

**STRATEGIC SCHOOL PROFILE 2010-11****New Haven School District**

REGINALD R. MAYO, Superintendent

Location: 140 Dewitt Street

Telephone: (203) 946-8888

New Haven,  
ConnecticutWebsite: [www.nhps.net/](http://www.nhps.net/)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 123,626

1990-2000 Population Growth: -5.2%

Number of Public Schools: 39

Per Capita Income in 2000: \$16,393

Percent of Adults without a High School Diploma in 2000\*: 25.2%

Percent of Adults Who Were Not Fluent in English in 2000\*: 6.3%

District Enrollment as % of Estimated. Student Population: 92.8%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      20,067  
5-Year Enrollment Change      1.2%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	15,697	78.2	85.1	34.1
K-12 Students Who Are Not Fluent in English	2,446	13.3	15.3	5.6
Students Identified as Gifted and/or Talented*	732	3.7	1.7	4.0
PK-12 Students Receiving Special Education Services in District	2,162	10.8	13.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,200	71.6	69.5	80.2
Homeless	150	0.7	0.7	0.3
Juniors and Seniors Working 16 or More Hours Per Week	139	10.6	8.3	13.2

\*87.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	48	0.2
Asian American	423	2.1
Black	9,251	46.1
Hispanic	7,482	37.3
Pacific Islander	0	0.0
White	2,861	14.3
Two or more races	2	0.0
Total Minority	17,206	85.7

**Percent of Minority Professional Staff:** 26.2%

**Open Choice:**

55 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

26.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 61.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The New Haven Public Schools system has the largest Choice Program in the State of Connecticut and it has reduced the racial, ethnic and economic isolation for thousands of students in the region. Parents and students have a choice of the regular, comprehensive Schools, Interdistrict Magnet Schools, Intradistrict Magnet Schools (just for New Haven students), Lighthouse Schools, Charter Schools, two Regional Magnet Schools and schools that fall under "Project Choice" which include New Haven students attending suburban schools. Our magnet schools accommodate the challenges and interests of all kids. Each school has a specific theme integrated into a rigorous academic curriculum. Students are chosen through a lottery; most schools have a wait list which demonstrates how popular these schools have become. The number of white suburban students accepted into our Interdistrict magnet schools has increase as well. This year the Magnet Office aggressively recruited new students by conducting two magnet fairs, extensive mailing of new brochures, and by producing a professional commercial which was shown at the movie theaters and on television. As a result the number of applications increased from 5,200 to 7,077. New Haven provides opportunities for low performing students to transfer to high performing schools through the Voluntary Public School Choice Grant. Students are sent a letter which lists the schools that they can apply to provided there are seats available in that grade. With the expansion of Cooperative Arts and Humanities Magnet School, Metropolitan Business Academy and New Haven Academy, more seats became available in the lottery to reduce racial, ethnic and economic isolation. Finally, the John Daniels Dual Language Academy has increased student awareness of the diversity of individuals and cultures. The theme spreads over the entire curriculum and through the halls and classrooms. Each part of the school is divided into a country and is celebrated throughout the year. Like John Daniels, all of our schools have developed numerous activities and program to reduce racial, ethnic, and economic isolation in out district.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	30.3	58.4	4.4
Writing	36.0	61.1	5.6
Mathematics	38.4	63.0	5.6
Grade 4 Reading	33.8	62.5	4.3
Writing	38.1	65.5	4.9
Mathematics	41.7	67.0	4.9
Grade 5 Reading	34.4	61.4	7.4
Writing	41.3	66.8	6.1
Mathematics	47.5	72.5	7.4
Science	28.5	59.9	5.5
Grade 6 Reading	53.5	76.0	5.4
Writing	41.4	65.2	7.7
Mathematics	47.1	71.3	7.1
Grade 7 Reading	61.7	77.8	10.2
Writing	27.1	58.9	4.4
Mathematics	44.6	68.4	7.7
Grade 8 Reading	52.1	74.7	8.3
Writing	30.6	64.8	4.5
Mathematics	40.9	66.6	8.9
Science	34.1	63.1	7.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	16.0	44.7	7.6
Writing Across the Disciplines	33.4	61.2	9.0
Mathematics	17.2	49.5	9.8
Science	17.5	47.0	9.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	36.6	51.0	19.0

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.6	70.6	
Average Score	Mathematics	406	510	6.1
	Critical Reading	420	505	6.1
	Writing	424	510	7.6

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	62.5	81.8	6.1
2009-10 Annual Dropout Rate for Grade 9 through 12	7.0	2.8	7.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.3	84.8
% Employed (Civilian Employment and in Armed Services)	8.9	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,338.45
Paraprofessional Instructional Assistants	334.00
Special Education	
Teachers and Instructors	202.90
Paraprofessional Instructional Assistants	153.00
Library/Media Specialists and/or Assistants	40.00
Staff Devoted to Adult Education	16.00
Administrators, Coordinators, and Department Chairs	
District Central Office	30.00
School Level	97.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	80.00
Counselors, Social Workers, and School Psychologists	108.00
School Nurses	35.70
Other Staff Providing Non-Instructional Services and Support	969.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	10.0	12.8	13.9
% with Master's Degree or Above	69.6	74.3	79.0

Average Class Size	District	DRG	State
Grade K	24.0	20.5	18.4
Grade 2	22.4	21.6	19.9
Grade 5	20.1	21.8	21.2
Grade 7	20.6	21.8	20.6
High School	19.5	19.6	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	1,004	992
Middle School	933	1,008	1,017
High School	1,008	997	1,010

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.5	2.8	3.1
Middle School	1.9	2.2	2.4
High School	1.9	2.2	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$197,388	\$9,940	\$8,232	\$8,636	\$8,237
Instructional Supplies and Equipment	\$7,257	\$365	\$299	\$446	\$300
Improvement of Instruction and Educational Media Services	\$7,345	\$370	\$477	\$617	\$463
Student Support Services	\$9,343	\$471	\$875	\$793	\$872
Administration and Support Services	\$40,192	\$2,024	\$1,433	\$1,615	\$1,459
Plant Operation and Maintenance	\$33,199	\$1,672	\$1,421	\$1,474	\$1,410
Transportation	\$18,697	\$1,000	\$701	\$875	\$692
Costs for Students Tuitioned Out	\$14,506	N/A	N/A	N/A	N/A
Other	\$3,829	\$193	\$161	\$152	\$159
<b>Total</b>	<b>\$331,756</b>	<b>\$16,498</b>	<b>\$13,878</b>	<b>\$14,956</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$100,045	\$5,038	\$1,622	\$2,805	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$59,168,531	17.8	22.2	21.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	24.6	59.6	14.5	1.3
Excluding School Construction	23.8	55.6	18.9	1.7

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

NHPS continues to work with its state and local partners to formulate structures and systems that will allow each school and individual student to reach their potential. The strong data driven academic process is also utilized in the facility management and food service arenas. NHPS remains a leader in the state with this data driven model and the significant and sustained gains in test scores are reflective of this success. In both the facility and food service areas NHPS has implemented on-line data systems to monitor work orders, food sales and inventories. In addition, NHPS has enacted proactive preventative maintenance schedules and long range planning and capital investment reviews. Further, NHPS is working with its local agriculture programs, greenhouses and farms to produce local food to be used in the Food Program. All of these elements will allow for well reasoned and cost effective budget decision making for both the long and short term through data driven analysis which are designed to create a safe and healthy learning environment for all students at each school.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,126
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	189	1.1	1.0	1.1
Learning Disability	689	3.9	5.0	3.9
Intellectual Disability	136	0.8	0.7	0.4
Emotional Disturbance	248	1.4	1.5	1.0
Speech Impairment	345	1.9	2.4	2.2
Other Health Impairment*	388	2.2	2.3	2.1
Other Disabilities**	131	0.7	1.2	0.9
<b>Total</b>	<b>2,126</b>	<b>12.0</b>	<b>14.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	45.7	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	2.7	3.9

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	32.0	33.0	44.3	68.6
	Writing	4.7	19.3	35.8	63.7
	Mathematics	25.5	33.4	43.3	68.2
	Science	7.7	21.2	31.4	61.5
CAPT	Reading Across the Disciplines	4.8	14.1	16.0	44.7
	Writing Across the Disciplines	4.9	17.3	33.4	61.2
	Mathematics	5.5	15.8	17.2	49.5
	Science	4.2	13.1	17.5	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	17.7
	% With Accommodations	82.3
CAPT	% Without Accommodations	26.6
	% With Accommodations	73.5
% Assessed Using Skills Checklist		12.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	106	5.0
Private Schools or Other Settings	232	10.9

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	1815	85.4	69.7	74.1
40.1 to 79.0 Percent of Time	123	5.8	16.0	14.9
0.0 to 40.0 Percent of Time	188	8.8	14.3	11.0

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## SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this district.

New Haven is a Data Driven District confirmed by Cambridge Review and Data Teams have been established in every school as well as central office. Our Comprehensive Professional Development Program continues to focus on classroom practice and teachers' professional knowledge. We have developed a Comprehensive Curriculum Package with a five-year cycle of review. We are aligning the COmmon Core with New Haven Curriculum. Regular district-wide formative assessments in the core areas continue to be planned and we have strengthened the ELLs. Also, we have significantly reduced identification rate of students with disabilities and will continue to do so. We plan to continue our proactive effort to reach out to parents and the community with detailed communications and engagement strategies. Our key stakeholder groups - the High School Leadership Council, teachers' union, administrators' union and senior management provide regular and valuable feedback. The School Development Program of the Yale Child Study Center continues to be behavioral supports-partners. New Haven has implemented the following School Change Initiative: By pursuing a vision of: Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives; Adults assuming collective and empowered responsibility for students, working separately and together to move students from wherever they start to the highest levels of learning, collaborating without fault; The district and schools acting to support individual development, innovation, and adaptation. NHPS - through the School Change Initiative- aims to... Close the gap between the performance of New Haven students and the rest of the State in 5 years; Cut the drop-out rate in half; Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college. Talent Evaluation and Development: Tier II#1 Teacher Quality: The NHPS District will recruit and develop high quality teachers, retaining only those who demonstrate effective, strong, or exemplary ability as defined and measured by the NHPS evaluation process. Tier II#2 Administrator Quality: The NHPS District will recruit, develop, and maintain high quality principals and assistant principals who demonstrate strong leadership and interpersonal skills as defined by the NHPS leadership competencies. Portfolio of Schools: Tier II#3: Data and Performance Management: The NHPS District will ensure data-informed management at all levels of the organization, including effective data teams and process in schools, and effective monitoring and evaluation of school performance at the district level. Instruction and Assessment: Tier II#4 Literacy Intervention: The NHPS District will implement, monitor and refine SRBI Literacy Intervention progress and best practices in all schools at all levels for all identified students. Tier II#5 STEM: NHPS students will have quality coordinated STEM education and programs, giving them the needed skills for the opportunity to succeed in higher education and have access to STEM career. Parent Engagement and Wraparound Support: Tier II#6 Wraparound: The NHPS District will align internal and external student supports to ensure New Haven Public School students have the support and services they need to be ready and available to learn in the classroom.

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