

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



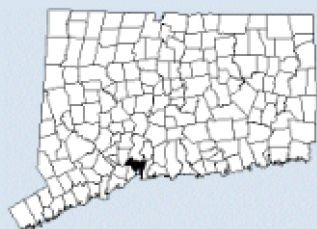
New Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	57
Enrollment	18,817
Per Pupil Expenditures	\$21,371
Total Expenditures	\$417,820,270

Expenditure data reflect the 2023-24 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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Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	9,320	49.5	48.4
Male	9,476	50.4	51.5
Non-Binary	21	0.1	0.1
American Indian or Alaska Native	35	0.2	0.2
Asian	810	4.3	5.2
Black or African American	5,928	31.5	12.4
Hispanic or Latino of any race	9,506	50.5	32.1
Native Hawaiian or Other Pacific Islander	7	0.0	0.1
Two or More Races	728	3.9	4.8
White	1,803	9.6	45.1
English Learners/Multilingual Learners	4,542	24.1	11.3
Eligible for Free or Reduced-Price Meals	14,209	75.5	44.8
Students with Disabilities	3,074	16.3	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	2,734	31.7	*	*
Male	2,798	32.4	885	8.9
Non-Binary	11	55.0	*	*
Black or African American	1,914	35.6	706	11.4
Hispanic or Latino of any race	2,942	33.4	664	6.7
White	327	19.9	60	3.2
English Learners/Multilingual Learners	1,204	26.6	254	5.2
Eligible for Free or Reduced-Price Meals	4,868	36.4	1,357	8.9
Students with Disabilities	1,319	44.8	367	10.3
All Students - District	5,543	32.1	1,524	7.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 8,316
Number of school-based arrests: 12

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	1,283.5
General Education Paraprofessionals	338.0
Special Education Teachers and Instructors	192.5
Special Education Paraprofessionals	144.0
District Central Office Administrators	31.0
School Level Administrators	93.0
Library/Media Specialists (Certified)	20.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	98.0
Counselors, Social Workers and School Psychologists	125.0
School Nurses	41.5
Other Staff Providing Non-Instructional Services/Support	1,169.3

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	17.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	43	2.3	1.4
Black or African American	293	15.9	4.9
Hispanic or Latino of any race	231	12.5	5.3
Native Hawaiian or Other Pacific Islander	2	0.1	0.1
Two or More Races	9	0.5	0.3
White	1,265	68.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	224	12	6.8
Teachers	193	12.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	301	70.5	432	88.2
Hispanic or Latino of any race	436	67.1	520	81.8
White	135	77.6	161	93.1
English Learners/Multilingual Learners	132	49.6	149	66.5
Eligible for Free or Reduced-Price Meals	687	69.3	854	84.6
Students with Disabilities	117	55.7	258	83.5
All Students - District	934	69.8	1,173	85.6
All Students - State		89.2		95.3

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 Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	209	40.3
Emotional Disability	79	43.2
Intellectual Disability	92	35.0
Learning Disability	931	86.2
Other Health Impairment	420	74.5
Other Disabilities	30	19.9
Speech/Language Impairment	166	88.8
All Disabilities - District	1,927	65.4
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	580	3.1	2.9
Emotional Disability	183	1.0	1.1
Intellectual Disability	266	1.4	0.6
Learning Disability	1,082	5.9	6.5
Other Health Impairment	571	3.1	3.6
Other Disabilities	207	1.1	1.1
Speech/Language Impairment	215	1.2	2.0
All Disabilities	3,104	16.8	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	548	17.7	8.2
Private Schools or Other Settings	104	3.4	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$271,278,033	\$13,875	\$13,471
Support services - students	\$23,971,613	\$1,272	\$1,826
Support services - instruction	\$5,818,432	\$309	\$972
Support services - general administration	\$2,139,192	\$114	\$568
Support services - school based administration	\$21,417,132	\$1,137	\$1,274
Central and other support services	\$15,086,177	\$801	\$761
Operation and maintenance of plant	\$38,611,549	\$2,049	\$2,125
Student transportation services	\$38,724,951	\$1,838	\$1,695
Food services	\$60,611	\$3	\$10
Enterprise operations	\$712,580	\$38	\$219
Total	\$417,820,270	\$21,371	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$24,401,226	26.5	26.4
Instructional Aide Salaries	\$3,656,704	4.0	10.1
Other Salaries	\$2,546,321	2.8	10.5
Employee Benefits	\$10,889,560	11.8	13.3
Purchased Services Other Than Transportation	\$8,966,129	9.7	6.8
Special Education Tuition	\$27,593,869	29.9	22.8
Supplies	\$257,665	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$12,891,553	14.0	8.7
Equipment	\$651,345	0.7	0.2
All Other Expenditures	\$350,289	0.4	0.1
Total	\$92,204,662	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.1
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	27.4
State	54.0
Federal	17.6
Tuition & Other	1.0

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	360	54.6	360	54.2	142	55.6
Black or African American	2,634	49.6	2,623	41.5	1,148	45.2
Hispanic or Latino of any race	4,513	48.2	4,507	43.1	1,934	45.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	333	55.6	333	49.7	141	54.0
White	821	65.8	820	58.9	389	60.7
English Learners/Multilingual Learners	2,739	43.9	2,738	42.0	1,115	42.2
Non-English Learners/Non-Multilingual Learners	5,939	54.1	5,922	46.1	2,643	50.2
Eligible for Free or Reduced-Price Meals	6,788	48.4	6,774	42.0	2,909	45.3
Not Eligible for Free or Reduced-Price Meals	1,890	59.7	1,886	55.2	849	56.4
Students with Disabilities	1,394	38.1	1,384	31.7	601	36.6
Students without Disabilities	7,284	53.3	7,276	47.3	3,157	50.0
High Needs	7,479	47.9	7,464	42.1	3,190	45.1
Non-High Needs	1,199	69.3	1,196	61.8	568	63.4
All Students - District	8,678	50.9	8,660	44.8	3,758	47.8

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	83.6	75.6	78.4	76.6	5,071	78.3
Curl Up	89.0	88.6	85.9	77.5	5,049	85.2
Push Up	76.8	72.5	67.0	67.0	5,048	70.6
Mile Run/PACER	78.0	74.2	57.8	53.7	5,065	65.6
All Tests - District	55.4	48.2	39.9	35.3	4,879	44.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	556	68.9
Hispanic or Latino of any race	719	72.7
White	181	82.9
English Learners/Multilingual Learners	274	70.8
Eligible for Free or Reduced-Price Meals	1,152	68.8
Students with Disabilities	303	59.7
All Students - District	1,520	72.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	592	43.7
Male	*	*
Non-Binary	*	*
Black or African American	260	28.4
Hispanic or Latino of any race	440	34.2
White	210	60.5
English Learners/ Multilingual Learners	99	20.2
Eligible for Free or Reduced-Price Meals	627	31.3
Students with Disabilities	53	10.2
All Students - District	979	36.2
All Students - State		47.2

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.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	64.1	80.9
Male	*	*
Non-Binary	*	*
Black or African American	55.0	81.1
Hispanic or Latino of any race	49.6	75.3
White	80.1	87.8
English Learners/ Multilingual Learners	34.6	74.0
Eligible for Free or Reduced-Price Meals	50.6	76.0
Students with Disabilities	35.7	82.0
All Students - District	56.2	80.0
All Students - State	67.0	88.2

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.

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	Student Group	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	64.7
ELA Performance Index	High Needs Students	47.9	75	31.9	50	63.9	54.9
Math Performance Index	All Students	44.8	75	29.9	50	59.8	61.1
Math Performance Index	High Needs Students	42.1	75	28.1	50	56.2	50.6
Science Performance Index	All Students	47.8	75	31.9	50	63.8	62.6
Science Performance Index	High Needs Students	45.1	75	30.0	50	60.1	52.1
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	60.6%
ELA Academic Growth	High Needs Students	53.2%	100%	53.2	100	53.2	55.7%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	62.3%
Math Academic Growth	High Needs Students	52.7%	100%	52.7	100	52.7	55.9%
Progress Toward English Proficiency	Literacy	56.3%	100%	28.2	50	56.3	58.7%
Progress Toward English Proficiency	Oral	51.8%	100%	25.9	50	51.8	55.7%
Chronic Absenteeism	All Students	32.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	35.2%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	77.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	36.2%	75%	24.1	50	48.2	47.2%
On-track to High School Graduation	All Students	79.4%	94%	42.2	50	84.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	72.5%	94%	77.1	100	77.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	80.7%	94%	85.8	100	85.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	56.2%	75%	74.9	100	74.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.4%	75%	14.8	50	29.6	49.0%
Arts Access	All Students	45.2%	60%	37.6	50	75.3	55.1%
Accountability Index				861.9	1450	59.4	

Physical Fitness Estimated Participation Rate - District: 86.8% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.3	47.9	21.4	16.9	Y
Math Performance Index Gap	61.8	42.1	19.7	18.4	Y
Science Performance Index Gap	63.4	45.1	18.3	18.2	Y
Graduation Rate Gap	94.0%	80.7%	13.3%	8.6%	Y

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.1
ELA	High Needs Students	96.8
Math	All Students	96.9
Math	High Needs Students	96.6
Science	All Students	95.3
Science	High Needs Students	94.7

Minimum 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: 42.4

State: 50.2

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 (NHPS) "Path to Excellence: 5-year Strategic Operating Plan" outlines four major priorities: (1) Teaching and Learning, (2) Family and Community Engagement, (3) Culture and Climate, and (4) Operational Efficiencies. Our major goals include improving literacy and math achievement, reducing the chronic absenteeism rate, increasing the graduation rate, shrinking the opportunity gap by raising the percentage of students completing at least 2 dual credit classes, and boosting the percentage of students feeling a sense of belonging in their school.

NHPS is dedicated to providing personalized services for students with disabilities, helping every student succeed. For each eligible student, a Planning and Placement Team (PPT)—which includes parents and the student, when appropriate,—sets goals and objectives for their Individualized Education Plan (IEP). Students with disabilities are supported by a range of services from small group instruction to individualized support. Professional learning for administrators, teachers, and paraeducators focuses on high quality instructional strategies and restorative practices to ensure that we are meeting the needs of all children in their least restrictive environment.

Chronic absenteeism is recognized as a critical priority within our Path to Excellence. We understand that chronic absenteeism often stems from socio-economic factors and complex barriers. To tackle this, we have established ongoing professional learning opportunities aimed at reshaping mindsets and fostering a supportive community of practice. We also hold cross-functional District Attendance Team meetings. Our key strategies include: (1) Family and Student Engagement: We are committed to strengthening connections with families and students, promoting an environment where attendance is highly valued, (2) LEAP Home Visiting Programs: We conducts home visits to understand and address attendance barriers, allowing for tailored support based on individual family needs, (3) Incentive Programs: We leverage positive reinforcement through reward systems that celebrate consistent attendance, motivating all students to engage, (4) Strong Relationships Between Staff and Students: Trust and mutual respect are cornerstones of our strategy, ensuring students feel supported and understood, and (5) The NHPS Baskets Framework: A comprehensive data framework has been implemented to monitor and categorize attendance.

NHPS has created a Welcoming School Team in collaboration with school principals to ensure that the commitment to family engagement is not just a policy but is truly reflected in the daily lived experience of families and students within each school. We actively observe the physical environment, staff interactions, and overall school attitudes and actions, with the specific goal of embracing family engagement. By systematically assessing these areas, our Welcoming School Team is able to provide principals with actionable insights and support to cultivate a truly inclusive and engaging environment for all families in NHPS.

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 utilized the 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 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 (NHPS) has developed a comprehensive budget process that aligns with statutory guidelines and embraces best practices, specifically designed to address current fiscal realities while ensuring equitable resource allocation. This process is deeply collaborative, involving the Board of Education, the Superintendent, and City leadership. This broad engagement extends to students, parents, educators, and various stakeholders, ensuring their perspectives are integral to distributing available resources and right-sizing staffing. The goal is to meet the distinct needs of each student and adapt to the unique dynamics of every school building. School principals, supervisors, and other leaders are proactively engaged in this budget formulation, guaranteeing adherence to school-specific requirements and overarching goals. The driving force behind these financial decisions is the academic performance and demographic data gathered throughout the school year from NHPS's nearly 19,000 students. This data supports a thoughtful and rational process to cater to their diverse academic needs. Furthermore, NHPS leverages an online data system to manage centralized operations.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	7	7.8	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	5	5.6	2.2
Personal Reasons	7	7.8	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	34	37.8	32.0
Retired	26	28.9	23.7
Teach/Admin in Other CT Dist	4	4.4	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	5	5.6	1.2
Took Job Related To Education	2	2.2	2.3
TOTAL	90		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.