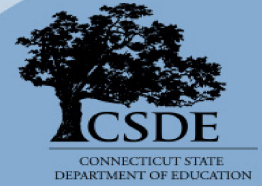


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



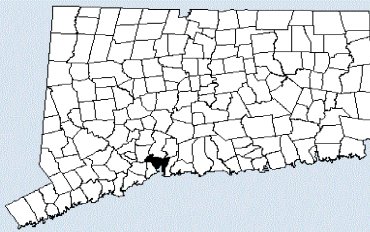
New Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	57
Enrollment	19,150
Per Pupil Expenditures ¹	\$19,514
Total Expenditures ¹	\$389,711,541

¹ Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,496	49.6	48.4
Male	9,643	50.4	51.5
Non-Binary	11	0.1	0.1
American Indian or Alaska Native	39	0.2	0.3
Asian	622	3.2	5.2
Black or African American	6,587	34.4	12.5
Hispanic or Latino of any race	9,286	48.5	30.0
Native Hawaiian or Other Pacific Islander	9	0.0	0.1
Two or More Races	597	3.1	4.5
White	2,010	10.5	47.5
English Learners/Multilingual Learners	3,928	20.5	9.7
Eligible for Free or Reduced-Price Meals	14,298	74.7	42.4
Students with Disabilities ³	2,983	15.6	17.1

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	*	*	668	6.7
Male	3,333	37.3	892	8.7
Non-Binary	*	*	0	*
Black or African American	2,404	40.5	767	11.1
Hispanic or Latino of any race	3,346	38.1	645	6.6
White	409	22.5	77	3.7
English Learners/Multilingual Learners	1,235	30.2	222	5.1
Eligible for Free or Reduced-Price Meals	5,513	41.7	1,348	9.1
Students with Disabilities	1,421	50.3	380	11.4
District	6,498	36.6	1,560	7.7
State		20.0		7

Number of students qualified as truant under state statute: 8,914

Number of school-based arrests: 32

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.

District Profile and Performance Report for School Year 2022-23

New Haven School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,318.4
Paraprofessional Instructional Assistants	236.0
Special Education	
Teachers and Instructors	188.0
Paraprofessional Instructional Assistants	195.0
Administrators, Coordinators and Department Chairs	
District Central Office	32.0
School Level	95.0
Library/Media	
Specialists (Certified)	20.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	100.0
Counselors, Social Workers and School Psychologists	118.4
School Nurses	38.0
Other Staff Providing Non-Instructional Services/Support	498.0

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	44	2.4	1.3
Black or African American	291	15.5	4.6
Hispanic or Latino of any race	211	11.3	4.9
Native Hawaiian or Other Pacific Islander	5	0.3	0.1
Two or More Races	7	0.4	0.2
White	1,309	69.8	88.7

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: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	17.4	13.2

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	294	62.0	388	85.7
Hispanic or Latino of any race	374	62.0	454	78.7
White	129	81.1	130	90.9
English Learners/Multilingual Learners	82	37.8	115	61.5
Eligible for Free or Reduced-Price Meals	582	63.0	693	81.7
Students with Disabilities	126	52.7	221	85.7
District	834	64.4	1,018	82.8
State		86.5		94.2

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 Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	162	40.7
Emotional Disability	71	40.8
Intellectual Disability	60	25.4
Learning Disability	1,027	85.2
Other Health Impairment	437	74.7
Other Disabilities	37	24.7
Speech/Language Impairment	163	90.6
District	1,957	66.8
State		68.6

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).

District Profile and Performance Report for School Year 2022-23

New Haven School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	442	2.3	2.4
Emotional Disability	174	0.9	1.0
Intellectual Disability	242	1.3	0.6
Learning Disability	1,220	6.4	6.3
Other Health Impairment	597	3.1	3.4
Other Disabilities	200	1.1	1.1
Speech/Language Impairment	209	1.1	1.9
All Disabilities	3,084	16.2	16.7

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	497	16.1	8.1
Private Schools or Other Settings	115	3.7	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$262,494,557	\$13,144	\$12,671
Support services - students	\$20,435,780	\$1,059	\$1,558
Support services - instruction	\$4,036,328	\$209	\$837
Support services - general administration	\$2,872,861	\$149	\$463
Support services - school based administration	\$21,368,085	\$1,108	\$1,133
Central and other support services	\$8,578,472	\$445	\$716
Operation and maintenance of plant	\$36,888,601	\$1,912	\$1,893
Student transportation services	\$32,403,581	\$1,526	\$1,464
Food services	.	.	\$5
Enterprise operations	\$633,277	\$33	\$186
Total	\$389,711,541	\$19,514	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$23,156,295	29.2	29.0
Instructional Aide Salaries	\$2,672,862	3.4	10.6
Other Salaries	\$2,286,184	2.9	10.1
Employee Benefits	\$12,246,822	15.4	13.1
Purchased Services Other Than Transportation	\$3,060,345	3.9	5.9
Special Education Tuition	\$25,073,062	31.6	21.8
Supplies	\$255,743	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$10,475,344	13.2	8.1
Equipment	\$45,834	0.1	0.2
All Other Expenditures	\$69,341	0.1	0.1
Total	\$79,341,831	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.4	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	27.0
State	56.5
Federal	15.5
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).

District Profile and Performance Report for School Year 2022-23

New Haven School District

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	263	55.9	263	53.4	95	52.8
Black or African American	2,966	48.4	2,937	39.2	1,268	42.7
Hispanic or Latino of any race	4,488	48.7	4,459	41.6	1,809	45.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	286	56.8	284	48.6	90	52.7
White	896	65.7	894	57.5	396	61.7
English Learners/Multilingual Learners	2,407	45.6	2,396	40.5	899	42.0
Non-English Learners/Non-Multilingual Learners	6,514	52.7	6,463	43.9	2,770	48.0
Eligible for Free or Reduced-Price Meals	6,940	48.0	6,880	39.9	2,815	43.6
Not Eligible for Free or Reduced-Price Meals	1,981	60.4	1,979	53.8	854	56.3
Students with Disabilities	1,379	37.6	1,350	31.0	581	35.3
Students without Disabilities	7,542	53.2	7,509	45.1	3,088	48.7
High Needs	7,481	47.8	7,420	40.0	3,032	43.5
Non-High Needs	1,440	66.3	1,439	58.1	637	61.3
District	8,921	50.8	8,859	43.0	3,669	46.6

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	81.7	74.8	77.0	79.5	4,422	78.1
Curl Up	84.9	83.4	78.2	86.2	4,527	83.2
Push Up	69.8	68.8	60.9	69.9	4,499	67.3
Mile Run/PACER	77.6	68.8	54.6	55.4	4,601	64.4
All Tests - District	50.4	44.5	37.6	44.8	4,256	44.3
All Tests - State	51.5	46.0	44.1	41.1		45.5

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.

District Profile and Performance Report for School Year 2022-23

New Haven School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	537	73.2
Hispanic or Latino of any race	617	72.9
White	193	88.6
English Learners/Multilingual Learners	209	68.4
Eligible for Free or Reduced-Price Meals	1,072	72.4
Students with Disabilities	263	63.1
District	1,403	75.8
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.0	377	28.9
Male	*	*	*
Non-Binary	*	*	*
Black or African American	91.6	156	16.8
Hispanic or Latino	92.5	275	23.3
White	97.0	154	51.0
English Learners/ Multilingual Learners	85.9	79	19.6
Eligible for Free or Reduced-Price Meals	91.9	345	19.5
Students with Disabilities	78.5	15	3.0
District	92.8	635	25.1
State	95.2		44.3

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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	57.1	75.8
Male	44.3	78.4
Non-Binary	N/A	N/A
Black or African American	48.8	74.4
Hispanic or Latino of any race	44.1	73.6
White	70.2	89.2
English Learners/ Multilingual Learners	29.0	74.1
Eligible for Free or Reduced-Price Meals	44.6	72.1
Students with Disabilities	29.6	55.4
District	51.1	76.9
State	66.1	87.7

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

District Profile and Performance Report for School Year 2022-23

New Haven School District

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	50.8	75	33.9	50	67.7	63.9
	High Needs Students	47.8	75	31.9	50	63.7	54.1
Math Performance Index	All Students	43.0	75	28.7	50	57.3	59.7
	High Needs Students	40.0	75	26.7	50	53.4	48.9
Science Performance Index	All Students	46.6	75	31.0	50	62.1	61.6
	High Needs Students	43.5	75	29.0	50	57.9	51.1
ELA Academic Growth	All Students	52.1%	100%	52.1	100	52.1	57.2%
	High Needs Students	50.6%	100%	50.6	100	50.6	52.5%
Math Academic Growth	All Students	52.9%	100%	52.9	100	52.9	61.8%
	High Needs Students	51.7%	100%	51.7	100	51.7	55.5%
Progress Toward English Proficiency	Literacy	53.5%	100%	26.8	50	53.5	55.3%
	Oral	52.0%	100%	26.0	50	52.0	56.1%
Chronic Absenteeism	All Students	36.6%	<=5%	0.0	50	0.0	20.0%
	High Needs Students	40.5%	<=5%	0.0	50	0.0	28.5%
Preparation for CCR	% Taking Courses	73.3%	75%	48.9	50	97.8	90.4%
	% Meeting Benchmark	25.1%	75%	16.8	50	33.5	44.3%
On-track to High School Graduation		73.1%	94%	38.9	50	77.7	82.4%
4-year Graduation All Students (2022 Cohort)		75.8%	94%	80.6	100	80.6	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		81.2%	94%	86.4	100	86.4	85.6%
Postsecondary Entrance (Class of 2022)		51.1%	75%	68.1	100	68.1	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		74.9% 44.3%	75%	14.8	50	29.5	93.0% 45.5%
Arts Access		46.9%	60%	39.1	50	78.2	54.5%
Accountability Index				834.8	1450	57.6	

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	66.3	47.8	18.5	16.6	
Math Performance Index Gap	58.1	40.0	18.1	18.0	
Science Performance Index Gap	61.3	43.5	17.9	17.8	
Graduation Rate Gap	91.0%	81.2%	9.7%	8.7%	Y

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	96.1
Math	All Students	95.8
	High Needs Students	95.4
Science	All Students	93.1
	High Needs Students	92.5

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: 41.9

State: 49.6

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

District Profile and Performance Report for School Year 2022-23

New Haven School District

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.

District Profile and Performance Report for School Year 2022-23

New Haven School District

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.