

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



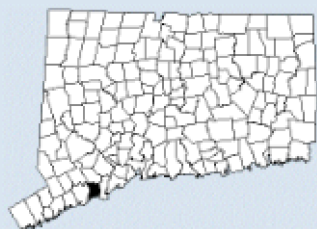
New Beginnings Inc Family Academy District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	431
Per Pupil Expenditures	\$18,485
Total Expenditures	\$7,245,950

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	227	52.7	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	233	54.1	12.4
Hispanic or Latino of any race	187	43.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	*	*	45.1
English Learners/Multilingual Learners	51	11.8	11.3
Eligible for Free or Reduced-Price Meals	386	89.6	44.8
Students with Disabilities	46	10.7	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	60	38.7	*	*
Male	58	39.5	*	*
Non-Binary	0	0.0	0	*
Black or African American	61	38.1	*	*
Hispanic or Latino of any race	*	*	*	*
White	0	*	0	*
English Learners/Multilingual Learners	17	34.0	0	0.0
Eligible for Free or Reduced-Price Meals	101	41.4	12	3.0
Students with Disabilities	21	42.0	*	*
All Students - District	118	39.1	13	3.0
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 178
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	32.5
General Education Paraprofessionals	28.0
Special Education Teachers and Instructors	1.7
Special Education Paraprofessionals	6.0
District Central Office Administrators	1.0
School Level Administrators	5.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	53.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	17.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	16	36.4	4.9
Hispanic or Latino of any race	3	6.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	25	56.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	18.6	6.8
Teachers	8	24.2	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

This 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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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$4,482,132	\$11,434	\$13,471
Support services - students	\$381,805	\$974	\$1,826
Support services - instruction	.	.	\$972
Support services - general administration	\$1,211,456	\$3,090	\$568
Support services - school based administration	\$416,722	\$1,063	\$1,274
Central and other support services	\$208,065	\$531	\$761
Operation and maintenance of plant	\$541,175	\$1,381	\$2,125
Student transportation services	\$4,595	\$12	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$7,245,950	\$18,485	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$179,917	41.3	26.4
Instructional Aide Salaries	\$154,064	35.4	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$27,889	6.4	13.3
Purchased Services Other Than Transportation	\$73,587	16.9	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$435,457	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	6.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	6.0
State	69.3
Federal	20.1
Tuition & Other	4.6

Revenue 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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	63	57.1	63	48.9	16	*
Hispanic or Latino of any race	48	60.7	48	54.4	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	0	N/A
English Learners/Multilingual Learners	21	53.6	21	49.6	*	*
Non-English Learners/Non-Multilingual Learners	95	60.0	95	52.1	*	*
Eligible for Free or Reduced-Price Meals	108	58.7	108	51.2	*	*
Not Eligible for Free or Reduced-Price Meals	8	*	8	*	*	*
Students with Disabilities	18	*	18	*	*	*
Students without Disabilities	98	60.9	98	53.9	*	*
High Needs	110	58.0	110	51.0	*	*
Non-High Needs	6	*	6	*	*	*
All Students - District	116	58.8	116	51.7	25	40.3

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	77.1	100.0	N/A	N/A	57	86.0
Curl Up	80.0	72.7	N/A	N/A	57	77.2
Push Up	31.4	31.8	N/A	N/A	57	31.6
Mile Run/PACER	34.3	*	N/A	N/A	57	26.3
All Tests - District	*	*	N/A	N/A	57	10.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.8	75	39.2	50	78.4	64.7
ELA Performance Index	High Needs Students	58.0	75	38.7	50	77.4	54.9
Math Performance Index	All Students	51.7	75	34.4	50	68.9	61.1
Math Performance Index	High Needs Students	51.0	75	34.0	50	68.0	50.6
Science Performance Index	All Students	40.3	75	26.9	50	53.7	62.6
Science Performance Index	High Needs Students	38.1	75	25.4	50	50.8	52.1
ELA Academic Growth	All Students	51.9%	100%	51.9	100	51.9	60.6%
ELA Academic Growth	High Needs Students	51.3%	100%	51.3	100	51.3	55.7%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	62.3%
Math Academic Growth	High Needs Students	55.1%	100%	55.1	100	55.1	55.9%
Progress Toward English Proficiency	Literacy	56.2%	100%	28.1	50	56.2	58.7%
Progress Toward English Proficiency	Oral	47.1%	100%	23.6	50	47.1	55.7%
Chronic Absenteeism	All Students	39.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	40.1%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	10.5%	75%	7.0	50	14.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				470.1	950	49.5	

Physical Fitness Estimated Participation Rate - District: 98.3% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	58.0	.	16.9	N
Math Performance Index Gap	.	51.0	.	18.4	N
Science Performance Index Gap	.	38.1	.	18.2	N
Graduation Rate Gap	.	.	.	.	

If 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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Special Education Planning and Placement Team?

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 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 and are looked on as key collaborators in all intervention decisions. NBFA generates IEPs and all related documents through the BOE's IEP Direct site. All files are maintained on site at NBFA.

Truancy Prevention.

NBFA improved data training, processes, and protocols to improve attendance-taking, implementing absenteeism benchmarks and attendance interventions. NBFA developed a comprehensive, multi-tiered attendance framework to foster a culture of regular student attendance. Efforts to reduce chronic absenteeism and truancy included the family and community engagement coordinator, school administrators, IT consultant, data specialist, teachers, parents, school counselor and students. Leaders and staff reviewed attendance data to identify trends to inform the district's comprehensive multi-tiered attendance framework. The team identified key goals and developed a vision and strategy for parent involvement. The team also reviewed and updated Student and Parent Handbooks to ensure they are aligned with state law and NBFA's policy and procedures on attendance.

Parent Engagement.

The district's Family and Community Engagement Coordinator (FACE) played an integral role helping to educate families on the state's definitions of truancy and chronic absenteeism and working closely with administrators to implement individualized success plans for students and families displaying at-risk attendance patterns. The FACE Coordinator also worked to build parent capacity by recruiting, cultivating, and supporting a group of parent leaders to serve on NBFA's School Governance Council and as classroom parents to manage parent volunteer activities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Beginnings Family Academy is a single district charter school that admits students by blind lottery. That means the school does not have very much control over the student population it enrolls. Nevertheless, NBFA seeks to attract and retain a diverse population through its bilingual outreach efforts. All communications (fliers, letters, automated calls, etc.) are sent out in dual languages.

During the academic year, NBFA participated in multiple community events and activities. This gave NBFA leaders and staff an opportunity to outreach directly to hundreds of families from diverse ethnic groups and backgrounds.

Perhaps the most effective strategy NBFA uses to reduce racial, ethnic and economic isolation is in its commitment to hiring a diverse team of administrators, teachers and other staff. About 60% of NBFA's staff are Black and Spanish-speaking Latinos, assuring that families and their children see adults in the building who represent their background and culture.

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Equitable Allocation of Resources among District Schools

New Beginnings Family Academy maintains tight fiscal control over costs and raises approximately 15% of its operating budget through private philanthropy to supplement the per pupil funding it receives from the state legislature. This formula has kept NBFA viable since its inception and will continue to do so until charter schools are fully funded by the state of Connecticut.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	4	66.7	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	16.7	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	16.7	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.