

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



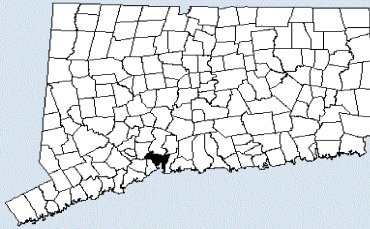
New Haven School District

Ms. Carol Birks, Superintendent • 475-220-1000 • <http://www.nhps.net/>

District Information

Grade Range	PK-12
Number of Schools/Programs	60
Enrollment	21,264
Per Pupil Expenditures ¹	\$16,892
Total Expenditures ¹	\$371,338,526

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,492	49.3	48.4
Male	10,772	50.7	51.6
American Indian or Alaska Native	41	0.2	0.3
Asian	520	2.4	5.2
Black or African American	7,861	37.0	12.8
Hispanic or Latino of any race	9,838	46.3	25.8
Native Hawaiian or Other Pacific Islander	10	0.0	0.1
Two or More Races	258	1.2	3.6
White	2,736	12.9	52.4
English Learners	3,534	16.6	7.6
Eligible for Free or Reduced-Price Meals	14,919	70.2	42.1
Students with Disabilities ³	3,152	14.8	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	1,801	18.8	633	5.8
Male	1,947	19.8	993	8.8
Black or African American	1,581	22.0	946	11.5
Hispanic or Latino of any race	1,747	19.4	545	5.3
White	331	13.4	114	4.0
English Learners	583	16.6	171	4.5
Eligible for Free or Reduced-Price Meals	3,026	21.6	1,359	8.8
Students with Disabilities	844	27.2	426	11.7
District	3,748	19.3	1,626	7.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 4,852

Number of school-based arrests: 35

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

New Haven School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,350.4
Paraprofessional Instructional Assistants	320.0
Special Education	
Teachers and Instructors	204.0
Paraprofessional Instructional Assistants	169.0
Administrators, Coordinators and Department Chairs	
District Central Office	28.0
School Level	89.0
Library/Media	
Specialists (Certified)	20.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	109.5
Counselors, Social Workers and School Psychologists	109.8
School Nurses	40.6
Other Staff Providing Non-Instructional Services/Support	517.0

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	43	2.2	1.1
Black or African American	280	14.6	3.8
Hispanic or Latino of any race	165	8.6	3.8
Native Hawaiian or Other Pacific Islander	8	0.4	0.0
Two or More Races	1	0.1	0.1
White	1,389	72.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.5	10.0

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	286	56.5	402	70.8
Hispanic or Latino of any race	265	49.8	358	68.8
White	130	77.8	180	89.6
English Learners	38	26.2	84	58.7
Eligible for Free or Reduced-Price Meals	504	54.8	669	70.8
Students with Disabilities	98	49.0	171	67.6
District	704	57.0	984	73.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	134	42.0
Emotional Disturbance	96	35.4
Intellectual Disability	69	33.8
Learning Disability	1,050	83.9
Other Health Impairment	470	74.7
Other Disabilities	37	25.3
Speech/Language Impairment	160	87.4
District	2,016	67.1
State		67.6

³This 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	352	1.7	1.9
Emotional Disturbance	272	1.3	1.1
Intellectual Disability	212	1.1	0.5
Learning Disability	1,255	6.2	5.5
Other Health Impairment	639	3.2	3.2
Other Disabilities	181	0.9	1.1
Speech/Language Impairment	232	1.2	1.8
All Disabilities	3,143	15.6	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	404	12.9	8.2
Private Schools or Other Settings	107	3.4	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$254,265,526	\$11,566	\$10,545
Support services - students	\$7,454,955	\$348	\$1,373
Support services - instruction	\$4,667,567	\$218	\$644
Support services - general administration	\$5,599,141	\$261	\$462
Support services - school based administration	\$22,489,141	\$1,050	\$1,007
Central and other support services	\$15,528,725	\$725	\$671
Operation and maintenance of plant	\$29,137,328	\$1,360	\$1,629
Student transportation services	\$28,327,932	\$1,260	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,998,673	\$93	\$157
Minor school construction	\$1,869,538	\$87	\$65
Total	\$371,338,526	\$16,892	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$22,502,339	30.5	29.7
Instructional Aide Salaries	\$1,289,190	1.7	9.6
Other Salaries	\$4,272,640	5.8	10.4
Employee Benefits	\$12,713,699	17.2	13.0
Purchased Services Other Than Transportation	\$3,303,879	4.5	5.5
Special Education Tuition	\$20,577,961	27.9	22.6
Supplies	\$185,153	0.3	0.6
Property Services	\$65,480	0.1	0.4
Purchased Services For Transportation	\$8,458,013	11.5	8.0
Equipment	\$53,494	0.1	0.2
All Other Expenditures	\$401,765	0.5	0.1
Total	\$73,823,615	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	31.5
State	57.4
Federal	9.9
Tuition & Other	1.2

⁴Revenue 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., 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	*	*	*	*	*	*
Asian	185	72.6	185	70.7	73	71.8
Black or African American	3,694	54.5	3,686	46.4	1,536	48.2
Hispanic or Latino of any race	4,794	56.3	4,785	49.7	1,941	50.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	97	66.8	97	57.9	22	57.2
White	1,350	69.4	1,343	61.9	550	63.8
English Learners	2,417	52.2	2,406	47.6	925	47.7
Non-English Learners	7,725	59.6	7,710	51.6	3,208	53.2
Eligible for Free or Reduced-Price Meals	7,723	55.4	7,706	48.1	3,125	49.8
Not Eligible for Free or Reduced-Price Meals	2,419	65.5	2,410	58.7	1,008	58.9
Students with Disabilities	1,588	42.8	1,581	37.4	661	42.9
Students without Disabilities	8,554	60.6	8,535	53.1	3,472	53.7
High Needs	8,294	54.9	8,273	47.8	3,358	49.5
Non-High Needs	1,848	71.0	1,843	63.2	775	62.6
District	10,142	57.8	10,116	50.6	4,133	52.0

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	82.9	80.2	78.0	79.4	5,789	80.2
Curl Up	86.0	87.3	82.6	77.5	5,789	83.7
Push Up	71.1	69.0	66.0	67.1	5,789	68.4
Mile Run/PACER	78.4	78.5	63.3	61.3	5,789	71.0
All Tests - District	51.2	50.2	44.3	48.0	5,789	48.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	643	79.2
Hispanic or Latino of any race	632	75.2
English Learners	181	72.4
Eligible for Free or Reduced-Price Meals	1,014	78.6
Students with Disabilities	258	64.0
District	1,528	78.9
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	255	19.5
Male	92.0	209	16.6
Black or African American	92.6	103	9.6
Hispanic or Latino of any race	93.9	154	14.6
White	96.7	165	44.8
English Learners	88.9	24	8.3
Eligible for Free or Reduced-Price Meals	93.8	242	13.0
Students with Disabilities	76.4	12	2.6
District	93.9	464	18.1
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	67.8	79.0
Male	50.0	74.2
Black or African American	57.3	74.5
Hispanic or Latino of any race	52.7	71.2
White	75.9	89.2
English Learners	38.1	74.6
Eligible for Free or Reduced-Price Meals	55.5	72.6
Students with Disabilities	33.3	68.4
District	59.0	77.0
State	71.0	87.8

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	57.8	75	38.5	50	77.1	67.7
	High Needs Students	54.9	75	36.6	50	73.2	58.1
Math Performance Index	All Students	50.6	75	33.8	50	67.5	63.1
	High Needs Students	47.8	75	31.9	50	63.8	52.7
Science Performance Index	All Students	52.0	75	34.7	50	69.3	63.8
	High Needs Students	49.5	75	33.0	50	66.0	54.2
ELA Academic Growth	All Students	55.2%	100%	55.2	100	55.2	59.9%
	High Needs Students	53.6%	100%	53.6	100	53.6	55.1%
Math Academic Growth	All Students	53.6%	100%	53.6	100	53.6	62.5%
	High Needs Students	52.4%	100%	52.4	100	52.4	55.2%
Progress Toward English Proficiency	Literacy	59.1%	100%	29.5	50	59.1	60.0%
	Oral	48.3%	100%	24.1	50	48.3	52.1%
Chronic Absenteeism	All Students	19.3%	<=5%	21.3	50	42.6	10.4%
	High Needs Students	21.3%	<=5%	17.4	50	34.9	16.1%
Preparation for CCR	% Taking Courses	65.7%	75%	43.8	50	87.6	80.0%
	% Passing Exams	18.1%	75%	12.0	50	24.1	42.6%
On-track to High School Graduation		85.3%	94%	45.4	50	90.7	88.0%
4-year Graduation All Students (2018 Cohort)		78.9%	94%	83.9	100	83.9	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		82.7%	94%	88.0	100	88.0	83.3%
Postsecondary Entrance (Class of 2018)		59.0%	75%	78.6	100	78.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.0% 48.5%	75%	32.3	50	64.6	96.4% 52.9%
Arts Access		45.7%	60%	38.1	50	76.2	51.9%
Accountability Index				937.8	1450	64.7	

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 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?					Y
ELA Performance Index Gap	71.0	54.9	16.1	15.4	
Math Performance Index Gap	63.2	47.8	15.3	17.6	
Science Performance Index Gap	62.6	49.5	13.1	16.1	
Graduation Rate Gap	88.3%	82.7%	5.6%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.7
Math	All Students	98.5
	High Needs Students	98.5
Science	All Students	98.3
	High Needs Students	98.3

³Minimum 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: 47 State: 51.5

District Profile and Performance Report for School Year 2018-19

New Haven School District

Narratives

School District Improvement Plans and Parental Outreach Activities

New Haven Public Schools Continuous Improvement Plan is framed on five priority areas: Academic Achievement, Talent Management and Development, Organizational Efficiencies and Effectiveness, Culture and Climate, and Family and Community Empowerment. 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. 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 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. A multi-tiered approach to working with chronic absenteeism and tardiness is used.

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

Talent Management and Development: 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 student's growth which includes data dash board, SchoolNet, building-level 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 are 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 continue 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.