

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24



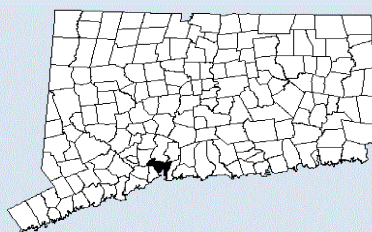
New Haven School District

Madeline Negron, Superintendent • 475-220-1000 • <http://www.nhps.net/>

District Information

Grade Range	PK-12
Number of Schools/Programs	58
Enrollment	18,966
Per Pupil Expenditures ¹	\$20,451
Total Expenditures ¹	\$403,625,679

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,384	49.5	48.3
Male	9,567	50.4	51.5
Non-Binary	15	0.1	0.1
American Indian or Alaska Native	39	0.2	0.2
Asian	740	3.9	5.2
Black or African American	6,287	33.1	12.5
Hispanic or Latino of any race	9,355	49.3	31.1
Native Hawaiian or Other Pacific Islander	6	0.0	0.1
Two or More Races	668	3.5	4.7
White	1,871	9.9	46.2
English Learners/Multilingual Learners	4,252	22.4	10.5
Eligible for Free or Reduced-Price Meals	14,488	76.4	44.0
Students with Disabilities ³	3,017	15.9	17.9

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	3,306	37.2	*	*
Male	3,396	37.7	870	8.5
Non-Binary	6	*	*	*
Black or African American	2,332	40.8	746	11.3
Hispanic or Latino of any race	3,539	39.1	639	6.3
White	418	23.6	64	3.2
English Learners/Multilingual Learners	1,573	33.3	219	4.4
Eligible for Free or Reduced-Price Meals	5,875	42.2	1,312	8.4
Students with Disabilities	1,411	48.3	370	10.6
District	6,708	37.5	1,508	7.4
State		17.7		7.0

Number of students qualified as truant under state statute: 9,603

Number of school-based arrests: 13

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	1,295.9
Paraprofessional Instructional Assistants	212.0
Special Education	
Teachers and Instructors	194.5
Paraprofessional Instructional Assistants	197.0
Administrators, Coordinators and Department Chairs	
District Central Office	34.0
School Level	92.0
Library/Media	
Specialists (Certified)	19.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	99.0
Counselors, Social Workers and School Psychologists	131.4
School Nurses	41.7
Other Staff Providing Non-Instructional Services/Support	1,091.1

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	47	2.5	1.4
Black or African American	300	16.1	4.8
Hispanic or Latino of any race	212	11.4	5.1
Native Hawaiian or Other Pacific Islander	2	0.1	0.1
Two or More Races	7	0.4	0.3
White	1,297	69.5	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	17.0	13.3

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	319	72.2	418	83.8
Hispanic or Latino of any race	388	62.0	485	78.6
White	137	79.7	152	91.0
English Learners/Multilingual Learners	101	41.6	133	59.9
Eligible for Free or Reduced-Price Meals	623	66.1	800	80.8
Students with Disabilities	120	59.1	250	79.4
District	888	67.9	1,100	82.1
State		88.4		94.6

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	181	41.0
Emotional Disability	78	46.2
Intellectual Disability	62	26.5
Learning Disability	966	83.3
Other Health Impairment	410	72.6
Other Disabilities	33	23.1
Speech/Language Impairment	162	90.0
District	1,892	65.4
State		66.8

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	487	2.6	2.6
Emotional Disability	169	0.9	1.1
Intellectual Disability	239	1.3	0.6
Learning Disability	1,168	6.2	6.4
Other Health Impairment	577	3.1	3.5
Other Disabilities	205	1.1	1.2
Speech/Language Impairment	216	1.1	2.0
All Disabilities	3,061	16.3	17.3

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	497	16.2	8.0
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: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$267,683,306	\$13,563	\$12,942
Support services - students	\$19,446,030	\$1,022	\$1,724
Support services - instruction	\$5,166,905	\$272	\$905
Support services - general administration	\$2,756,547	\$145	\$520
Support services - school based administration	\$22,064,294	\$1,160	\$1,207
Central and other support services	\$11,656,797	\$613	\$771
Operation and maintenance of plant	\$38,152,499	\$2,006	\$2,101
Student transportation services	\$36,004,129	\$1,705	\$1,582
Food services	\$58,616	\$3	\$8
Enterprise operations	\$636,556	\$33	\$213
Total	\$403,625,679	\$20,451	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$22,925,524	26.7	27.6
Instructional Aide Salaries	\$2,976,807	3.5	10.2
Other Salaries	\$2,737,330	3.2	10.5
Employee Benefits	\$11,561,148	13.4	13.2
Purchased Services Other Than Transportation	\$5,007,446	5.8	6.4
Special Education Tuition	\$27,792,626	32.3	22.2
Supplies	\$936,698	1.1	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$11,758,807	13.7	8.4
Equipment	\$174,593	0.2	0.3
All Other Expenditures	\$96,489	0.1	0.1
Total	\$85,967,468	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.3	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	26.3
State	55.0
Federal	17.7
Tuition & Other	0.9

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	*	*	*	*	8	*
Asian	335	52.0	335	50.8	119	46.6
Black or African American	2,735	49.5	2,719	40.1	1,178	44.4
Hispanic or Latino of any race	4,489	48.2	4,448	42.2	1,880	45.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	323	56.6	319	48.0	108	52.4
White	864	66.5	858	58.8	418	63.5
English Learners/Multilingual Learners	2,594	44.0	2,570	41.4	1,019	43.1
Non-English Learners/Non-Multilingual Learners	6,174	53.8	6,131	44.7	2,692	49.3
Eligible for Free or Reduced-Price Meals	6,826	48.1	6,764	40.6	2,829	44.4
Not Eligible for Free or Reduced-Price Meals	1,942	60.6	1,937	54.7	882	57.7
Students with Disabilities	1,389	37.7	1,360	30.8	549	36.4
Students without Disabilities	7,379	53.4	7,341	46.1	3,162	49.5
High Needs	7,466	47.8	7,400	40.9	3,062	44.6
Non-High Needs	1,302	68.7	1,301	60.0	649	61.9
District	8,768	50.9	8,701	43.7	3,711	47.6

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	77.1	67.0	73.9	58.7	5,396	69.0
Curl Up	88.7	85.9	82.3	83.0	5,322	84.9
Push Up	74.5	71.8	61.6	67.2	5,294	68.8
Mile Run/PACER	76.9	70.8	53.5	53.4	5,336	63.4
All Tests - District	48.8	39.9	34.4	33.4	5,202	39.1
All Tests - State	53.6	48.4	44.6	42.3		47.2

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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	566	67.3
Hispanic or Latino of any race	699	75.5
White	161	80.7
English Learners/Multilingual Learners	256	68.4
Eligible for Free or Reduced-Price Meals	1,066	70.5
Students with Disabilities	276	58.0
District	1,493	73.5
State		88.4

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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	470	34.8
Male	312	24.1
Non-Binary	0	*
Black or African American	204	21.7
Hispanic or Latino	344	27.7
White	188	55.5
English Learners/ Multilingual Learners	73	15.7
Eligible for Free or Reduced-Price Meals	457	23.7
Students with Disabilities	31	6.0
District	782	29.5
State		44.3

³Students 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.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	60.8	84.0
Male	*	78.8
Non-Binary	*	N/A
Black or African American	54.1	80.3
Hispanic or Latino of any race	52.3	80.1
White	67.7	85.7
English Learners/ Multilingual Learners	40.2	71.2
Eligible for Free or Reduced-Price Meals	50.2	79.6
Students with Disabilities	33.7	72.6
District	55.7	81.9
State	68.4	87.2

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	50.9	75	33.9	50	67.8	63.9
	High Needs Students	47.8	75	31.8	50	63.7	54.1
Math Performance Index	All Students	43.7	75	29.2	50	58.3	60.2
	High Needs Students	40.9	75	27.2	50	54.5	49.5
Science Performance Index	All Students	47.6	75	31.7	50	63.5	61.8
	High Needs Students	44.6	75	29.7	50	59.4	51.4
ELA Academic Growth	All Students	56.0%	100%	56.0	100	56.0	58.7%
	High Needs Students	54.5%	100%	54.5	100	54.5	54.2%
Math Academic Growth	All Students	52.3%	100%	52.3	100	52.3	61.4%
	High Needs Students	50.6%	100%	50.6	100	50.6	55.1%
Progress Toward English Proficiency	Literacy	58.1%	100%	29.1	50	58.1	58.9%
	Oral	51.3%	100%	25.6	50	51.3	55.2%
Chronic Absenteeism	All Students	37.5%	<=5%	0.0	50	0.0	17.7%
	High Needs Students	40.9%	<=5%	0.0	50	0.0	25.5%
Preparation for CCR	% Taking Courses	75.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	29.5%	75%	19.7	50	39.4	44.3%
On-track to High School Graduation		78.8%	94%	41.9	50	83.9	84.5%
4-year Graduation All Students (2023 Cohort)		73.5%	94%	78.2	100	78.2	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		81.8%	94%	87.1	100	87.1	86.6%
Postsecondary Entrance (Class of 2023)		55.7%	75%	74.3	100	74.3	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		87.8% 39.1%	75%	13.0	50	26.1	93.6% 47.2%
Arts Access		46.3%	60%	38.6	50	77.2	55.0%
Accountability Index				854.6	1450	58.9	

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	68.7	47.8	21.0	16.9	
Math Performance Index Gap	60.0	40.9	19.2	18.2	
Science Performance Index Gap	61.9	44.6	17.4	17.9	
Graduation Rate Gap	93.0%	81.8%	11.2%	9.9%	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	96.8
	High Needs Students	96.4
Math	All Students	96.1
	High Needs Students	95.6
Science	All Students	94.3
	High Needs Students	93.4

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: 40.5

State: 49.7

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

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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.

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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.