

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

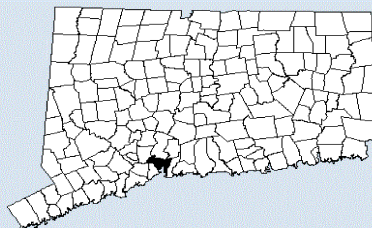


## New Haven School District

475-220-1000 • <http://www.nhps.net/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	59
Enrollment	20,675
Per Pupil Expenditures <sup>1</sup>	\$16,751
Total Expenditures <sup>1</sup>	\$364,659,346

<sup>1</sup> Expenditure data reflect the 2018-19 school year.

### 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 2019-20 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 [edsight.ct.gov](http://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, 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	10,202	49.3	48.4
Male	10,473	50.7	51.6
American Indian or Alaska Native	40	0.2	0.3
Asian	522	2.5	5.2
Black or African American	7,529	36.4	12.7
Hispanic or Latino of any race	9,649	46.7	26.9
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	367	1.8	3.8
White	2,557	12.4	51.1
English Learners	3,584	17.3	8.3
Eligible for Free or Reduced-Price Meals	13,628	65.9	43.3
Students with Disabilities <sup>3</sup>	3,220	15.6	16.0

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

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	1,930	20.2	360	3.4
Male	2,137	22.0	631	5.8
Black or African American	1,667	24.1	571	7.3
Hispanic or Latino of any race	1,941	21.2	354	3.5
White	321	13.9	54	2.1
English Learners	642	17.3	99	2.6
Eligible for Free or Reduced-Price Meals	3,430	24.8	819	5.3
Students with Disabilities	966	31.0	263	7.5
District	4,067	21.1	991	4.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 5,770

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> 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.

<sup>5</sup> 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 2019-20

## New Haven School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,338.6
Paraprofessional Instructional Assistants	286.0
<b>Special Education</b>	
Teachers and Instructors	206.0
Paraprofessional Instructional Assistants	161.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	32.0
School Level	84.0
<b>Library/Media</b>	
Specialists (Certified)	20.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	110.5
Counselors, Social Workers and School Psychologists	108.8
School Nurses	41.0
Other Staff Providing Non-Instructional Services/Support	555.0

<sup>1</sup> 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	48	2.5	1.2
Black or African American	276	14.5	4.0
Hispanic or Latino of any race	167	8.8	4.1
Native Hawaiian or Other Pacific Islander	11	0.6	0.1
Two or More Races	3	0.2	0.1
White	1,390	73.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.0	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	293	59.0	394	72.4
Hispanic or Latino of any race	323	56.9	402	72.7
White	124	82.7	146	86.4
English Learners	52	31.7	80	53.7
Eligible for Free or Reduced-Price Meals	446	54.4	571	71.6
Students with Disabilities	103	46.8	181	68.8
District	774	61.4	966	74.5
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	138	41.8
Emotional Disturbance	93	35.8
Intellectual Disability	75	33.6
Learning Disability	1,104	86.0
Other Health Impairment	489	75.8
Other Disabilities	50	32.7
Speech/Language Impairment	168	88.0
District	2,117	68.6
State		67.8

<sup>3</sup> 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 2019-20

## New Haven School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	373	1.9	2.0
Emotional Disturbance	261	1.3	1.1
Intellectual Disability	234	1.2	0.5
Learning Disability	1,302	6.5	5.7
Other Health Impairment	651	3.3	3.3
Other Disabilities	197	1.0	1.1
Speech/Language Impairment	249	1.2	1.8
All Disabilities	3,267	16.3	15.6

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	451	13.8	8.2
Private Schools or Other Settings	111	3.4	5.0

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$237,873,167	\$10,927	\$10,923
Support services - students	\$15,891,018	\$751	\$1,277
Support services - instruction	\$3,377,202	\$160	\$682
Support services - general administration	\$6,425,501	\$304	\$467
Support services - school based administration	\$20,551,782	\$972	\$1,021
Central and other support services	\$14,811,564	\$700	\$679
Operation and maintenance of plant	\$32,209,223	\$1,523	\$1,718
Student transportation services	\$29,196,991	\$1,253	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,908,557	\$90	\$163
Minor school construction	\$2,414,343	\$114	\$59
Total	\$364,659,346	\$16,751	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$22,752,914	31.3	28.5
Instructional Aide Salaries	\$666,871	0.9	10.1
Other Salaries	\$4,939,883	6.8	11.1
Employee Benefits	\$10,912,885	15.0	13.0
Purchased Services Other Than Transportation	\$3,146,132	4.3	5.7
Special Education Tuition	\$21,466,801	29.5	22.5
Supplies	\$143,807	0.2	0.6
Property Services	\$75,552	0.1	0.3
Purchased Services For Transportation	\$8,151,074	11.2	8.0
Equipment	\$5,595	0.0	0.2
All Other Expenditures	\$421,420	0.6	0.1
Total	\$72,682,932	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	30.2
State	59.1
Federal	9.4
Tuition & Other	1.4

<sup>4</sup> 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## New Haven School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	614	78.7
Hispanic or Latino of any race	580	79.7
English Learners	191	70.2
Eligible for Free or Reduced-Price Meals	1,113	79.0
Students with Disabilities	277	58.8
District	1,462	80.9
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	69.0	78.2
Male	57.6	73.8
Black or African American	63.2	75.2
Hispanic or Latino of any race	55.9	71.5
White	77.4	84.6
English Learners	36.6	70.0
Eligible for Free or Reduced-Price Meals	59.1	72.4
Students with Disabilities	38.3	66.2
District	63.4	76.3
State	71.5	87.5

<sup>3</sup> 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.

<sup>4</sup> 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	58.6%	100%	60.4%
	Oral	56.4%	100%	57.6%
Chronic Absenteeism	All Students	21.1%	<=5%	12.2%
	High Needs Students	24.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	68.0%	75%	80.4%
On-track to High School Graduation		88.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		80.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		63.4%	75%	71.5%
Arts Access		45.6%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	91.7%	83.9%	7.8%	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## New Haven School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

New Haven Public Schools Continuous Improvement Plan is framed on five priority areas: Academic Achievement, Talent Management and Development, Organizational Efficiencies and Effectiveness, Culture and Climate, and Family and Community Empowerment. There are three overarching goals: (1) Close the achievement gap by increasing achievement in literacy and math across grade levels, subjects and classrooms, (2) Cut the dropout rate and decrease chronic absenteeism, and (3) Increase the four year graduation rate. Academic goals were based on improving literacy and math across grade levels and content areas. Strategies include the monitoring of the implementation of Reader's and Writer's Workshop, K-3 explicit phonics instruction, and embedded coaching to teachers. Additionally, the district created its own Literacy Leadership Academy for a cohort of administrators. A literacy plan for the district was also created and is being implemented. There is also a math plan that is implemented and monitored focused on cognitive coaching. The district also engaged in the Opportunity Monitoring sessions with the CSDE on a quarterly basis for literacy, math, and chronic absenteeism.

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 is a marked decrease in suspensions and expulsions as a result of implemented strategies, which include the implementation of 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. 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. Youth Stat-- an initiative that includes several community agencies was launched and strengthened. Truancy workers engaged in home visits on a regular basis to support families with issues around student attendance. A multi-tiered approach to working with chronic absenteeism and tardiness is used. In addition, parent involvement was evident in myriad school activities, including city-wide parent team collaboration and workshops.

Talent Management and Development: professional learning modules on high leverage instructional practices, instructional rounds, cultural competence, sheltered instruction and special education have been provided to staff. Systems at the school and central office have been implemented to track student's growth which includes data dashboard, SchoolNet, building-level data teams, and student staff support teams.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

New Haven Public Schools remains one of the largest School Choice Programs in the State of Connecticut. With 27 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 CT State Department of Education'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, Education Expos, all media outlets including television, radio and newspaper, as well as school-based events like open houses, tours, and student shadowing days in order to reduce, eliminate and prevent minority group isolation in our schools. These efforts resulted in a total of 26,292 applications across forty-one schools. We intend on strengthening to increase racial and socio-economic diversity. Marketing and Recruiting efforts will be expanded to include, implementing an application simulator and feedback tool that allows users to see their admission chances based on the previous years data; Implement and evaluate a Virtual School Search Tool. This tool will help users explore and compare different programs offered by the district; 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 2019-20

## 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 Division 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 22,000 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.