

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

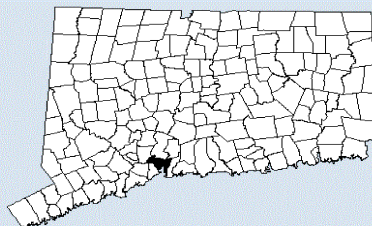


New Haven School District

475-220-1000 • <http://www.nhps.net/>

District Information

| | |
|-------------------------------------|---------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 59 |
| Enrollment | 20,675 |
| Per Pupil Expenditures ¹ | \$16,751 |
| Total Expenditures ¹ | \$364,659,346 |

¹ Expenditure data reflect the 2018-19 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 2019-20 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://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, 2019 Enrollment²

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|--------|-------------------------------------|----------------------------------|
| Female | 10,202 | 49.3 | 48.4 |
| Male | 10,473 | 50.7 | 51.6 |
| American Indian or Alaska Native | 40 | 0.2 | 0.3 |
| Asian | 522 | 2.5 | 5.2 |
| Black or African American | 7,529 | 36.4 | 12.7 |
| Hispanic or Latino of any race | 9,649 | 46.7 | 26.9 |
| Native Hawaiian or Other Pacific Islander | 11 | 0.1 | 0.1 |
| Two or More Races | 367 | 1.8 | 3.8 |
| White | 2,557 | 12.4 | 51.1 |
| English Learners | 3,584 | 17.3 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 13,628 | 65.9 | 43.3 |
| Students with Disabilities ³ | 3,220 | 15.6 | 16.0 |

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

| | Chronic Absenteeism ⁴ | | Suspension/Expulsion ⁵ | |
|--|----------------------------------|----------|-----------------------------------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 1,930 | 20.2 | 360 | 3.4 |
| Male | 2,137 | 22.0 | 631 | 5.8 |
| Black or African American | 1,667 | 24.1 | 571 | 7.3 |
| Hispanic or Latino of any race | 1,941 | 21.2 | 354 | 3.5 |
| White | 321 | 13.9 | 54 | 2.1 |
| English Learners | 642 | 17.3 | 99 | 2.6 |
| Eligible for Free or Reduced-Price Meals | 3,430 | 24.8 | 819 | 5.3 |
| Students with Disabilities | 966 | 31.0 | 263 | 7.5 |
| District | 4,067 | 21.1 | 991 | 4.6 |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: 5,770

Number of school-based arrests: 35

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the 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 | 1,338.6 |
| Paraprofessional Instructional Assistants | 286.0 |
| Special Education | |
| Teachers and Instructors | 206.0 |
| Paraprofessional Instructional Assistants | 161.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 32.0 |
| School Level | 84.0 |
| Library/Media | |
| Specialists (Certified) | 20.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 110.5 |
| Counselors, Social Workers and School Psychologists | 108.8 |
| School Nurses | 41.0 |
| Other Staff Providing Non-Instructional Services/Support | 555.0 |

¹ 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.

Educators by Race/Ethnicity

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 2 | 0.1 | 0.1 |
| Asian | 48 | 2.5 | 1.2 |
| Black or African American | 276 | 14.5 | 4.0 |
| Hispanic or Latino of any race | 167 | 8.8 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 11 | 0.6 | 0.1 |
| Two or More Races | 3 | 0.2 | 0.1 |
| White | 1,390 | 73.0 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 14.0 | 10.4 |

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 | 293 | 59.0 | 394 | 72.4 |
| Hispanic or Latino of any race | 323 | 56.9 | 402 | 72.7 |
| White | 124 | 82.7 | 146 | 86.4 |
| English Learners | 52 | 31.7 | 80 | 53.7 |
| Eligible for Free or Reduced-Price Meals | 446 | 54.4 | 571 | 71.6 |
| Students with Disabilities | 103 | 46.8 | 181 | 68.8 |
| District | 774 | 61.4 | 966 | 74.5 |
| State | | 75.8 | | 84.8 |

² College-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 | 138 | 41.8 |
| Emotional Disturbance | 93 | 35.8 |
| Intellectual Disability | 75 | 33.6 |
| Learning Disability | 1,104 | 86.0 |
| Other Health Impairment | 489 | 75.8 |
| Other Disabilities | 50 | 32.7 |
| Speech/Language Impairment | 168 | 88.0 |
| District | 2,117 | 68.6 |
| State | | 67.8 |

³ 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 Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 373 | 1.9 | 2.0 |
| Emotional Disturbance | 261 | 1.3 | 1.1 |
| Intellectual Disability | 234 | 1.2 | 0.5 |
| Learning Disability | 1,302 | 6.5 | 5.7 |
| Other Health Impairment | 651 | 3.3 | 3.3 |
| Other Disabilities | 197 | 1.0 | 1.1 |
| Speech/Language Impairment | 249 | 1.2 | 1.8 |
| All Disabilities | 3,267 | 16.3 | 15.6 |

¹ 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 District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 451 | 13.8 | 8.2 |
| Private Schools or Other Settings | 111 | 3.4 | 5.0 |

² 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 Expenditures³: 2018-19

| | Total (\$) | Per Pupil | |
|--|---------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instruction | \$237,873,167 | \$10,927 | \$10,923 |
| Support services - students | \$15,891,018 | \$751 | \$1,277 |
| Support services - instruction | \$3,377,202 | \$160 | \$682 |
| Support services - general administration | \$6,425,501 | \$304 | \$467 |
| Support services - school based administration | \$20,551,782 | \$972 | \$1,021 |
| Central and other support services | \$14,811,564 | \$700 | \$679 |
| Operation and maintenance of plant | \$32,209,223 | \$1,523 | \$1,718 |
| Student transportation services | \$29,196,991 | \$1,253 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | \$1,908,557 | \$90 | \$163 |
| Minor school construction | \$2,414,343 | \$114 | \$59 |
| Total | \$364,659,346 | \$16,751 | \$17,629 |

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

Special Education Expenditures: 2018-19

| | District | | State |
|--|--------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries | \$22,752,914 | 31.3 | 28.5 |
| Instructional Aide Salaries | \$666,871 | 0.9 | 10.1 |
| Other Salaries | \$4,939,883 | 6.8 | 11.1 |
| Employee Benefits | \$10,912,885 | 15.0 | 13.0 |
| Purchased Services Other Than Transportation | \$3,146,132 | 4.3 | 5.7 |
| Special Education Tuition | \$21,466,801 | 29.5 | 22.5 |
| Supplies | \$143,807 | 0.2 | 0.6 |
| Property Services | \$75,552 | 0.1 | 0.3 |
| Purchased Services For Transportation | \$8,151,074 | 11.2 | 8.0 |
| Equipment | \$5,595 | 0.0 | 0.2 |
| All Other Expenditures | \$421,420 | 0.6 | 0.1 |
| Total | \$72,682,932 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 19.9 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 30.2 |
| State | 59.1 |
| Federal | 9.4 |
| Tuition & Other | 1.4 |

⁴ 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., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

| | NAEP 2019 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40 | 41 | 50 |
| National Public | 34 | 32 | 36 |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45 | 39 | 32 |
| National Public | 40 | 33 | 25 |

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

| | 2018-19 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 614 | 78.7 |
| Hispanic or Latino of any race | 580 | 79.7 |
| English Learners | 191 | 70.2 |
| Eligible for Free or Reduced-Price Meals | 1,113 | 79.0 |
| Students with Disabilities | 277 | 58.8 |
| District | 1,462 | 80.9 |
| State | | 88.5 |

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

| | Class of 2019 | Class of 2018 |
|--|-----------------------|--------------------------|
| | Entrance ³ | Persistence ⁴ |
| | Rate (%) | Rate (%) |
| Female | 69.3 | 78.2 |
| Male | 57.7 | 73.5 |
| Black or African American | 63.4 | 75.2 |
| Hispanic or Latino of any race | 56.1 | 71.2 |
| White | 77.9 | 84.5 |
| English Learners | 36.6 | 70.0 |
| Eligible for Free or Reduced-Price Meals | 59.3 | 72.2 |
| Students with Disabilities | 38.3 | 66.2 |
| District | 63.7 | 76.2 |
| State | 71.8 | 87.6 |

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

| Indicator | | Index/Rate | Target | State Average Index/Rate |
|---|---------------------|------------|--------|--------------------------|
| Progress Toward English Proficiency | Literacy | 58.6% | 100% | 60.4% |
| | Oral | 56.4% | 100% | 57.6% |
| Chronic Absenteeism | All Students | 21.1% | <=5% | 12.2% |
| | High Needs Students | 24.0% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | 68.0% | 75% | 80.4% |
| On-track to High School Graduation | | 88.4% | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | 80.9% | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | 83.9% | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | 63.4% | 75% | 71.5% |
| Arts Access | | 45.6% | 60% | 51.8% |

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 |
|---------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Graduation Rate Gap | 91.7% | 83.9% | 7.8% | 10.9% | N |

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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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 dashboard, SchoolNet, building-level data teams, and student staff support teams.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Haven Public Schools remains one of the largest School Choice Programs in the State of Connecticut. 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.

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. NHPS continues to participate in the CT State Department of Education's Inter-District Magnet and Open Choice Programs.

The New Haven Public Schools Marketing & Recruiting Team planned and executed outreach to school communities via traditional avenues, including but not limited to, Education Expos, all media outlets including television, radio and newspaper, as well as school-based events like open houses, tours, and student shadowing days in order to reduce, eliminate and prevent minority group isolation in our schools. These efforts resulted in a total of 26,292 applications across forty-one schools. We intend on strengthening to increase racial and socio-economic diversity. Marketing and Recruiting efforts will be expanded to include, implementing an application simulator and feedback tool that allows users to see their admission chances based on the previous years data; Implement and evaluate a Virtual School Search Tool. This tool will help users explore and compare different programs offered by the district; Host a series of workshops where principals and MRTs can share best practices that will help strengthen and inform student recruitment planning; Schedule, develop and facilitate parent education & community focus groups. This will stress and enforce that parent involvement is both welcomed and appreciated. In addition the office will host "application assistance nights" based on family and application assistance needs; Share application data in a weekly report to school leaders to monitor applicant pool composition and progress.

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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.

Note: The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.