

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



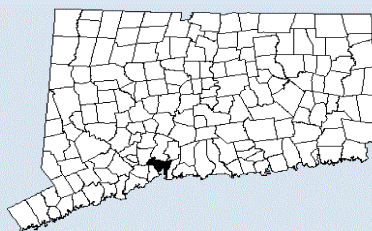
New Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	65
Enrollment	21,518
Per Pupil Expenditures ¹	\$16,893
Total Expenditures ¹	\$372,449,448

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,606	49.3	48.4
Male	10,912	50.7	51.6
American Indian or Alaska Native	36	0.2	0.3
Asian	459	2.1	5.1
Black or African American	8,194	38.1	12.8
Hispanic or Latino	9,682	45.0	24.8
Pacific Islander	10	0.0	0.1
Two or More Races	271	1.3	3.3
White	2,866	13.3	53.6
English Learners	3,432	15.9	7.2
Eligible for Free or Reduced-Price Meals	11,922	55.4	36.7
Students with Disabilities ¹	3,070	14.3	14.8

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	1,913	19.6	583	5.4
Male	2,040	20.2	921	8.3
Black or African American	1,648	21.9	915	11.0
Hispanic or Latino	1,852	20.5	465	4.7
White	370	14.2	108	3.8
English Learners	639	17.8	113	3.1
Eligible for Free or Reduced-Price Meals	2,783	23.0	1,163	9.2
Students with Disabilities	911	28.7	403	11.5
District	3,953	19.9	1,504	6.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 4,741

Number of school-based arrests: 29

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	1,408.6
Paraprofessional Instructional Assistants	273.0
Special Education	
Teachers and Instructors	216.0
Paraprofessional Instructional Assistants	113.0
Administrators, Coordinators and Department Chairs	
District Central Office	28.0
School Level	109.0
Library/Media	
Specialists (Certified)	35.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	121.0
Counselors, Social Workers and School Psychologists	138.8
School Nurses	35.6
Other Staff Providing Non-Instructional Services/Support	988.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.2	0.1
Asian	43	2.1	1.1
Black or African American	309	15.0	3.7
Hispanic or Latino	175	8.5	3.7
Pacific Islander	9	0.4	0.0
Two or More Races	2	0.1	0.1
White	1,513	73.6	91.0

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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	294	54.4	415	68.1
Hispanic or Latino	244	47.1	365	69.4
White	160	78.4	164	84.5
English Learners	47	34.1	80	53.0
Eligible for Free or Reduced-Price Meals	431	52.9	649	71.7
Students with Disabilities	74	36.1	143	51.4
District	740	56.6	978	71.4
State		69.3		80.1

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	128	42.1
Emotional Disturbance	101	40.2
Intellectual Disability	59	29.6
Learning Disability	1,004	83.1
Other Health Impairment	448	72.3
Other Disabilities	40	27.0
Speech/Language Impairment	169	90.4
District	1,949	66.8
State		68.6

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	336	1.7	1.8
Emotional Disturbance	252	1.3	1.1
Intellectual Disability	207	1.0	0.5
Learning Disability	1,212	6.0	5.2
Other Health Impairment	630	3.1	3.1
Other Disabilities	196	1.0	1.1
Speech/Language Impairment	241	1.2	1.8
All Disabilities	3,074	15.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	359	11.7	8.3
Private Schools or Other Settings	103	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	237,767,650	10,867	9,847
Instructional Supplies and Equipment	7,063,608	323	287
Improvement of Instruction and Educational Media Services	5,667,895	259	589
Student Support Services	3,812,237	174	1,120
Administration and Support Services	38,883,353	1,777	1,905
Plant Operation and Maintenance	30,391,392	1,389	1,648
Transportation	27,311,551	1,379	904
Costs of Students Tuitioned Out	19,560,359	N/A	N/A
Other	1,991,403	91	208
Total	372,449,448	16,893	16,535

Additional Expenditures

Land, Buildings, and Debt Service	73,966,770	3,381	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	24,869,290	34.2	33.8
Noncertified Personnel	3,357,911	4.6	14.5
Purchased Services	3,668,783	5.0	5.5
Tuition to Other Schools	19,560,359	26.9	23.4
Special Ed. Transportation	7,928,329	10.9	8.7
Other Expenditures	13,290,511	18.3	14.1
Total Expenditures	72,675,183	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	29.5	29.3
State	58.6	56.4
Federal	10.8	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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	24	59.8	24	51.4
Asian	196	75.0	195	73.9
Black or African American	3875	54.3	3867	45.5
Hispanic or Latino	4681	56.1	4675	49.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	84	70.6	84	59.9
White	1406	70.4	1405	62.4
English Learners	2330	51.5	2329	46.6
Non-English Learners	7938	59.7	7923	51.3
Eligible for Free or Reduced-Price Meals	6806	55.3	6794	47.5
Not Eligible for Free or Reduced-Price Meals	3462	62.9	3458	55.7
Students with Disabilities	1645	42.6	1637	36.3
Students without Disabilities	8623	60.8	8615	52.9
High Needs	7885	54.2	7870	46.9
Non-High Needs	2383	70.0	2382	61.3
District	10268	57.8	10252	50.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	77.6	73.4	73.8	72.6	5,779	74.5
Curl Up	85.3	82.3	80.7	79.1	5,779	82.1
Push Up	69.5	64.4	59.6	62.9	5,779	64.3
Mile Run/PACER	78.4	77.6	57.6	54.7	5,779	68.4
All Tests - District	47.9	42.2	34.7	38.7	5,779	41.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	687	79.8
Hispanic or Latino	559	76.7
English Learners	196	70.9
Eligible for Free or Reduced-Price Meals	1,110	78.0
Students with Disabilities	242	63.6
District	1,516	80.0
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.0	289	21.7
Male	91.4	253	18.8
Black or African American	92.1	134	11.7
Hispanic or Latino	92.6	157	15.0
White	97.0	195	49.0
English Learners	85.5	27	9.3
Eligible for Free or Reduced-Price Meals	93.5	249	14.5
Students with Disabilities	75.2	6	1.2
District	93.2	542	20.2
State	96.3		44.8

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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	66.6	80.6
Male	52.2	73.9
Black or African American	58.2	75.3
Hispanic or Latino	54.0	76.2
White	74.1	85.9
English Learners	37.7	70.7
Eligible for Free or Reduced-Price Meals	54.8	74.6
Students with Disabilities	40.4	64.5
District	59.6	78.0
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.8	75	38.6	50	77.1	67.6
	High Needs Students	54.2	75	36.1	50	72.2	57.5
Math Performance Index	All Students	50.3	75	33.5	50	67.0	62.7
	High Needs Students	46.9	75	31.3	50	62.6	52.0
ELA Academic Growth	All Students	58.3%	100%	58.3	100	58.3	60.7%
	High Needs Students	56.0%	100%	56.0	100	56.0	55.6%
Math Academic Growth	All Students	53.6%	100%	53.6	100	53.6	61.9%
	High Needs Students	52.2%	100%	52.2	100	52.2	55.4%
Chronic Absenteeism	All Students	19.9%	<=5%	20.2	50	40.4	10.7%
	High Needs Students	22.4%	<=5%	15.2	50	30.4	16.6%
Preparation for CCR	% Taking Courses	64.2%	75%	42.8	50	85.6	74.8%
	% Passing Exams	20.2%	75%	13.5	50	27.0	44.8%
On-track to High School Graduation		84.7%	94%	45.0	50	90.1	87.5%
4-year Graduation All Students (2017 Cohort)		80.0%	94%	85.1	100	85.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		80.5%	94%	85.6	100	85.6	81.8%
Postsecondary Entrance (Class of 2017)		59.7%	75%	79.6	100	79.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 41.2%	75%	27.5	50	55.0	96.6% 50.1%
Arts Access		46.5%	60%	38.7	50	77.5	51.2%
Accountability Index				812.9	1250	65.0	

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	70.0	54.2	15.8		15.9	
Math Performance Index Gap	61.3	46.9	14.3		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	84.5%	80.5%	4.0%		12.7%	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	98.5
	High Needs Students	98.5
Math	All Students	98.4
	High Needs Students	98.3
Science	All Students	97.4
	High Needs Students	97.2

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: 47.6

State: 51.5

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

New Haven Public Schools Strategic Improvement Plan is framed on four priority areas: Academics, Culture and Climate, Talent, and Operations. There are three overarching goals: (1) Close the achievement gap by increasing achievement in literacy and math across grade levels, subjects and classrooms, (2) Cut the dropout rate and decrease chronic absenteeism, and (3) Increase the four year graduation rate. Academic goals were based on improving literacy and math across grade levels and content areas. Strategies include the monitoring of the implementation of Reader's and Writer's Workshop, K-3 explicit phonics instruction, and embedded coaching to teachers. Additionally, the district created its own Literacy Leadership Academy for a cohort of administrators. A literacy plan for the district was also created and is being implemented. Cohorts of leaders and teachers also attended professional sessions with the State Department of Education (CSDE) and READCONN to further hone their skills on K-3 literacy content and instructional practices. There is also a math plan that is implemented and monitored focused on cognitive coaching. The district also engaged in the Opportunity Monitoring sessions with the CSDE on a quarterly basis for literacy, math, and chronic absenteeism.

Special Education and Students with disabilities are supported through their IEPs. Training for administrators, teachers, and paraprofessionals relative to high quality instructional strategies for this student population was provided, which includes modules for dyslexia and sheltered instruction to build the capacity of teachers to teach foundational literacy skills.

.Culture and Climate: There is a marked decrease in suspensions and expulsions as a result of implemented strategies, which include the implementation of restorative circles, Positive Behavior Intervention supports, explicit social skills instruction, and the utilization of Yale School Development Center's framework that encourages schools to incorporate the understanding of child development into instructional practices. Extensive efforts to decrease chronic absenteeism by providing a multifaceted truancy plan which includes persistent and consistent analysis of truancy data-- focusing on students who are chronically absent and at risk for being disengaged with school. The strategies include launching an Attendance Matters campaign in collaboration with community agencies. Youth Stat-- an initiative that includes several community agencies was launched and strengthened. Truancy workers engaged in home visits on a regular basis to support families with issues around student attendance. Families are also notified via computer generated -calls, letters, and home visits. There is a multi-tiered approach to working with chronic absenteeism and tardiness.

In addition, parent involvement was evident in myriad school activities, including city-wide parent team collaboration and workshops.

Talent and Operations: professional learning modules on high leverage instructional practices, instructional rounds, cultural competence, sheltered instruction and special education have been provided to staff. Systems at the school and central office have been implemented to track students growth which includes data dash board, school-net, building data teams, and student staff support teams.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Haven Public Schools (NHPS) remains one of the largest School Choice Programs in the State of Connecticut. Our programs received national and state-wide recognition. With 27 magnet schools: inter, intra-district magnet schools, NHPS attracts students from over 42 towns in the Greater New Haven area. Each school has a specific theme integrated into a rigorous curriculum. The demand for these schools has remained steady.

Efforts to reduce racial, ethnic and economic isolation are evident in all schools throughout the District. The demographics of our school community is widely diverse as evidenced by the many countries of origins of our faculty and students and the ever-growing population of the city. NHPS offers an array of school options including, neighborhood, inter and intra-district magnet schools. Nine of our schools are recipients of the U.S. Department of Education's Magnet School Assistance Program grant award. The grant has afforded NHPS the opportunity to begin the work of examining diversity from a socioeconomic lens which better captures the diversity of our school community. .NHPS continues to participate in the CT State Department of Education's Open Choice Program. The Open Choice Program attracts students from the surrounding towns into our intra-district magnet schools. The number students participating in the Open Choice Program has steadily increased each year.

Recruitment efforts for all schools continues to be a high priority. Schools participate in district-wide expos, host open house and shadow days for prospective families. All media outlets are engaged to facilitate outreach to families. Other efforts to reduce racial, ethnic and economic isolation include recruitment of educators of color, school-based cultural celebrations, STEM Nights, and International Read Aloud Day.

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Equitable Allocation of Resources among District Schools

New Haven Public Schools has developed budget guidance and procedures consistent with statutory guidelines and best practices to meet the current fiscal reality that ensure a fair and equitable allocation of resources. Our budget process is collaborative with the Board of Education and the Superintendent as well as the City leadership ensuring that students, parents, educators and stakeholders are engaged in the process to distribute available resources and right-size staffing based on the needs of each student and the dynamics of each school building. School Principals, Supervisors and Division leaders are proactively engaged in the budget process in order to ensure proper compliance to school needs and applicable goals. The District's students are the focus of decision making that is primarily driven by academic performance and demographic data captured throughout the school year that supports a thoughtful and rational process to meet the diverse academic needs of our nearly 22,000 students. NHPS utilizes an on-line data system to manage centralized operational support services including food, facilities and energy allowing proactive and cost-effective management and monitoring.