

STRATEGIC SCHOOL PROFILE 2004-05**New Haven School District
REGINALD R MAYO, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

| | |
|------------------------------------|--|
| County: New Haven | Public School Enrollment as a Percent of Town Population: 15.5% |
| 2000 Population: 123,626 | Public School Enrollment as % of Total Student Population: 89.8% |
| 1990-2000 Population Growth: -5.2% | Percent of Adults without a High School Diploma in 2000: 25.2% |
| 2000 Per Capita Income: \$16,393 | Adult Education Enrollment in 2003-04 School Year: 2,423 |
| Number of Public Schools: 47 | Number of Adults Receiving Diplomas in 2003-04 School Yr.: 173 |
| Number of Nonpublic Schools: 15 | |

 Education Reference Group (ERG): I ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

| Current and Past District Need | Year | District | ERG | State |
|--|-------------|-----------------|------------|--------------|
| % of Students Eligible for Free/Reduced-Price Meals | 2004-2005 | 71.7 | 73.2 | 26.6 |
| | 2002-2003 | 67.1 | 71.5 | 25.4 |
| % of K-12 Students with Non-English Home Language | 2004-2005 | 29.0 | 33.9 | 12.5 |
| | 1999-2000 | 26.7 | 39.3 | 12.3 |
| % of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr. | 2004-2005 | 80.0 | 82.4 | 89.0 |
| | 1999-2000 | 77.5 | 73.9 | 86.3 |
| % of Kindergarten Students who Attended Preschool, Nursery School, or Headstart | 2004-2005 | 64.0 | 58.9 | 77.0 |
| | 1999-2000 | 66.3 | 53.4 | 73.1 |
| % of Juniors and Seniors Working More Than 16 Hours Per Week | 2004-2005 | 8.5 | 19.9 | 22.1 |
| | 1999-2000 | 11.8 | 26.5 | 30.4 |

STUDENT ENROLLMENT AND RACE/ETHNICITY

| Enrollment | |
|---------------------------|--------|
| Grade Range | PK-12 |
| Total Enrollment | 20,499 |
| 5-Year Enrollment Change | 6.3% |
| Projected 2009 Enrollment | |
| Elementary | 8,902 |
| Middle School | 6,269 |
| High School | 5,658 |
| Prekindergarten, Other | 1,310 |

| Race/Ethnicity | Number | Percent |
|--------------------------|---------------|----------------|
| American Indian | 14 | 0.1 |
| Asian American | 293 | 1.4 |
| Black | 11,196 | 54.6 |
| Hispanic | 6,714 | 32.8 |
| White | 2,282 | 11.1 |
| Total Minority 2004-2005 | 18,217 | 88.9 |
| Total Minority 1999-2000 | 17,024 | 88.2 |

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The New Haven Public Schools are proud to provide the largest program of choice in the State of Connecticut, and through our citywide commitment we continue to reduce the racial, ethnic and economic isolation for thousands of students who attend our schools.

Through our partnerships with 25 area towns, our regional educational center, ACES, and the State Department of Education, we are able to offer choice programs with specific themes integrated into a very rigorous academic curriculum. This past year, with the opening of the new Jackie Robinson preK-grade 8 magnet school and the Barnard Environmental Elementary Magnet School, we brought our total of interdistrict magnet schools to 14 and attracted nearly 1300 suburban students to our New Haven family. These interdistrict schools join six intradistrict magnet schools, 4 Charter Schools, 2 regional magnet schools and one alternative school to compose a comprehensive plan which can accommodate the interests and the academic challenges for all children. Through our Open Choice program sponsored by ACES and the State of Connecticut, we have a total of 301 students who have gained admission to suburban schools, while 85 suburban students came to New Haven under the sponsorship of the same program. Under the Voluntary School Choice Grant awarded to New Haven in 2003, and in fulfillment of the objectives of the No Child Left Behind legislation, we are able to provide hundreds of children in low performing schools the opportunity to attend a higher performing Lighthouse School through an application and lottery process. All of our programs are to provide the optimum choice for all students and to achieve a diverse environment from which students will learn with and from each other, while understanding and appreciating the differences in all of us.

Distance learning, urban/suburban exchanges, partnerships with Yale University, Southern Connecticut State University, Quinnipiac University and Gateway Community College expand the opportunities for our young people to experience learning from outside the realm of the traditional classroom. Business partnerships with the Connecticut Business and Industry Association, the City of New Haven and local business owners provide not only a link with the community but a learning experience which brings to light the relevance in what students are learning. A \$1.1 billion dollar renovation project is instrumental in making our schools inviting and conducive to learning while showing our students that they are valued along with the educational process. A unified belief in the professional development espoused by Dr. James Comer in tolerance, diversity and cultural differences leads us all to understanding our uniqueness and our , while our commitment to becoming a data driven school system allows us to better assess, evaluate and instruct to the individual abilities of each child. We are truly a system who believes in KIDS FIRST and in our joint efforts to move our entire district from "good.....to great"!!!

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

| | | |
|-------------------------------|---|--------|
| # of Certified Staff |  | |
| Teachers | | 1420.4 |
| Administrators | | 118.0 |
| Department Chairs | | 2.0 |
| Library/Media Staff | | 40.0 |
| Other Professionals | | 195.4 |
| % Minority 2004-2005 | | 28.6 |
| % Minority 1999-2000 | | 32.8 |
| # Non-Certified Instructional | | 595.0 |

| Average Class Size | | District | ERG | State |
|--------------------|-----------|----------|------|-------|
| Grade K | 2004-2005 | 23.5 | 20.0 | 18.5 |
| | 1999-2000 | 22.2 | 19.4 | 18.5 |
| Grade 2 | 2004-2005 | 22.8 | 20.9 | 19.5 |
| | 1999-2000 | 21.6 | 21.1 | 19.8 |
| Grade 5 | 2004-2005 | 20.8 | 22.2 | 21.3 |
| | 1999-2000 | 22.4 | 22.7 | 21.8 |
| Grade 7 | 2004-2005 | 17.0 | 21.2 | 20.9 |
| | 1999-2000 | 23.3 | 24.0 | 21.9 |
| High School | 2004-2005 | 19.5 | 20.9 | 20.2 |
| | 1999-2000 | 18.9 | 19.5 | 20.0 |

| Professional Staff Experience and Training | District | ERG | State |
|--|----------|------|-------|
| Average Number of Years Experience in Connecticut | 13.0 | 12.7 | 13.2 |
| % with Master's Degree or Above | 72.6 | 76.1 | 78.5 |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 21.5 | 20.4 | 27.7 |

DISTRICT RESOURCES, continued

| Total Hours of Instruction Per Yr.* | Dist | ERG | State |
|-------------------------------------|------|-----|-------|
| Elementary | 938 | 975 | 987 |
| Middle School | 937 | 975 | 1,014 |
| High School | 979 | 974 | 1,003 |

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

| Resource Ratios | District | ERG | State |
|--------------------------------|----------|------|-------|
| Students Per Academic Computer | 3.0 | 3.5 | 3.6 |
| Students Per Teacher | 14.4 | 14.2 | 13.8 |
| Teachers Per Administrator | 11.8 | 14.2 | 13.9 |

STUDENT PERFORMANCE

| Physical Fitness | District | ERG | State |
|-----------------------|----------|------|-------|
| % Passing All 4 Tests | 27.2 | 24.9 | 35.2 |

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

| Connecticut Mastery Test, 3 rd Generation % Meeting State Goal | District 2004-05 | ERG 2004-05 | State 2004-05 |
|--|---------------------|----------------|------------------|
| Grade 4 Reading | 20.5 | 20.8 | 52.8 |
| Writing | 33.9 | 36.2 | 63.3 |
| Mathematics | 34.1 | 28.3 | 56.8 |
| All Three Tests | 13.7 | 13.0 | 41.2 |
| Grade 6 Reading | 25.8 | 27.9 | 60.5 |
| Writing | 33.2 | 33.9 | 61.3 |
| Mathematics | 27.1 | 30.0 | 60.9 |
| All Three Tests | 13.6 | 15.1 | 45.3 |
| Grade 8 Reading | 32.8 | 32.1 | 64.9 |
| Writing | 35.7 | 33.7 | 60.7 |
| Mathematics | 22.2 | 20.3 | 55.7 |
| All Three Tests | 15.2 | 13.4 | 45.2 |
| Participation Rate | 98.8 | 98.3 | 99.0 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


| Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal | District 2004-05 | ERG 2004-05 | State 2004-05 |
|--|-----------------------------------|------------------------------|--------------------------------|
| Reading Across the Disciplines | 18.9 | 18.9 | 48.9 |
| Writing Across the Disciplines | 23.2 | 24.2 | 55.2 |
| Mathematics | 13.7 | 15.5 | 47.8 |
| Science | 13.9 | 13.9 | 47.3 |
| All Four Tests | 5.4 | 5.8 | 29.2 |
| Participation Rate | 91.1 | 89.2 | 96.8 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

| SAT[®] I: Reasoning Test | Class of 1999 | Class of 2004 | | |
|--|----------------------|----------------------|------------|--------------|
| | District | District | ERG | State |
| % of Graduates Tested | 71.3 | 75.2 | 63.1 | 74.8 |
| Mathematics: Average Score | 396 | 401 | 415 | 508 |
| Mathematics: % Scoring 600 or More | 4.7 | 5.0 | 5.6 | 23.3 |
| Verbal: Average Score | 414 | 413 | 416 | 508 |
| Verbal: % Scoring 600 or More | 8.6 | 5.3 | 4.9 | 22.0 |

| Dropout Rates | District | ERG | State |
|---|-----------------|------------|--------------|
| Cumulative Four-Year Rate for Class of 2004 | 18.7 | 20.9 | 8.8 |
| 2003-04 Annual Rate for Grades 9 through 12 | 6.1 | 4.7 | 1.8 |
| 1998-99 Annual Rate for Grades 9 through 12 | 7.7 | 8.7 | 3.3 |

| Activities of Graduates | Class of | # in District | District % | ERG % | State % |
|---|-----------------|----------------------|-------------------|--------------|----------------|
|  Pursuing Higher Education | 2004 | 726 | 80.5 | 77.8 | 81.5 |
| | 1999 | 513 | 78.5 | 76.0 | 78.3 |
| Employed or in Military | 2004 | 81 | 9.0 | 14.1 | 14.1 |
| | 1999 | 84 | 12.8 | 17.0 | 17.1 |
| Unemployed | 2004 | 3 | 0.3 | 1.9 | 0.8 |
| | 1999 | 34 | 5.2 | 3.5 | 0.9 |

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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 | ERG | State |
| Instructional Staff and Services | \$152,556 | \$7,458 | \$6,287 | \$6,994 | \$6,282 |
| Instructional Supplies and Equipment | \$5,863 | \$287 | \$242 | \$283 | \$242 |
| Improvement of Instruction and Educational Media Services | \$11,096 | \$542 | \$398 | \$559 | \$387 |
| Student Support Services | \$8,604 | \$421 | \$616 | \$549 | \$615 |
| Administration and Support Services | \$27,584 | \$1,349 | \$1,092 | \$1,154 | \$1,101 |
| Plant Operation and Maintenance | \$28,865 | \$1,411 | \$1,031 | \$1,075 | \$1,025 |
| Transportation | \$13,757 | \$666 | \$485 | \$511 | \$487 |
| Costs for Students Tuitioned Out | \$11,944 | N/A | N/A | N/A | N/A |
| Other | \$3,138 | \$153 | \$122 | \$122 | \$120 |
| Total | \$263,407 | \$12,640 | \$10,518 | \$11,589 | \$10,479 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$101,713 | \$4,973 | \$1,149 | \$1,558 | \$1,171 |
| Adult Education | \$3,786 | \$1,563 | N/A | \$1,295 | \$1,057 |

Revenue Sources, % 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 |
|-----------------------------|---------------|---------------|-----------------|-----------------|
| With School Construction | 21.4 | 65.7 | 11.6 | 1.3 |
| Without School Construction | 24.2 | 58.3 | 15.7 | 1.8 |

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

| Expenditures by Grade Level | District | | ERG | | State | |
|-----------------------------|-----------|----------|-----------|----------|-----------|----------|
| | Per Pupil | % Change | Per Pupil | % Change | Per Pupil | % Change |
| Elementary and Middle | | | | | | |
| Total | \$11,232 | 3.2 | \$9,679 | 2.2 | \$8,620 | 3.8 |
| Salaries and Benefits | \$8,392 | 2.7 | \$7,813 | 2.2 | \$7,120 | 4.0 |
| Supplies | \$655 | 9.3 | \$557 | 8.4 | \$455 | 5.6 |
| Equipment | \$67 | 6.3 | \$94 | -27.7 | \$114 | -8.8 |
| High School | | | | | | |
| Total | \$10,016 | 7.2 | \$9,409 | -3.4 | \$9,316 | 1.3 |
| Salaries and Benefits | \$7,432 | 6.1 | \$7,337 | -3.5 | \$7,529 | 1.7 |
| Supplies | \$621 | 18.1 | \$548 | 0.6 | \$524 | 4.0 |
| Equipment | \$72 | 9.1 | \$98 | -37.6 | \$133 | -13.1 |

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.

The New Haven Public School District continues to be extremely concerned about making certain that all of the resources available in the district are distributed equally for all of our students and our schools. The "Kids First" theme is the mechanism which drives and constantly reminds everyone that all supplies, materials, equipment, effort and services must be provided equally for the progress and achievement of students.

At the school level, all schools are site-based and are managed by the Comer Model School Planning and Management Teams (SPMT) composed of teachers, parents and administrators. Planning, budgeting and other critical decisions are made at monthly meetings by the team. Annually, each school presents its budget to the Superintendent and his staff at individual meetings for review, modification and approval. At that time school teams have the opportunity to meet face to face with the Superintendent and key members of his staff to openly discuss needs, requests and problems.

For the past two years we have enjoyed a comprehensive partnership with the Stupski Foundation which has provided support, expertise and direct involvement for systemic improvement. Through this process we have developed and are currently implementing five bold, measurable academic goals (Five Bold Goals Plan) for student achievement.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

While CMT results fluctuate somewhat from year-to-year when looking at same-grade performance, examination of cohort scores shows robust gains. An examination of reading scores for students tested as 4th graders in 2002 and again as 6th graders in 2004 shows that, overall, an additional 8.6% scored above proficient. Improvements were seen in almost every subgroup tested. Similarly, students tested as 6th graders in 2002 and again as 8th graders in 2004 showed an overall increase of 6.8% at or above the proficient level. Again, increases were seen in all subgroups, with the largest increase seen among Hispanic students who showed an increase of 10.1% at or above proficient. While not as strong as the reading performance, cohort improvements were seen in writing performance as well.

The New Haven Public Schools has focused intense attention on improving the literacy skills of the District's English Language Learners (ELL). Same-grade comparisons of reading scores shows significant improvements for ELL students, particularly at the 8th grade level where the percentage of students scoring at or above proficiency more than doubled between 2003 and 2004. Finer analyses of student performance have shown that the District's Dual Language program produces stronger gains for ELL students than English language immersion programs. The Connecticut Academic Proficiency Test (CAPT), given to all tenth graders each spring, shows similar improvements for ELL students, most significantly in reading. While the percentage of students at or above the goal level has shown only a modest increase between 2002 and 2004 (+2.9%), the reduction in the number of ELL students performing at the lowest, or below basic level, has dropped from 70% in 2002 to 45.7% in 2004. Of particular interest is New Haven's forward progress in Science, from 12 percent at goal in 2001 to 17 percent by 2004, with the biggest proportional increase seen among Hispanic students.

Needs and Improvement Plans

The District has partnered with the Stupski Foundation of Mill Valley, California to develop and implement a comprehensive improvement plan that will accelerate growth and reallocate resources across the district to better meet the needs of all students. Key components of the plan include differentiated instruction that meets the needs of individual learners, intensified use of assessment data to inform instruction, the development of professional learning communities, development of instructional leadership capacity at all levels in the NHPS organization, and reorganization of district-level services and structures to better meet the needs of students. All efforts will drive the district toward the attainment of 5 Bold Goals focused on high academic achievement in literacy and numeracy as well as attainment of high standards in school readiness, social development, and preparation for post-secondary life.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.nhps.net/

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