Connecticut State Department of Education

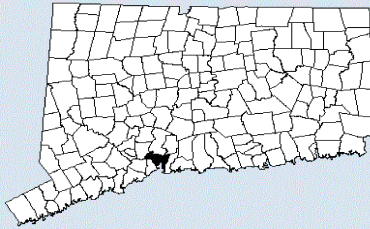# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Booker T. Washington Academy District

203-691-6535

District Information

Grade Range	K-1
Number of Schools/Programs	1
Enrollment	91
Per Pupil Expenditures[1]	N/A
Total Expenditures[1]	N/A

[1]Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	38	41.8	48.3
Male	53	58.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	78	85.7	12.9
Hispanic or Latino	10	11.0	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	*	*	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	78	85.7	37.6
Students with Disabilities[1]	*	*	13.3

[1]Students 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	14	38.9	*	*
Male	14	25.0	*	*
Black or African American	24	29.6	*	*
Hispanic or Latino	*	*	*	*
White	*	*	0	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	23	30.3	12	15.3
Students with Disabilities	*	*	0	*
District	28	30.4	13	14.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	9.3
Paraprofessional Instructional Assistants	0.0
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	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	3	27.3	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	8	72.7	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	66.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	N/A	N/A

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	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		69.7

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A
Additional Expenditures			
Land, Buildings, and Debt Service	N/A	N/A	N/A

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

Special Education Expenditures: 2013-14

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

[4]Revenue 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).

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 Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language 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 Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	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	50.8	51.0	50.3	51.9		51.0

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Next Generation Accountability Results

These statistics are the first 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	67.9
	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	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	30.4%	<=5%	0.0	50	0.0	10.6%
	High Needs Students	29.9%	<=5%	0.3	50	0.5	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		N/A | N/A	75%	0.0	0	0.0	87.6% | 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				**0.3**	**100**	**0.3**	

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?					
ELA Performance Index Gap	.	N/A	.	.	
Math Performance Index Gap	.	N/A	.	.	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	.
	High Needs Students	.
Math	All Students	.
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

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: 50.1**

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The Booker T. Washington Academy identified the following as areas for improvement for the 2015-2016 school year:

Use of Data Priorities

1. Provide professional development on assessment types and purpose.
2. Establish a consistent and reliable school-wide grading system.
3. Engage teachers in backwards design training, to include the de-construction and prioritization of standards, development of assessments that reflect levels of rigor established in the Common Core Standards, and require written responses (grade level appropriate).
4. Engage teachers in the development of interim assessments that align to Common Core Standards and the school's written curriculum.
5. Celebrate high quality student work within classrooms and in common spaces.

Intervention and Adjustment Priorities

1. Increase the amount of professional development opportunities that are focused on effective intervention strategies for teachers. Monitor the consistency and effectiveness of teacher implementation of intervention strategies.
2. Provide extended learning opportunities for scholars that demonstrate early mastery of the written curriculum. Embed enrichment activities into the curriculum map for each subject area.
3. Implement instructional interventions for low performing scholars immediately. We are currently following SRBI timelines with fidelity, but may need to ramp up the interventions more aggressively, particularly when a scholar is showing zero progress as a result of the Tier 1 classroom intervention strategies.
4. Hire appropriately to provide teachers with the personnel needed to assist in meeting student needs. We added a literacy coach for 2015-2016.

Improving Attendance and Tardiness

In order to improve attendance and reduce tardiness, we initiated the Zero Tardy Campaign, with the mantra "In School, ON TIME, Every Single Day!" As part of that campaign, we have initiated the following strategies to increase student attendance and reduce tardiness:
1. Celebrate scholars with perfect attendance in Trimester newsletter and during school-wide events
2. Initiate phones calls, send letters and request conferences with families of at-risk scholars
3. Develop community partnerships to obtain donations that can be given as rewards for perfect attendance and zero tardies
4. Celebrate perfect attendance and perfect timeliness at the end of each month
Our annual goal for tardiness in 2015-2016 is 8 percent.

Special Education

In order to more effectively serve our special education scholars, we developed a Memorandum of Understanding with the New Haven Public Schools to bring special education instructional support in-house in 2015-2016. We will continue to rely on NHPS for all related services.

Parental Support

In order to assist our parents in working with our scholars at home, we have developed teacher facilitated workshops designed to help parents understand how to best support their child with homework. We also provide our parents with assistance in how to maximize the use of the public library.

Efforts to Reduce Racial, Ethnic and Economic Isolation

BTWA participates in minority recruitment opportunities in and outside of the state to ensure a teaching and staffing pool that reflects the diversity of the Academy scholars. We continuously pursue relationships which foster learning and understanding between our scholars and older scholars from local colleges and universities, such as Southern Connecticut State University, University of New Haven, Gateway State Community College, Yale University and other New Haven area higher educational institutions. We anticipate that these cooperative relationships allow scholars and teachers to work with diverse global populations.

Adoption to Common Core curriculum will allow scholars to learn about various cultures, countries and races from around the world. Throughout the year, scholars learn about cultures through instruction and recognition of Kwanzaa, Rosh
Hashanah, Three Kings Day, Black History Month, Hispanic Heritage Month, and celebrations specific to the culture of our scholars. Our arts and music programs promote artistic work that introduces and builds understanding of cultures and ethnic
groups globally.

Equitable Allocation of Resources among District Schools

The Booker T. Washington Academy is a single school of choice, so does not share resources with another school.