

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



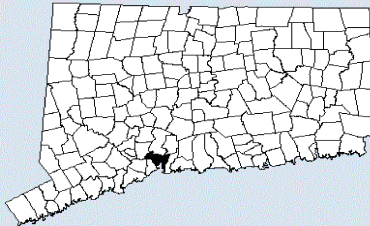
New Haven School District

Mr. Garth Harries, Superintendent • 475-220-1000 • <http://www.nhps.net/>

District Information

Grade Range	PK-12
Number of Schools/Programs	60
Enrollment	21,981
Per Pupil Expenditures ¹	\$17,057
Total Expenditures ¹	\$371,638,397

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,830	49.3	48.4
Male	11,151	50.7	51.6
American Indian or Alaska Native	36	0.2	0.3
Asian	486	2.2	5.1
Black or African American	8,630	39.3	12.9
Hispanic or Latino	9,531	43.4	24.0
Pacific Islander	13	0.1	0.1
Two or More Races	237	1.1	2.9
White	3,048	13.9	54.8
English Learners	3,346	15.2	6.8
Eligible for Free or Reduced-Price Meals	11,204	51.0	35.9
Students with Disabilities ¹	2,973	13.5	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	1,763	17.8	575	5.3
Male	1,914	18.8	948	8.4
Black or African American	1,523	19.6	966	11.1
Hispanic or Latino	1,709	19.4	448	4.6
White	379	13.5	95	3.1
English Learners	603	17.3	122	3.5
Eligible for Free or Reduced-Price Meals	2,585	21.5	1,127	9.1
Students with Disabilities	760	24.8	376	11.2
District	3,677	18.3	1,523	6.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 5,301

Number of school-based arrests: 25

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	1,437.2
Paraprofessional Instructional Assistants	267.0
Special Education	
Teachers and Instructors	213.0
Paraprofessional Instructional Assistants	124.0
Administrators, Coordinators and Department Chairs	
District Central Office	30.0
School Level	116.0
Library/Media	
Specialists (Certified)	32.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	127.0
Counselors, Social Workers and School Psychologists	143.8
School Nurses	44.6
Other Staff Providing Non-Instructional Services/Support	784.1

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.2	0.1
Asian	46	2.2	1.0
Black or African American	312	14.9	3.6
Hispanic or Latino	164	7.8	3.6
Pacific Islander	9	0.4	0.0
Two or More Races	1	0.1	0.1
White	1,562	74.5	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	314	55.3	444	69.1
Hispanic or Latino	251	48.9	306	63.8
White	124	63.9	159	73.3
English Learners	59	39.9	63	43.4
Eligible for Free or Reduced-Price Meals	443	53.4	582	66.7
Students with Disabilities	84	39.4	119	48.6
District	719	54.6	944	68.5
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	104	36.0
Emotional Disturbance	101	38.3
Intellectual Disability	56	27.1
Learning Disability	921	80.9
Other Health Impairment	435	75.0
Other Disabilities	33	23.9
Speech/Language Impairment	171	92.4
District	1,821	65.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	307	1.5	1.7
Emotional Disturbance	265	1.3	1.0
Intellectual Disability	212	1.0	0.5
Learning Disability	1,145	5.7	4.9
Other Health Impairment	597	3.0	2.9
Other Disabilities	167	0.8	1.1
Speech/Language Impairment	253	1.3	1.8
All Disabilities	2,946	14.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	232,658,485	10,750	9,663
Instructional Supplies and Equipment	11,573,990	535	321
Improvement of Instruction and Educational Media Services	6,257,244	289	578
Student Support Services	5,267,743	243	1,103
Administration and Support Services	37,175,035	1,718	1,861
Plant Operation and Maintenance	30,199,523	1,395	1,637
Transportation	26,261,653	1,353	877
Costs of Students Tuitioned Out	18,900,227	N/A	N/A
Other	3,344,497	155	201
Total	371,638,397	17,057	16,236

Additional Expenditures

Land, Buildings, and Debt Service	90,820,648	4,196	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	23,780,825	34.3	34.6
Noncertified Personnel	3,036,395	4.4	14.6
Purchased Services	3,238,900	4.7	5.8
Tuition to Other Schools	18,900,227	27.3	21.8
Special Ed. Transportation	7,677,073	11.1	8.5
Other Expenditures	12,648,870	18.3	14.7
Total Expenditures	69,282,290	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	27.1	26.6
State	61.3	59.1
Federal	10.4	12.9
Tuition & Other	1.1	1.4

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	17	*	17	*	8	*
Asian	217	74.8	217	73.4	95	62.0
Black or African American	4027	53.0	4011	45.0	1748	40.4
Hispanic or Latino	4598	55.5	4582	49.2	1835	42.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	61	65.8	61	58.1	24	51.2
White	1414	68.6	1413	61.8	629	55.7
English Learners	2343	51.0	2337	46.6	877	38.0
Non-English Learners	7994	58.5	7967	50.8	3463	45.7
Eligible for Free or Reduced-Price Meals	6613	54.0	6594	46.8	2682	41.6
Not Eligible for Free or Reduced-Price Meals	3724	61.7	3710	55.3	1658	48.4
Students with Disabilities	1587	41.1	1570	35.8	718	34.0
Students without Disabilities	8750	59.7	8734	52.4	3622	46.2
High Needs	7756	53.2	7729	46.5	3157	40.8
Non-High Needs	2581	67.7	2575	59.9	1183	53.2
District	10337	56.8	10304	49.9	4340	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			
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	77.0	72.4	74.0	70.4	5,776	73.7
Curl Up	80.3	80.5	78.8	81.8	5,776	80.3
Push Up	66.8	59.1	62.9	64.8	5,776	63.4
Mile Run/PACER	73.4	68.7	61.0	58.4	5,776	66.0
All Tests - District	42.9	39.7	40.2	40.2	5,776	40.9
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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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	692	79.0
Hispanic or Latino	518	72.2
English Learners	154	68.2
Eligible for Free or Reduced-Price Meals	1,106	76.5
Students with Disabilities	221	57.5
District	1,447	77.5
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.6	268	19.7
Male	93.6	221	16.6
Black or African American	94.5	100	8.3
Hispanic or Latino	93.9	165	16.6
White	95.9	175	42.6
English Learners	89.1	33	11.3
Eligible for Free or Reduced-Price Meals	95.4	238	14.0
Students with Disabilities	74.7	8	1.7
District	94.6	489	18.1
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.1	84.4
Male	58.0	76.5
Black or African American	64.4	76.9
Hispanic or Latino	59.6	77.8
White	77.4	90.7
English Learners	51.8	82.1
Eligible for Free or Reduced-Price Meals	61.7	77.7
Students with Disabilities	39.2	63.6
District	65.3	80.7
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	37.9	50	75.7	67.1
	High Needs Students	53.2	75	35.4	50	70.9	55.9
Math Performance Index	All Students	49.9	75	33.2	50	66.5	62.2
	High Needs Students	46.5	75	31.0	50	62.0	50.5
Science Performance	All Students	44.2	75	29.5	50	58.9	55.3
	High Needs Students	40.8	75	27.2	50	54.4	45.2
ELA Academic Growth	All Students	53.0%	100%	53.0	100	53.0	55.4%
	High Needs Students	51.6%	100%	51.6	100	51.6	49.8%
Math Academic Growth	All Students	52.9%	100%	52.9	100	52.9	61.7%
	High Needs Students	50.6%	100%	50.6	100	50.6	53.7%
Chronic Absenteeism	All Students	18.3%	<=5%	23.4	50	46.7	9.9%
	High Needs Students	20.7%	<=5%	18.6	50	37.3	15.8%
Preparation for CCR	% Taking Courses	61.7%	75%	41.1	50	82.3	70.7%
	% Passing Exams	18.1%	75%	12.1	50	24.2	43.5%
On-track to High School Graduation	87.1%	94%	46.3	50	92.7	87.8%	
4-year Graduation All Students (2016 Cohort)	77.5%	94%	82.5	100	82.5	87.4%	
6-year Graduation - High Needs Students (2014)	80.4%	94%	85.5	100	85.5	82.0%	
Postsecondary Entrance (Class of 2016)	65.3%	75%	87.1	100	87.1	72.0%	
Physical Fitness (estimated part rate) and (fitness)	93.2% 40.9%	75%	27.2	50	54.5	92.0% 51.6%	
Arts Access	45.7%	60%	38.1	50	76.1	50.5%	
Accountability Index			864.3	1350	64.0		

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	67.7	53.2	14.6	16.7	
Math Performance Index Gap	59.9	46.5	13.5	18.7	
Science Performance Index Gap	53.2	40.8	12.4	16.6	
Graduation Rate Gap	89.9%	80.4%	9.5%	12.0%	N

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	98.0
	High Needs Students	98.0
Math	All Students	97.7
	High Needs Students	97.7
Science	All Students	96.5
	High Needs Students	96.2

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: 44.8

State: 50.2

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools