

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Wilbur Cross High School New Haven School District

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School Information

Grade Range **9-12**
Enrollment **1,594**

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	789	49.5	49.3
Male	805	50.5	50.7
American Indian or Alaska Native	*	*	0.2
Asian	34	2.1	2.4
Black or African American	429	26.9	37.0
Hispanic or Latino of any race	944	59.2	46.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	6	0.4	1.2
White	179	11.2	12.9
English Learners	314	19.7	16.6
Eligible for Free or Reduced-Price Meals	1,213	76.1	70.2
Students with Disabilities ¹	254	15.9	14.8

¹Students 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.
NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	319	41.2	112	13.1
Male	326	41.4	129	14.7
Black or African American	202	47.3	90	18.9
Hispanic or Latino of any race	390	42.2	132	12.9
White	48	27.4	*	*
English Learners	138	43.8	56	15.5
Eligible for Free or Reduced-Price Meals	515	43.7	202	15.5
Students with Disabilities	116	47.0	68	24.6
School	645	41.3	241	13.9
District		19.3		7.3

Number of students in 2017-18 qualified as truant under state statute: 874

Number of school-based arrests: 7

²A 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.

³This 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	101.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
School Level	4.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	9.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	28.0

¹In 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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	8	6.0	2.2
Black or African American	20	15.0	14.6
Hispanic or Latino of any race	14	10.5	8.6
Native Hawaiian or Other Pacific Islander	1	0.8	0.4
Two or More Races	0	0.0	0.1
White	89	66.9	72.5

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	15.2	13.5

Instruction and Resources

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	911
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:00 PM

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	28	35.4	56	51.4
Hispanic or Latino of any race	61	29.6	118	56.5
White	19	55.9	39	81.3
English Learners	7	10.9	28	40.0
Eligible for Free or Reduced-Price Meals	89	35.3	158	57.2
Students with Disabilities	15	36.6	31	58.5
School	110	34.2	222	59.2
District		57.0		73.8

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

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

	Count	Rate (%)
Autism	10	50.0
Emotional Disturbance	15	*
Intellectual Disability	*	*
Learning Disability	105	80.2
Other Health Impairment	44	84.6
Other Disabilities	*	*
Speech/Language Impairment	0	0.0
School	186	73.2
District		0.0

³This table includes students ages 6-21 with an IEP or services plan.

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	60	43.3	60	37.8	63	40.0
Hispanic or Latino of any race	181	39.9	181	36.5	187	40.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	30	58.6	30	49.9	30	58.0
English Learners	77	34.2	77	32.8	80	36.4
Non-English Learners	197	46.2	197	40.7	203	44.9
Eligible for Free or Reduced-Price Meals	222	41.9	222	37.6	230	40.7
Not Eligible for Free or Reduced-Price Meals	52	47.0	52	42.3	53	50.4
Students with Disabilities	33	35.7	33	32.6	36	39.0
Students without Disabilities	241	43.8	241	39.3	247	43.0
High Needs	232	41.9	232	37.6	241	41.0
Non-High Needs	42	47.8	42	43.3	42	51.3
School	274	42.8	274	38.5	283	42.5

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	36
National Public	34	32	34	36
MATH				
Connecticut	45	39	40	33
National Public	40	33	40	33

¹NAEP 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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.0	200	81.0
Curl Up	N/A	N/A	N/A	78.0	200	78.0
Push Up	N/A	N/A	N/A	68.5	200	68.5
Mile Run/PACER	N/A	N/A	N/A	70.5	200	70.5
All Tests - School	N/A	N/A	N/A	41.0	200	41.0
All Tests - District	51.2	50.2	44.3	48.0		48.5

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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	104	85.6
Hispanic or Latino of any race	222	80.2
English Learners	95	81.1
Eligible for Free or Reduced-Price Meals	267	83.5
Students with Disabilities	51	72.5
School	381	82.2
District		78.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.3	83	23.2
Male	90.0	48	14.2
Black or African American	87.8	20	10.6
Hispanic or Latino of any race	94.5	64	15.4
White	93.9	40	48.8
English Learners	91.8	13	9.7
Eligible for Free or Reduced-Price Meals	92.6	83	15.7
Students with Disabilities	70.2	*	*
School	92.7	131	18.8
District	93.9		18.1

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	64.2	79.2
Male	38.1	73.2
Black or African American	57.4	74.6
Hispanic or Latino of any race	43.2	70.2
White	57.1	100.0
English Learners	34.9	70.6
Eligible for Free or Reduced-Price Meals	46.5	73.1
Students with Disabilities	19.0	*
School	50.3	77.0
District	58.9	77.0

⁵College 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.

⁶College 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	42.8	75	85.7	150	57.1	67.7
	High Needs Students	41.9	75	83.9	150	55.9	58.1
Math Performance Index	All Students	38.5	75	77.0	150	51.3	63.1
	High Needs Students	37.6	75	75.3	150	50.2	52.7
Science Performance Index	All Students	42.5	75	56.7	100	56.7	63.8
	High Needs Students	41.0	75	54.7	100	54.7	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	40.5%	100%	20.3	50	40.5	60.0%
	Oral	44.7%	100%	22.3	50	44.7	52.1%
Chronic Absenteeism	All Students	41.3%	<=5%	0.0	50	0.0	10.4%
	High Needs Students	44.3%	<=5%	0.0	50	0.0	16.1%
Preparation for CCR	% Taking Courses	47.6%	75%	31.8	50	63.5	80.0%
	% Passing Exams	18.8%	75%	12.5	50	25.1	42.6%
On-track to High School Graduation		80.5%	94%	42.8	50	85.7	88.0%
4-year Graduation All Students (2018 Cohort)		82.2%	94%	87.4	100	87.4	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		79.7%	94%	84.7	100	84.7	83.3%
Postsecondary Entrance (Class of 2018)		50.3%	75%	67.1	100	67.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		46.3% 41.0%	75%	0.0	50	0.0	96.4% 52.9%
Arts Access		52.3%	60%	43.6	50	87.2	51.9%
Accountability Index				845.7	1550	54.6	

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?					N
ELA Performance Index Gap	47.8	41.9	5.9	15.3	
Math Performance Index Gap	43.3	37.6	5.6	17.4	
Science Performance Index Gap	51.3	41.0	10.3	16.3	
Graduation Rate Gap	83.3%	79.7%	3.7%	8.0%	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.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	92.6
	High Needs Students	92.0
Math	All Students	92.6
	High Needs Students	92.0
Science	All Students	96.0
	High Needs Students	96.4

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.