

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



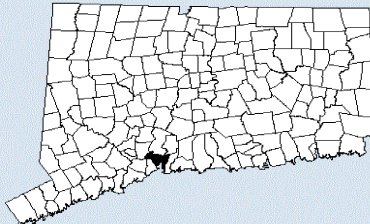
New Haven School District

Dr. Iline Tracey, Superintendent • 475-220-1000 • <http://www.nhps.net/>

District Information

Grade Range	PK-12
Number of Schools/Programs	59
Enrollment	20,051
Per Pupil Expenditures ¹	\$16,929
Total Expenditures ¹	\$358,835,205

¹ Expenditure data reflect the 2019-20 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 2020-21 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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,955	49.6	48.4
Male	10,096	50.4	51.5
American Indian or Alaska Native	40	0.2	0.3
Asian	569	2.8	5.2
Black or African American	7,145	35.6	12.7
Hispanic or Latino of any race	9,502	47.4	27.8
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	460	2.3	4.0
White	2,324	11.6	49.9
English Learners	3,580	17.9	8.3
Eligible for Free or Reduced-Price Meals	14,006	69.9	42.7
Students with Disabilities ³	3,133	15.6	16.3

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	2,974	32.1	9	0.1
Male	3,406	36.5	21	0.2
Black or African American	2,800	42.5	16	0.2
Hispanic or Latino of any race	2,958	33.0	*	*
White	375	18.0	*	*
English Learners	1,075	30.2	*	*
Eligible for Free or Reduced-Price Meals	5,631	40.5	22	0.1
Students with Disabilities	1,431	47.8	12	0.4
District	6,380	34.3	30	0.1
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 4,175

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire 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	1,349.5
Paraprofessional Instructional Assistants	277.0
Special Education	
Teachers and Instructors	207.5
Paraprofessional Instructional Assistants	157.0
Administrators, Coordinators and Department Chairs	
District Central Office	28.0
School Level	95.0
Library/Media	
Specialists (Certified)	18.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	116.0
Counselors, Social Workers and School Psychologists	114.5
School Nurses	41.0
Other Staff Providing Non-Instructional Services/Support	527.0

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	41	2.1	1.3
Black or African American	272	14.1	4.1
Hispanic or Latino of any race	179	9.3	4.3
Native Hawaiian or Other Pacific Islander	9	0.5	0.1
Two or More Races	2	0.1	0.1
White	1,417	73.4	89.9

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.

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	7.3

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	263	56.6	387	74.1
Hispanic or Latino of any race	285	52.3	422	72.1
White	147	78.2	127	87.0
English Learners	56	35.0	77	49.0
Eligible for Free or Reduced-Price Meals	446	53.3	620	70.3
Students with Disabilities	115	50.4	175	62.9
District	733	58.7	974	75.0
State		75.9		85.6

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	40.1
Emotional Disturbance	108	42.5
Intellectual Disability	65	27.8
Learning Disability	1,058	85.3
Other Health Impairment	442	73.3
Other Disabilities	57	34.3
Speech/Language Impairment	190	91.3
District	2,058	67.5
State		67.9

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	389	2.0	2.1
Emotional Disturbance	254	1.3	1.1
Intellectual Disability	235	1.2	0.5
Learning Disability	1,243	6.3	5.8
Other Health Impairment	611	3.1	3.3
Other Disabilities	224	1.1	1.2
Speech/Language Impairment	245	1.2	1.9
All Disabilities	3,201	16.3	15.9

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	456	14.2	8.3
Private Schools or Other Settings	115	3.6	4.8

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: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$233,363,364	\$11,009	\$11,205
Support services - students	\$15,395,345	\$749	\$1,346
Support services - instruction	\$4,009,295	\$195	\$698
Support services - general administration	\$6,807,411	\$331	\$464
Support services - school based administration	\$21,553,385	\$1,049	\$1,037
Central and other support services	\$12,701,173	\$618	\$691
Operation and maintenance of plant	\$35,472,952	\$1,726	\$1,692
Student transportation services	\$28,263,904	\$1,060	\$1,159
Food services	\$410,860	\$20	\$21
Enterprise operations	\$857,514	\$42	\$151
Total	\$358,835,205	\$16,929	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$23,813,463	32.7	29.6
Instructional Aide Salaries	\$2,693,787	3.7	11.1
Other Salaries	\$2,732,250	3.7	9.5
Employee Benefits	\$11,649,797	16.0	13.5
Purchased Services Other Than Transportation	\$2,721,117	3.7	5.4
Special Education Tuition	\$21,273,765	29.2	22.5
Supplies	\$201,784	0.3	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$7,511,754	10.3	7.2
Equipment	\$25,744	0.0	0.2
All Other Expenditures	\$274,826	0.4	0.1
Total	\$72,898,286	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	29.4
State	60.7
Federal	8.8
Tuition & Other	1.1

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	608	75.7
Hispanic or Latino of any race	636	77.2
English Learners	186	68.8
Eligible for Free or Reduced-Price Meals	1,207	75.9
Students with Disabilities	270	65.2
District	1,462	77.8
State		88.8

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 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.6	206	15.8
Male	71.8	174	14.0
Black or African American	75.0	70	7.1
Hispanic or Latino	74.8	140	12.4
White	88.6	131	39.2
English Learners	68.1	19	6.0
Eligible for Free or Reduced-Price Meals	73.1	153	8.9
Students with Disabilities	55.5	7	1.4
District	77.3	380	14.9
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	63.9	79.1
Male	47.2	72.4
Black or African American	60.1	73.8
Hispanic or Latino of any race	46.7	70.3
White	68.8	86.8
English Learners	23.7	75.0
Eligible for Free or Reduced-Price Meals	53.0	71.6
Students with Disabilities	31.4	58.6
District	56.1	76.2
State	67.4	84.9

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	34.3%	<=5%	19.0%
	High Needs Students	39.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	67.0%	75%	80.6%
	% Passing Exams	14.9%	75%	36.0%
On-track to High School Graduation		79.4%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		77.8%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		82.6%	94%	85.2%
Postsecondary Entrance (Class of 2020)		56.1%	75%	67.4%
Arts Access		43.3%	60%	50.7%

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
Graduation Rate Gap	87.4%	82.6%	4.7%	9.8%	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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.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. 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. There are 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. Truancy workers are engaged in home visits on a regular basis to support families with issues around student attendance. In addition, parent involvement was evident in a myriad of 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 25 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, Online Education Expos, all media outlets including television, radio and newspaper, as well as school-based events like Zoom open houses and virtual tours, in order to reduce, eliminate and prevent minority group isolation in our schools. These efforts resulted in a total of over 15,000 applications across forty-one schools. We intend on strengthening our efforts 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 our 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 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 21,000 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.