

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Cooperative High School - Inter-District Magnet New Haven School District

475-220-2400 • <http://www.nhps.net>

School Information

Grade Range	9-12
Enrollment	560
Per Pupil Expenditures	\$17,700
Total Expenditures	\$9,699,535

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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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://edsight.ct.gov>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	385	68.8	49.5
Male	*	*	50.4
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	9	1.6	4.3
Black or African American	239	42.7	31.5
Hispanic or Latino of any race	220	39.3	50.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	20	3.6	3.9
White	72	12.9	9.6
English Learners/Multilingual Learners	35	6.3	24.1
Eligible for Free or Reduced-Price Meals	405	72.3	75.5
Students with Disabilities	84	15.0	16.3

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	158	43.2	52	13.5
Male	*	*	*	*
Non-Binary	*	*	*	*
Black or African American	106	46.7	49	20.4
Hispanic or Latino of any race	88	41.5	26	11.8
White	25	37.9	*	*
English Learners/Multilingual Learners	14	40.0	*	*
Eligible for Free or Reduced-Price Meals	194	49.9	71	17.3
Students with Disabilities	39	50.0	11	12.6
All Students - School	229	43.0	81	14.4
All Students - District		32.1		7.7

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: 336
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	45.0
General Education Paraprofessionals	0.5
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	0.0
School Level Administrators	3.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	13.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.8	2.3
Black or African American	11	20.0	15.9
Hispanic or Latino of any race	7	12.7	12.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.8	0.5
White	35	63.6	68.6

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	25.1
District	17.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	8	14.3	12
Teachers	8	16.3	12.9

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

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$7,343,515	\$13,401
Support Services - Students	\$497,089	\$907
Improvement of Instruction	\$67,951	\$124
Library and Media Services	\$3,852	\$7
Support Services - Instruction	\$121,143	\$221
Support Services - School-Based Administration	\$919,010	\$1,677
Operation and Maintenance of Plant	\$715,199	\$1,305
Transportation Other Than to/From Home	\$10,626	\$19
Enterprise Operations	\$21,150	\$39
Total	\$9,699,535	\$17,700

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,672.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	*
Emotional Disability	8	*
Intellectual Disability	*	*
Learning Disability	40	93.0
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	75	89.3
All Disabilities - District		0.0

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

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	21	38.9	33	70.2
Hispanic or Latino of any race	17	35.4	32	71.1
White	9	45.0	13	*
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	29	34.5	48	64.0
Students with Disabilities	*	*	6	*
All Students - School	49	38.6	84	72.4
All Students - District		69.8		85.6

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

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1031
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:15 PM

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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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	51	43.4	51	38.7	53	36.9
Hispanic or Latino of any race	44	49.9	44	41.7	46	44.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	20	58.1	20	49.0	20	52.2
English Learners/Multilingual Learners	12	*	12	*	13	*
Non-English Learners/Non-Multilingual Learners	108	50.3	108	43.1	111	43.1
Eligible for Free or Reduced-Price Meals	78	44.3	78	38.4	83	38.8
Not Eligible for Free or Reduced-Price Meals	42	56.0	42	47.3	41	51.5
Students with Disabilities	20	31.4	20	26.1	21	34.2
Students without Disabilities	100	51.7	100	44.6	103	44.8
High Needs	86	43.9	86	37.6	90	40.1
Non-High Needs	34	59.6	34	51.5	34	50.7
School	120	48.4	120	41.5	124	43.0

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	N/A	N/A	N/A	83.1	124	83.1
Curl Up	N/A	N/A	N/A	96.7	123	96.7
Push Up	N/A	N/A	N/A	68.3	123	68.3
Mile Run/PACER	N/A	N/A	N/A	66.1	127	66.1
All Tests - School	N/A	N/A	N/A	*	49	*
All Tests - District	55.4	48.2	39.9	35.3		44.4

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	65	84.6
Hispanic or Latino of any race	47	83.0
White	23	95.7
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	90	82.2
Students with Disabilities	20	65.0
All Students - School	138	86.2
All Students - District		72.5

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	72	42.1
Male	*	*
Non-Binary	*	*
Black or African American	31	30.7
Hispanic or Latino of any race	37	39.8
White	22	59.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	49	30.8
Students with Disabilities	*	*
All Students - School	95	39.1
All Students - District		36.2

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

- 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
- 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	78.0	77.8
Male	*	77.8
Non-Binary	*	N/A
Black or African American	59.6	78.6
Hispanic or Latino of any race	62.2	72.7
White	95.2	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62.2	68.8
Students with Disabilities	*	*
All Students - School	66.9	77.8
All Students - District	56.2	80.0

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	48.4	75	96.7	150	64.5	64.7
ELA Performance Index	High Needs Students	43.9	75	87.8	150	58.6	54.9
Math Performance Index	All Students	41.5	75	83.1	150	55.4	61.1
Math Performance Index	High Needs Students	37.6	75	75.2	150	50.1	50.6
Science Performance Index	All Students	43.0	75	57.4	100	57.4	62.6
Science Performance Index	High Needs Students	40.1	75	53.5	100	53.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	11.8%	100%	5.9	50	11.8	58.7%
Progress Toward English Proficiency	Oral	27.5%	100%	13.7	50	27.5	55.7%
Chronic Absenteeism	All Students	43.0%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	48.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	54.7%	75%	36.5	50	73.0	92.4%
% Meeting CCR Benchmark	All Students	39.1%	75%	26.1	50	52.1	47.2%
On-track to High School Graduation	All Students	86.0%	94%	45.7	50	91.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	86.2%	94%	91.7	100	91.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	94.7%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	66.9%	75%	89.2	100	89.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	2.0%	75%	0.0	50	0.0	49.0%
Arts Access	All Students	90.2%	60%	50.0	50	100.0	55.1%
Accountability Index				912.5	1550	58.9	

Physical Fitness Estimated Participation Rate - School: 35.3% | 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	59.6	43.9	15.7	17.1	N
Math Performance Index Gap	51.5	37.6	13.9	18.6	N
Science Performance Index Gap	50.7	40.1	10.6	18.3	N
Graduation Rate Gap	94.0%	94.7%	0.0%	6.5%	N

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	94.5
ELA	High Needs Students	92.5
Math	All Students	94.5
Math	High Needs Students	92.5
Science	All Students	97.6
Science	High Needs Students	96.8

Minimum participation standard is 95%.

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