

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

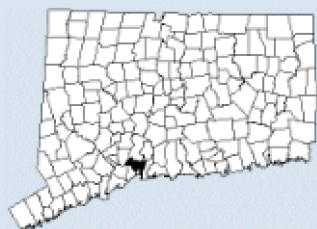
Booker T. Washington Academy District

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District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	404
Per Pupil Expenditures	\$19,545
Total Expenditures	\$7,505,255

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	195	48.3	48.4
Male	209	51.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	302	74.8	12.4
Hispanic or Latino of any race	75	18.6	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	19	4.7	4.8
White	*	*	45.1
English Learners/Multilingual Learners	17	4.2	11.3
Eligible for Free or Reduced-Price Meals	372	92.1	44.8
Students with Disabilities	42	10.4	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	37	19.8	21	10.6
Male	38	19.4	23	10.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	50	17.3	36	11.8
Hispanic or Latino of any race	17	25.0	*	*
White	0	*	0	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	75	21.2	40	10.6
Students with Disabilities	11	26.2	*	*
All Students - District	75	19.6	44	10.7
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: 76

Number of school-based arrests: Fewer than 6

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Booker T. Washington Academy District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	24.0
General Education Paraprofessionals	13.0
Special Education Teachers and Instructors	1.0
Special Education Paraprofessionals	2.0
District Central Office Administrators	3.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
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	9.2
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	44.4	4.9
Hispanic or Latino of any race	3	8.3	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	17	47.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	14	37.8	6.8
Teachers	12	46.2	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	\$4,448,611	\$11,585	\$13,471
Support services - students	\$574,786	\$1,497	\$1,826
Support services - instruction	\$359,825	\$937	\$972
Support services - general administration	.	.	\$568
Support services - school based administration	\$951,180	\$2,477	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$1,147,729	\$2,989	\$2,125
Student transportation services	\$23,123	\$154	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$7,505,255	\$19,545	\$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	\$96,684	49.5	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$83,269	42.6	10.5
Employee Benefits	\$15,470	7.9	13.3
Purchased Services Other Than Transportation	.	.	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	\$195,423	100.0	100.0

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

Level	Percent (%)
District	2.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	1.3
State	65.9
Federal	16.3
Tuition & Other	16.5

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
Black or African American	198	56.4	197	52.2	67	44.0
Hispanic or Latino of any race	41	62.0	40	58.6	13	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	12	*	12	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	14	*	14	*	*	*
Non-English Learners/Non-Multilingual Learners	243	57.6	241	53.7	*	*
Eligible for Free or Reduced-Price Meals	237	57.4	235	52.9	77	44.8
Not Eligible for Free or Reduced-Price Meals	20	61.8	20	60.7	9	*
Students with Disabilities	33	42.8	33	37.9	9	*
Students without Disabilities	224	59.9	222	55.9	77	46.3
High Needs	240	57.2	238	52.9	80	44.7
Non-High Needs	17	*	17	*	6	*
All Students - District	257	57.7	255	53.5	86	45.6

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	88.6	84.1	87.2	N/A	135	86.7
Curl Up	86.4	88.6	93.6	N/A	135	89.6
Push Up	90.9	77.3	78.7	N/A	135	82.2
Mile Run/PACER	84.1	29.5	40.4	N/A	135	51.1
All Tests - District	65.9	22.7	34.0	N/A	135	40.7
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	57.7	75	38.5	50	77.0	64.7
ELA Performance Index	High Needs Students	57.2	75	38.1	50	76.2	54.9
Math Performance Index	All Students	53.5	75	35.7	50	71.4	61.1
Math Performance Index	High Needs Students	52.9	75	35.2	50	70.5	50.6
Science Performance Index	All Students	45.6	75	30.4	50	60.7	62.6
Science Performance Index	High Needs Students	44.7	75	29.8	50	59.6	52.1
ELA Academic Growth	All Students	52.1%	100%	52.1	100	52.1	60.6%
ELA Academic Growth	High Needs Students	52.6%	100%	52.6	100	52.6	55.7%
Math Academic Growth	All Students	60.7%	100%	60.7	100	60.7	62.3%
Math Academic Growth	High Needs Students	60.5%	100%	60.5	100	60.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	19.6%	<=5%	20.8	50	41.7	17.2%
Chronic Absenteeism	High Needs Students	20.9%	<=5%	18.1	50	36.2	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	83.9%	94%	44.6	50	89.2	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	40.7%	75%	27.2	50	54.3	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				544.3	900	60.5	

Physical Fitness Estimated Participation Rate - District: 97.8% | 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	.	57.2	.	16.9	N
Math Performance Index Gap	.	52.9	.	18.4	N
Science Performance Index Gap	.	44.7	.	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	99.6
ELA	High Needs Students	99.6
Math	All Students	98.8
Math	High Needs Students	98.8
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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Booker T. Washington Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Booker T. Washington Academy is dedicated to continuous improvement and fostering authentic engagement with parents in our school program. We strive to create a supportive learning environment for all scholars while cultivating a welcoming atmosphere that encourages parental involvement, ultimately strengthening our school community. We believe in equitable support for every child and have implemented a closely monitored Scientific Research-Based Interventions (SRBI) system that addresses the holistic needs of our students, including appropriate social-emotional support. Each and every scholar is provided with targeted support on a personalized instructional focus in the area of reading and math which is designed to help them achieve their individual goals. Additionally, BTWA collaborates with New Haven Public Schools to provide special education services for all eligible scholars, encompassing speech therapy, occupational therapy, and social work services.

We actively involve parents and community members as partners in our educational efforts. To facilitate this, we maintain consistent and clear communication through newsletters, emails, and social media updates, ensuring that parents are informed about upcoming events, school news, and opportunities for involvement. To promote two-way communication, we engage parents monthly through the Parent Teacher Organization (PTO), establish parent advisory committees, and encourage participation in focus group discussions related to school leadership hiring and material decision-making.

The staff at Booker T. Washington Academy is committed to preventing truancy and chronic absenteeism by implementing various strategies. These include daily phone calls from the main office to families of absent scholars, a tiered system for attendance follow-up, Sunday memos that provide attendance data, and monthly activities and events that celebrate attendance. We also offer attendance awards and incentives, such as trips and treats, while educating parents on the importance of school attendance. Communication with families remains a top priority; we share a weekly memo every Sunday, along with monthly community newsletters. Furthermore, we organize workshops on topics of interest to parents and hold parent academies to enhance their capacity to support their scholars with learning activities at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Booker T. Washington Academy is committed to implementing a curricular program that reflects the diverse backgrounds and experiences of all students while maintaining high expectations for every learner. We encourage teachers to center student identity in the classroom and to foster racial and ethnic pride by incorporating literature, history, and perspectives from various cultures and communities. To support this initiative, we provide training in culturally responsive teaching practices, aiming to create an inclusive environment where all students feel valued and represented.

These efforts are designed to enhance racial and ethnic pride, foster a sense of belonging, increase interest in learning, and ultimately improve academic performance. We continuously build upon a repository of evidence-based culturally responsive instructional strategies that align with the demographics of BTWA.

To ensure equitable access to academic resources and extracurricular activities, BTWA provides additional support for students through tutoring, mentoring, and scholarships, helping to bridge any gaps in access and opportunities. We also prioritize the recruitment and retention of a diverse teaching staff, recognizing the importance of increasing our scholars' access to educators who share similar backgrounds and cultures. To achieve these goals, we have adopted several strategies, such as partnering with the Educate Me Foundation, a non-profit organization dedicated to increasing the number of men and women of color in education. This partnership provides professional development services throughout scholars' college careers and assists with placement in schools seeking diverse teachers. Additionally, we collaborate with Relay Graduate School of Education, an alternative certification program for candidates who are degreed and demonstrate the interest and capacity to teach.

Finally, BTWA integrates Social Emotional Learning (SEL) into our school program, focusing on building empathy, understanding, and respect among students. Our goal is to equip students with the skills necessary to navigate and appreciate diversity, thereby fostering a sense of belonging and community within the school.

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Booker T. Washington Academy District

Equitable Allocation of Resources among District Schools

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

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Booker T. Washington Academy District

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	2	20.0	6.7
Position Eliminated or Expired	3	30.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	20.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	2	20.0	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	10.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	10		

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.