

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



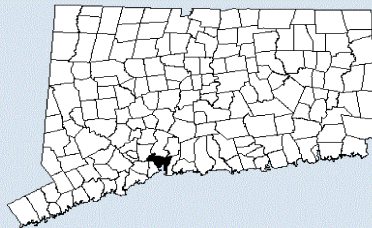
## New Haven School District

Mr. Garth Harries, Superintendent • 203-946-8888 • www.nhps.net/

### District Information

Grade Range	PK-12
Number of Schools/Programs	66
Enrollment	21,725
Per Pupil Expenditures <sup>1</sup>	\$16,062
Total Expenditures <sup>1</sup>	\$349,836,889

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [District and School Performance Reports](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,733	49.4	48.3
Male	10,992	50.6	51.6
American Indian or Alaska Native	39	0.2	0.2
Asian	514	2.4	4.9
Black or African American	8,778	40.4	12.8
Hispanic or Latino	9,091	41.8	23.0
Pacific Islander	10	0.0	0.0
Two or More Races	177	0.8	2.7
White	3,116	14.3	55.9
English Learners	3,164	14.6	6.4
Eligible for Free or Reduced-Price Meals	12,433	57.2	38.0
Students with Disabilities <sup>1</sup>	2,817	13.0	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	1,970	19.9	625	5.7
Male	1,996	20.0	1,167	10.5
Black or African American	1,681	21.0	1,155	13.0
Hispanic or Latino	1,819	21.5	514	5.6
White	391	13.9	110	3.6
English Learners	635	19.3	132	4.0
Eligible for Free or Reduced-Price Meals	2,796	23.9	1,316	10.5
Students with Disabilities	819	28.0	409	12.8
District	3,966	19.9	1,792	8.2
State		9.6		7.0

**Number of students in 2014-15 qualified as truant under state statute: 8,866**

**Number of school-based arrests: 47**

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2015-16

## New Haven School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,406.1
Paraprofessional Instructional Assistants	242.6
<b>Special Education</b>	
Teachers and Instructors	208.0
Paraprofessional Instructional Assistants	132.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	29.0
School Level	113.0
<b>Library/Media</b>	
Specialists (Certified)	29.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	127.0
Counselors, Social Workers and School Psychologists	123.8
School Nurses	39.0
Other Staff Providing Non-Instructional Services/Support	784.7

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.2	0.1
Asian	38	1.9	1.0
Black or African American	297	14.5	3.5
Hispanic or Latino	150	7.3	3.5
Pacific Islander	7	0.3	0.0
Two or More Races	0	0.0	0.1
White	1,558	75.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	314	50.6	347	53.8
Hispanic or Latino	195	43.7	232	54.1
White	107	49.3	118	67.8
English Learners	26	19.3	50	48.5
Eligible for Free or Reduced-Price Meals	371	48.2	421	54.8
Students with Disabilities	53	28.3	61	27.1
District	645	48.7	731	56.7
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	92	35.2
Emotional Disturbance	98	36.6
Intellectual Disability	67	37.9
Learning Disability	858	82.3
Other Health Impairment	423	76.4
Other Disabilities	28	21.1
Speech/Language Impairment	184	91.5
District	1,750	66.4
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## New Haven School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	288	1.5	1.6
Emotional Disturbance	269	1.4	1.0
Intellectual Disability	185	0.9	0.5
Learning Disability	1,051	5.3	4.6
Other Health Impairment	572	2.9	2.8
Other Disabilities	153	0.8	1.0
Speech/Language Impairment	257	1.3	1.9
All Disabilities	2,775	14.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	213,092,648	9,849	9,387
Instructional Supplies and Equipment	7,996,114	370	318
Improvement of Instruction and Educational Media Services	9,201,327	425	541
Student Support Services	5,211,194	241	1,048
Administration and Support Services	36,509,839	1,688	1,790
Plant Operation and Maintenance	31,543,987	1,458	1,608
Transportation	25,241,913	1,308	845
Costs of Students Tuitioned Out	17,656,254	N/A	N/A
Other	3,383,613	156	194
<b>Total</b>	<b>349,836,889</b>	<b>16,062</b>	<b>15,762</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	55,572,899	2,569	1,524
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<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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	22,873,669	35.8	35.1
Noncertified Personnel	3,334,508	5.2	14.5
Purchased Services	2,870,633	4.5	5.5
Tuition to Other Schools	17,635,653	27.6	21.6
Special Ed. Transportation	7,196,026	11.3	8.3
Other Expenditures	9,905,205	15.5	15.0
<b>Total Expenditures</b>	<b>63,815,694</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	28.5	24.6
State	59.1	61.0
Federal	11.1	12.8
Tuition & Other	1.4	1.6

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	10	*
Asian	190	78.2	190	73.8	81	65.7
Black or African American	3986	53.5	3980	45.1	1659	41.0
Hispanic or Latino	4174	55.9	4166	48.5	1704	43.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	45	63.5	45	51.1	14	*
White	1366	69.9	1363	61.0	570	58.0
English Learners	1660	49.8	1658	44.4	578	36.0
Non-English Learners	8124	58.9	8109	50.4	3460	46.3
Eligible for Free or Reduced-Price Meals	6045	53.6	6035	45.9	2386	41.1
Not Eligible for Free or Reduced-Price Meals	3739	63.4	3732	55.0	1652	50.3
Students with Disabilities	1563	41.5	1553	34.6	699	33.8
Students without Disabilities	8221	60.4	8214	52.1	3339	47.2
High Needs	6915	53.1	6903	45.5	2740	40.6
Non-High Needs	2869	67.6	2864	58.6	1298	53.9
District	9784	57.3	9767	49.4	4038	44.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	76.2	71.6	74.8	68.8	4,945	73.5
Curl Up	80.2	80.2	79.5	62.6	4,945	77.9
Push Up	58.2	60.4	58.1	59.0	4,945	58.9
Mile Run/PACER	70.6	69.4	57.3	58.6	4,945	65.2
All Tests - District	37.4	39.6	35.2	30.7	4,945	36.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## New Haven School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	689	76.9	75.1	Yes	77.5
Hispanic or Latino	504	66.1	66.9	No	70.3
English Learners	162	56.2	59.4	No	63.7
Eligible for Free or Reduced-Price Meals	1,241	74.2	71.7	Yes	74.5
Students with Disabilities	208	57.7	62.3	No	66.3
District	1,485	75.1	73.9	Yes	76.4
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	265	19.0
Male	92.3	171	14.0
Black or African American	92.9	100	7.9
Hispanic or Latino	93.3	138	15.8
White	96.9	153	39.1
English Learners	87.8	12	5.0
Eligible for Free or Reduced-Price Meals	94.9	171	11.1
Students with Disabilities	74.7	*	*
District	93.8	436	16.7
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	68.0	79.4
Male	59.0	71.1
Black or African American	64.9	72.8
Hispanic or Latino	53.4	72.1
White	73.7	86.2
English Learners	35.8	71.1
Eligible for Free or Reduced-Price Meals	61.6	73.4
Students with Disabilities	31.9	64.3
District	63.5	75.9
State	71.9	88.3

<sup>7</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>8</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 2015-16

## New Haven School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	57.3	75	38.2	50	76.4	67.7
	High Needs Students	53.1	75	35.4	50	70.7	56.7
Math Performance Index	All Students	49.4	75	32.9	50	65.8	61.4
	High Needs Students	45.5	75	30.3	50	60.7	49.9
Science Performance Index	All Students	44.9	75	29.9	50	59.8	57.5
	High Needs Students	40.6	75	27.0	50	54.1	47.0
ELA Academic Growth	All Students	63.3%	100%	63.3	100	63.3	63.8%
	High Needs Students	61.5%	100%	61.5	100	61.5	58.3%
Math Academic Growth	All Students	63.5%	100%	63.5	100	63.5	65.0%
	High Needs Students	62.2%	100%	62.2	100	62.2	57.4%
Chronic Absenteeism	All Students	19.9%	<=5%	20.1	50	40.3	9.6%
	High Needs Students	22.9%	<=5%	14.1	50	28.2	15.6%
Preparation for CCR	% Taking Courses	52.7%	75%	35.1	50	70.2	67.6%
	% Passing Exams	16.7%	75%	11.1	50	22.2	40.7%
On-track to High School Graduation		82.1%	94%	43.6	50	87.3	85.1%
4-year Graduation All Students (2015 Cohort)		75.1%	94%	79.9	100	79.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		77.4%	94%	82.3	100	82.3	78.6%
Postsecondary Entrance (Class of 2015)		63.5%	75%	84.7	100	84.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		81.5%   36.6%	75%	12.2	50	24.4	89.2%   50.5%
Arts Access		47.8%	60%	39.9	50	79.7	47.5%
<b>Accountability Index</b>				<b>867.4</b>	<b>1350</b>	<b>64.3</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.6	53.1	14.6	16.5	
Math Performance Index Gap	58.6	45.5	13.1	18.9	
Science Performance Index Gap	53.9	40.6	13.3	17.2	
Graduation Rate Gap	79.5%	77.4%	2.2%	15.3%	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.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	97.5
	High Needs Students	97.4
Math	All Students	97.3
	High Needs Students	97.2
Science	All Students	95.3
	High Needs Students	94.5

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 44.1**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## New Haven School District

### Narratives

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

NHPS continues its intensive focus on chronic absenteeism to analyze the severity and complexity of the problem both across the larger community and within our school and to take action to address the problem. NHPS launched, "Attendance Matters," a community effort to draw attention to the problem and build support for our efforts. Our explicit internal actions included a multi-prong approach with a first step of generating and acting on accurate data. The District developed its own software system we call, TABLEAU which complements our Power Schools software and provides more real time analytics. This has enhanced district-wide collaboration among NHPS Office of Research and Data, IT, Dropout Prevention Specialists, school leaders and school based Attendance Teams. This collaboration developed early warning prevention and intervention systems which identified students who are, or will be at risk of becoming chronically absent before they miss enough school that it is nearly impossible for them to catch up.

We developed coordinated systems of support within schools and community for students who are chronically absent. We worked to implement regular and focused school-based attendance committee meetings that focus and act on individual student intervention needs and study student responses to interventions. With extra emphasis on the K-8 level where chronic absenteeism was high in some grade levels, Dropout Prevention Specialists worked in collaboration with school staff to emphasize attendance education with families. Our Dropout Prevention Specialists have developed a case management approach to ensure that families, students and schools are receiving coordinated services. In addition, Judge Key's Attendance Engagement Clinic expanded to 3 high needs K-8 Schools. As a result of this work, New Haven Public Schools' chronic absenteeism rate in 2015-16 reduced from 25.6% to 19.9%.

In addition to our deep work with attendance, we continue to grow and strengthen our parent engagement opportunities for our families. We have invested in increasing parent participation at Report Card nights by providing additional supports for families. We partnered with community organizations, the Literacy Department and Math Department to provide tools for learning engagement opportunities for families at home.

NHPS' Special Education Department's vision to provide educational services that enables students to become independent, productive members of society by providing high quality services and support to students with special needs through a multidisciplinary team approach.

.The goals of the department include:.

1. Seamless integration/inclusion practices within general education .2. Emphasis on foundational reading/math skills .3. Providing quality individualized education plans .4. Addressing the social/emotional needs of students .5. Expanding assistive technology within instructional practices .6. Provide services that will enable students to become college and career ready .

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

New Haven Public Schools (NHPS) remains one of the largest School Choice Programs in the State of Connecticut. Efforts to reduce racial, ethnic and economic isolation are evident in all schools throughout the District. The demographics of our school community is widely diverse which is 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 and Charter schools. Over the last 3 years, NHPS has continued the transformation of our schools through Federal and State-funded grants. Four schools were recipients of the Magnet School Assistance Program grant award and were able to implement STEM based learning for their students. These programs received national and state-wide recognition. With 17 inter-district magnet schools, NHPS attracts students from over 40 towns in the Greater New Haven area. Each school has a specific theme integrated into a rigorous curriculum. Over the last 3 years, the demand for these schools has remained steady.

NHPS continues to participate in the Ct State Department of Education's Open Choice Program. The Open Choice Program attracts students from the surrounding towns into our intra-district magnet and neighborhood schools. The number students participating in the Open Choice Program has steadily increased each year.

Recruitment efforts for all schools continues to be a high priority. Schools participated in district-wide expos and host open house and shadow days for prospective families. All media outlets were engaged to facilitate outreach to families.

Other efforts to reduce racial, ethnic and economic isolation include an increase of English Language Learner programs across the district, school-based cultural celebrations, STEM Nights, and International Read Aloud Days.

# District Profile and Performance Report for School Year 2015-16

## New Haven School District

### **Equitable Allocation of Resources among District Schools**

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 district operations. NHPS remains a leader in the State with this data driven model and the significant and sustained gains in test scores are reflective of the success. In both the facilities and operations areas NHPS has implemented on-line data systems to monitor work orders, food sales and inventories and energy management. New Haven has instituted a site based budgeting process which allows each school to review all budget line items in an effort to provide funding equity as well as to support the portfolio approach where each school can be viewed individually as it seeks to meet its individual goals as well as the District goals. In addition, NHPS has enacted proactive preventive maintenance schedules and long range planning and capital investment reviews. 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.