 | 164 | 47.9 | 41 | 45.1 |
| Hispanic or Latino | 71 | 54.9 | 71 | 45.7 | 14 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | 0 | N/A |
| White | * | * | * | * | * | * |
| English Learners | * | * | * | * | * | * |
| Non-English Learners | 241 | 57.1 | 241 | 47.6 | 55 | 44.6 |
| Eligible for Free or Reduced-Price Meals | 237 | 56.4 | 237 | 47.0 | 56 | 44.1 |
| Not Eligible for Free or Reduced-Price Meals | 8 | * | 8 | * | * | * |
| Students with Disabilities | 16 | * | 16 | * | * | * |
| Students without Disabilities | 229 | 58.3 | 229 | 48.8 | 52 | 44.3 |
| High Needs | 237 | 56.4 | 237 | 47.0 | 56 | 44.1 |
| Non-High Needs | 8 | * | 8 | * | * | * |
| District | 245 | 56.8 | 245 | 47.4 | 57 | 44.2 |

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 | 95.2 | 93.0 | 82.6 | N/A | 128 | 92.2 |
| Curl Up | 24.2 | 30.2 | 47.8 | N/A | 128 | 30.5 |
| Push Up | 46.8 | 20.9 | 30.4 | N/A | 128 | 35.2 |
| Mile Run/PACER | 48.4 | 30.2 | * | N/A | 128 | 34.4 |
| All Tests - District | 11.3 | * | * | N/A | 128 | 7.8 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

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.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|--|---------------------|---------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 56.8 | 75 | 37.8 | 50 | 75.7 | 67.1 |
| | High Needs Students | 56.4 | 75 | 37.6 | 50 | 75.2 | 55.9 |
| Math Performance Index | All Students | 47.4 | 75 | 31.6 | 50 | 63.2 | 62.2 |
| | High Needs Students | 47.0 | 75 | 31.4 | 50 | 62.7 | 50.5 |
| Science Performance | All Students | 44.2 | 75 | 29.5 | 50 | 58.9 | 55.3 |
| | High Needs Students | 44.1 | 75 | 29.4 | 50 | 58.8 | 45.2 |
| ELA Academic Growth | All Students | 47.6% | 100% | 47.6 | 100 | 47.6 | 55.4% |
| | High Needs Students | 47.1% | 100% | 47.1 | 100 | 47.1 | 49.8% |
| Math Academic Growth | All Students | 37.5% | 100% | 37.5 | 100 | 37.5 | 61.7% |
| | High Needs Students | 36.6% | 100% | 36.6 | 100 | 36.6 | 53.7% |
| Chronic Absenteeism | All Students | 10.3% | <=5% | 39.3 | 50 | 78.7 | 9.9% |
| | High Needs Students | 10.7% | <=5% | 38.6 | 50 | 77.2 | 15.8% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 70.7% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 43.5% |
| On-track to High School Graduation | | 91.7% | 94% | 48.8 | 50 | 97.5 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | N/A | 94% | 0.0 | 0 | 0.0 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | N/A | 75% | 0.0 | 0 | 0.0 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 100.0% 7.8% | 75% | 5.2 | 50 | 10.4 | 92.0% 51.6% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 50.5% |
| Accountability Index | | | | 498.0 | 900 | 55.3 | |

| 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 | . | 56.4 | . | 16.7 | |
| Math Performance Index Gap | . | 47.0 | . | 18.7 | |
| Science Performance Index Gap | . | 44.1 | . | 16.6 | |
| 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 | 100.0 |
| | High Needs Students | 100.0 |

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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New Beginnings Inc Family Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

NBFA uses a referral process and continuum of supportive services to meet the individual needs of students showing exceptionalities indicated by behaviors and academic performances that either exceed expectations or are lower than expected. Through SRBI (Scientifically Research Based Interventions), 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 of teachers, certified reading and math specialists and parents/guardians. Students may also be referred to the SRBI team if they are showing exceptionalities in the areas of attendance, behavior, social interactions and/or areas of environmental concern (i.e. neglect, excessive fatigue, hunger). Plans are initiated through a parent request and formal documentation from the diagnosing provider. Annual reviews are conducted by the 504 coordinator with the parent, regular education teacher or team representative, interventionists (when applicable) and the student, when appropriate. During the meeting, the team reviews the current level of performance and the accommodations designed to mediate the disability. When appropriate, a corresponding Medical Plan will be incorporated into the 504 to limit the number of interruptions to academic instruction. For 8th grade students, the 504 coordinator works closely with the Guidance Counselors at the selected high schools to ensure accommodations are available during admissions testing (where applicable) and on the first day of instruction following the transition to high school. Students requiring the highest level of support are referred to and monitored by the Special Education 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 every 2-4 weeks on students based on their IEP goals. While each student has an Annual Review, the team meets regularly to review goals, objectives and interventions that are being provided. Parents and guardians play an important role in the team. NBFA generates IEPs and all related documents through the BOE's IEP Direct site. All files are maintained on site at NBFA. Formed in 2015, NBFA's Attendance Task Force is responsible for reviewing attendance trends and formulating individualized action plans for each student not meeting attendance expectations. Collaboration between the school and families is the mainstay of the student-centered environment. Intake story-gathering sessions provide the first home-school dialog on the child's learning style, interests and possible future ambitions. This age- and developmentally-appropriate conversation continues for 10-years, spanning Pre-K through 8th grade. All students in grades 6-8 have a Student Success Plan consisting of individualized academic, social emotional and career/future planning goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NBFA's charter does not require it to make specific efforts to attract and retain special populations. Nevertheless, NBFA's ongoing outreach and community partnerships create a natural demand for enrollment that reflects Bridgeport's changing demographic. Since 2015, demographic shifts in the Park City have contributed to NBFA's shrinking Black/African American population (from 71.46% in 2015 to 62.3% in 2017) and growing Hispanic/Latino community (23.68% in 2015 vs. 32% in 2017), 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. NBFA now enrolls 6, or 1%, ELL students, whose primary language is Spanish or Haitian Creole. This is an exciting first for the school, which, despite all past outreach efforts, had not successfully attracted ELL students. Additionally, NBFA maintains a special education population of 7.4% and another 5% under a 504 plan. Most NBFA students, 93%, qualify for free or reduced-price lunch. These children are supported through NBFA's academic program.

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Equitable Allocation of Resources among District Schools

With an enrollment increase to 498 students in 2016-2017, tight fiscal control over costs and ongoing ability to raise approximately 15% of its operating budget through private philanthropy, New Beginnings Family Academy will maintain its long term fiscal viability, despite flat per pupil funding by the Connecticut Department of Education.

Since 2015, NBFA increased enrollment and the amount of state funding that is available to support daily operations by \$319,000 annually. At 498 students, NBFA has the size and scale to provide all necessary functions and cover its deficit with private donations.

The size of teaching staff (38) and administration (8) will not change meaningfully; thus, 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 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.