

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



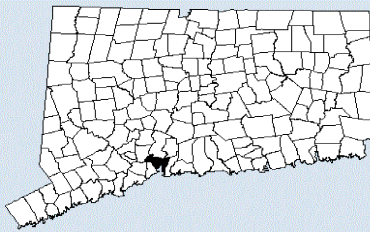
New Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	57
Enrollment	19,420
Per Pupil Expenditures ¹	\$17,550
Total Expenditures ¹	\$360,947,871

¹ Expenditure data reflect the 2020-21 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 2021-22 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,641	49.6	48.5
Male	9,779	50.4	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	42	0.2	0.3
Asian	545	2.8	5.1
Black or African American	6,829	35.2	12.6
Hispanic or Latino of any race	9,326	48.0	29.0
Native Hawaiian or Other Pacific Islander	10	0.1	0.1
Two or More Races	538	2.8	4.3
White	2,130	11.0	48.6
English Learners/Multilingual Learners	3,767	19.4	8.8
Eligible for Free or Reduced-Price Meals	13,045	67.2	40.6
Students with Disabilities ³	2,959	15.2	16.7

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	*	*	565	5.6
Male	5,336	58.7	682	6.6
Non-Binary	*	*	0	*
Black or African American	3,995	64.6	688	9.6
Hispanic or Latino of any race	4,997	57.0	448	4.6
White	912	46.9	66	3.0
English Learners/Multilingual Learners	1,945	50.0	157	3.8
Eligible for Free or Reduced-Price Meals	7,900	61.9	1,022	7.3
Students with Disabilities	2,022	69.4	320	9.4
District	10,464	58.1	1,247	6.1
State		23.7		6.5

Number of students qualified as truant under state statute: 10,703

Number of school-based arrests: 21

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	1,389.5
Paraprofessional Instructional Assistants	259.0
Special Education	
Teachers and Instructors	190.5
Paraprofessional Instructional Assistants	158.0
Administrators, Coordinators and Department Chairs	
District Central Office	33.0
School Level	94.0
Library/Media	
Specialists (Certified)	21.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	114.0
Counselors, Social Workers and School Psychologists	125.4
School Nurses	39.5
Other Staff Providing Non-Instructional Services/Support	570.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	43	2.2	1.3
Black or African American	292	14.8	4.3
Hispanic or Latino of any race	202	10.3	4.6
Native Hawaiian or Other Pacific Islander	8	0.4	0.1
Two or More Races	4	0.2	0.2
White	1,414	71.7	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	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	248	55.6	352	71.7
Hispanic or Latino of any race	334	56.1	361	68.8
White	113	76.9	159	86.9
English Learners/Multilingual Learners	76	37.8	80	49.7
Eligible for Free or Reduced-Price Meals	464	56.1	576	68.4
Students with Disabilities	108	52.2	167	60.7
District	728	58.6	915	73.2
State		81.7		87.7

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

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

	Count	Rate (%)
Autism	146	40.3
Emotional Disturbance	84	41.8
Intellectual Disability	64	26.6
Learning Disability	1,003	85.1
Other Health Impairment	434	73.6
Other Disabilities	39	25.5
Speech/Language Impairment	181	91.0
District	1,951	66.7
State		68.4

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	397	2.1	2.3
Emotional Disturbance	201	1.1	1.1
Intellectual Disability	241	1.3	0.6
Learning Disability	1,187	6.2	6.1
Other Health Impairment	597	3.1	3.3
Other Disabilities	203	1.1	1.1
Speech/Language Impairment	224	1.2	1.9
All Disabilities	3,050	16.0	16.3

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	487	16.0	8.2
Private Schools or Other Settings	112	3.7	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$227,805,760	\$11,076	\$12,000
Support services - students	\$22,597,383	\$1,135	\$1,468
Support services - instruction	\$3,348,687	\$168	\$780
Support services - general administration	\$7,938,668	\$399	\$472
Support services - school based administration	\$21,924,434	\$1,101	\$1,103
Central and other support services	\$12,362,349	\$621	\$703
Operation and maintenance of plant	\$37,118,964	\$1,864	\$1,910
Student transportation services	\$25,325,273	\$1,270	\$1,287
Food services	\$1,896,526	\$95	\$28
Enterprise operations	\$629,827	\$32	\$170
Total	\$360,947,871	\$17,550	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$23,321,174	31.8	29.7
Instructional Aide Salaries	\$2,688,735	3.7	10.8
Other Salaries	\$2,582,069	3.5	9.8
Employee Benefits	\$11,388,326	15.5	13.8
Purchased Services Other Than Transportation	\$2,802,538	3.8	5.7
Special Education Tuition	\$22,708,210	30.9	22.6
Supplies	\$298,586	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$7,097,831	9.7	6.3
Equipment	\$112,090	0.2	0.2
All Other Expenditures	\$395,440	0.5	0.1
Total	\$73,394,998	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.3	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	28.1
State	60.1
Federal	10.8
Tuition & Other	1.0

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	22	47.4	22	42.8	*	*
Asian	228	58.3	226	55.6	92	57.5
Black or African American	3,124	48.7	3,088	38.4	1,347	43.9
Hispanic or Latino of any race	4,555	49.3	4,522	40.5	1,882	44.7
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	226	57.8	225	47.1	76	51.1
White	985	65.5	982	55.3	449	60.4
English Learners/Multilingual Learners	2,344	45.5	2,328	39.1	939	40.5
Non-English Learners/Non-Multilingual Learners	6,803	53.3	6,744	42.9	2,917	48.7
Eligible for Free or Reduced-Price Meals	6,788	48.6	6,721	38.9	2,753	44.3
Not Eligible for Free or Reduced-Price Meals	2,359	59.2	2,351	50.7	1,103	52.8
Students with Disabilities	1,401	36.2	1,383	29.6	611	35.8
Students without Disabilities	7,746	54.0	7,689	44.2	3,245	48.8
High Needs	7,436	48.2	7,368	39.0	3,058	44.0
Non-High Needs	1,711	64.8	1,704	54.8	798	57.1
District	9,147	51.3	9,072	42.0	3,856	46.7

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	76.9	75.8	75.9	80.5	5,219	77.3
Curl Up	80.9	80.0	81.2	80.6	5,219	80.7
Push Up	65.1	61.0	59.0	65.5	5,219	62.5
Mile Run/PACER	69.9	66.9	54.6	59.5	5,219	62.5
All Tests - District	43.2	44.6	38.5	42.4	5,219	42.1
All Tests - State	48.9	46.7	44.3	43.3		45.8

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

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	577	75.7
Hispanic or Latino of any race	649	78.4
White	153	85.0
English Learners/Multilingual Learners	203	73.4
Eligible for Free or Reduced-Price Meals	1,137	76.3
Students with Disabilities	281	59.4
District	1,426	78.6
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.4	324	24.5
Male	88.8	197	16.8
Non-Binary	N/A	N/A	N/A
Black or African American	88.9	138	14.7
Hispanic or Latino	92.7	185	16.5
White	96.4	149	45.2
English Learners/ Multilingual Learners	88.7	23	6.4
Eligible for Free or Reduced-Price Meals	90.7	232	13.9
Students with Disabilities	74.7	16	3.3
District	91.8	521	20.9
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation 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 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	58.0	79.0
Male	43.6	69.1
Non-Binary	N/A	N/A
Black or African American	49.9	71.0
Hispanic or Latino of any race	46.5	75.9
White	66.9	82.6
English Learners/ Multilingual Learners	33.8	85.3
Eligible for Free or Reduced-Price Meals	45.4	71.5
Students with Disabilities	29.9	60.0
District	51.1	75.1
State	66.1	84.9

⁵ 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.

⁶ 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.3	75	34.2	50	68.4	64.2
	High Needs Students	48.2	75	32.1	50	64.3	54.2
Math Performance Index	All Students	42.0	75	28.0	50	55.9	58.6
	High Needs Students	39.0	75	26.0	50	52.0	47.7
Science Performance Index	All Students	46.7	75	31.1	50	62.3	61.4
	High Needs Students	44.0	75	29.3	50	58.6	51.3
ELA Academic Growth	All Students	58.7%	100%	58.7	100	58.7	60.4%
	High Needs Students	57.1%	100%	57.1	100	57.1	56.2%
Math Academic Growth	All Students	59.7%	100%	59.7	100	59.7	65.2%
	High Needs Students	58.8%	100%	58.8	100	58.8	59.1%
Progress Toward English Proficiency	Literacy	63.0%	100%	31.5	50	63.0	64.9%
	Oral	50.8%	100%	25.4	50	50.8	57.4%
Chronic Absenteeism	All Students	58.1%	<=5%	0.0	50	0.0	23.7%
	High Needs Students	60.8%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	65.9%	75%	43.9	50	87.9	84.8%
	% Meeting Benchmark	20.9%	75%	13.9	50	27.9	43.5%
On-track to High School Graduation		80.9%	94%	43.1	50	86.1	82.7%
4-year Graduation All Students (2021 Cohort)		78.6%	94%	83.6	100	83.6	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		83.6%	94%	88.9	100	88.9	85.2%
Postsecondary Entrance (Class of 2021)		51.1%	75%	68.1	100	68.1	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		90.0% 42.1%	75%	28.1	50	56.1	94.0% 45.8%
Arts Access		49.6%	60%	41.3	50	82.6	52.4%
Accountability Index				882.9	1450	60.9	

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	64.8	48.2	16.6	16.6	
Math Performance Index Gap	54.8	39.0	15.8	18.2	
Science Performance Index Gap	57.1	44.0	13.2	17.4	
Graduation Rate Gap	92.8%	83.6%	9.2%	10.2%	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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	96.4
	High Needs Students	96.0
Math	All Students	95.6
	High Needs Students	95.2
Science	All Students	94.7
	High Needs Students	94.2

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: 40.4

State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

New Haven Public Schools Strategic Operating Plan is framed on five priority areas: Academic Learning, Culture & Climate, Youth & Family Engagement, Talented Educators, and Operational Efficiencies. There are five overarching goals focused on: (1) Strong Foundation in Early Learning, (2) High Achievement for all Learners (3) Development of the Whole Child, (4) Preparation for College, Career and Life, and (5) Unwavering Commitment to Equity, Growth and Progress.

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 are efforts to decrease suspensions and expulsions through the implementation of restorative practices, which include 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Haven Public Schools remains one of the largest School Choice Programs in Connecticut. With 23 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 CSDE'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. In addition to these activities, we launched our School Explorer tool that provides parents an opportunity to see detailed breakdowns of school programming and to simulate their application to help determine their chances in gaining placement to one of the schools of their choice. These efforts resulted in a total of over 5,000 applications across forty-one schools. We intend on strengthening our efforts to increase racial and socio-economic diversity by evaluating our School Explorer Tool and applying those recommendations to improve the user experience; 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 20,000 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.