



NEW HAVEN PUBLIC SCHOOLS



Great things are happening at New Haven Public Schools

September 1 to September 26, 2019

We believe that all kids can learn, achieve, and rise to a bright future. Our purpose is to provide an outstanding education that extends beyond graduation and prepares our students to be the next generation of leaders, innovators and problem-solver.

- **Jennie L. Rosario Receives National Honor**
- **Standardized Test Scores Show Progress**
- **Barnard Environmental School Presents Eco Day**
- **Clinton Ave. School Makes Time For Reading**
- **Wilbur Cross Tailgate First Annual Tailgate**

Congratulations to:

Jennie L Rosario Receives National Honor

Hill Regional Career High School student recognized for superior academic achievement by The National Society of High School Scholars

ATLANTA, GA- June 25, 2019 - The National Society of High School Scholars (NSHSS) today announced student Jennie L Rosario from East Haven, CT, has been selected to become a member of the esteemed organization.

The Society recognizes top scholars who have demonstrated outstanding leadership, scholarship and community commitment. The announcement was made by NSHSS Founder and Chairman Claes Nobel, senior member of the family that established the Nobel Prizes.

Standardized Test Scores Show Progress

by CHRISTOPHER PEAK | Sep 10, 2019 7:42 am

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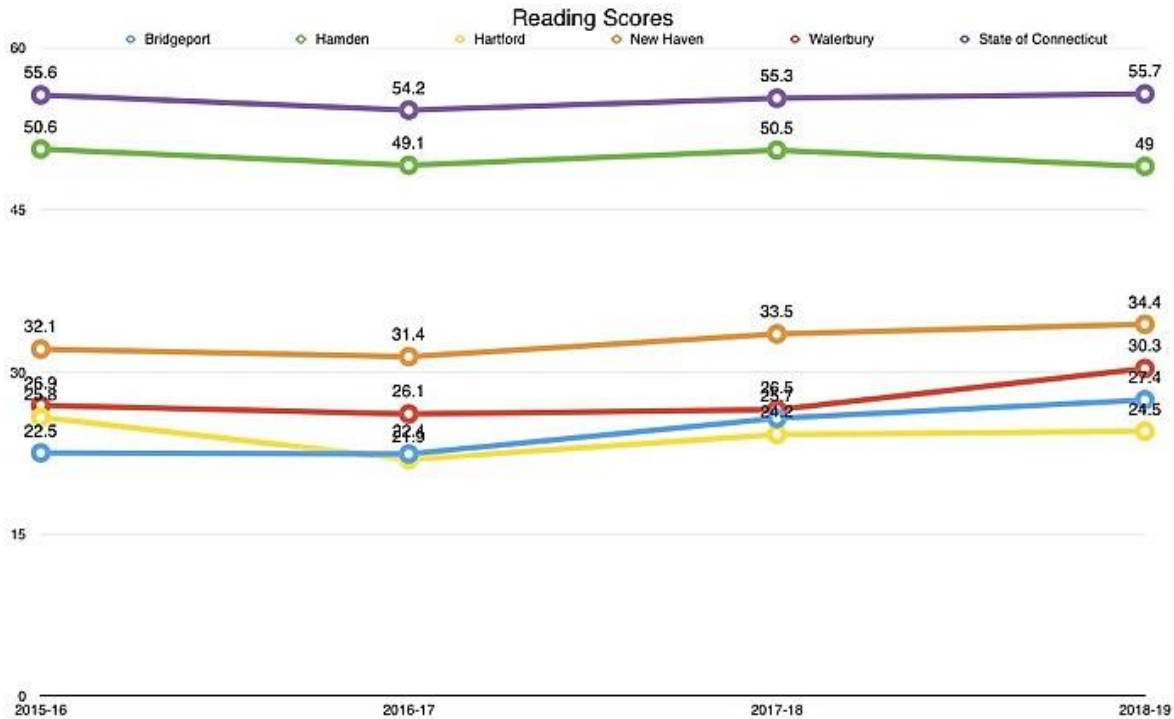
CHRISTOPHER PEAK PHOTO

Students at Martinez School, which saw 10-point gains.

Standardized test scores continued their upward rise at New Haven's elementary schools last year, though most kids still aren't at grade level.

That's spelled out in the latest round of data that the Connecticut State Department of Education released on Monday morning, in the fifth year of Smarter Balanced Assessment scores used to evaluate third through eighth graders in math and reading.

Across the city's elementary schools, 34.4 percent of students are on grade level in reading, up 0.9 points from the previous year, and 22.5 percent of students are on grade level in math, up 1.2 points from the previous year.



From top to bottom, at right: State of Connecticut in purple, Hamden in green, New Haven in orange, Waterbury in red, Bridgeport in blue, Hartford in yellow.

That puts New Haven well behind the rest of the state in proficiency, where 55.7 percent of students are on grade level in reading and 48.1 percent are on grade level in math, but ahead of other big cities, outperforming Hartford, Bridgeport and Waterbury.

The district as a whole is closing the gap with the state in reading, and at current rates, it will catch up to the state in a decade. But in math, the district as a whole is falling slightly behind the state’s pace.

“While we continue to see promising year-to-year increases for all student groups meeting or exceeding their achievement benchmark in both [English language arts] and math, our mission to close gaps around the state remains a priority,” Education Commissioner Miguel Cardona said in a statement.

“Together with our districts and school leaders, we will identify the local practices that are working and focus our support on the instructional core at the heart of our work,” he went on. “A strong instructional core, which includes connection with students, a strong curriculum, and effective teaching and leadership, serve as the foundation for achieving successful outcomes for all students regardless of zip code.”

Even within New Haven’s school system, the results were often stratified by race and class, reflecting the barriers that exist outside the classroom.

In reading, there's a 30.7-point gap between white and black students and 27.2-point gap between white and Hispanic students. And in math, there's a 30.2-point gap between white and black students and 27.5-point gap between white and Hispanic students

Similarly, there's 23-point gap in reading and a 21.8-point gap in math between students growing up in poverty who qualify for a free lunch and their classmates.

Those disparities can show up in stark ways across the city's public schools.

For instance, only 3.8% of students at Augusta Lewis Troup School are on grade level in math, while 68.6% of students at Worthington Hooker are. Similarly, only 12% of students at Lincoln-Bassett Community School are on grade level in reading, while 76.7% at Worthington Hooker are.

On the whole, though, over the last four years, most of the city's public schools have been moving in the right direction, showing sustained progress in boosting the portion of students who are on grade level.

NHPS

Troup School.

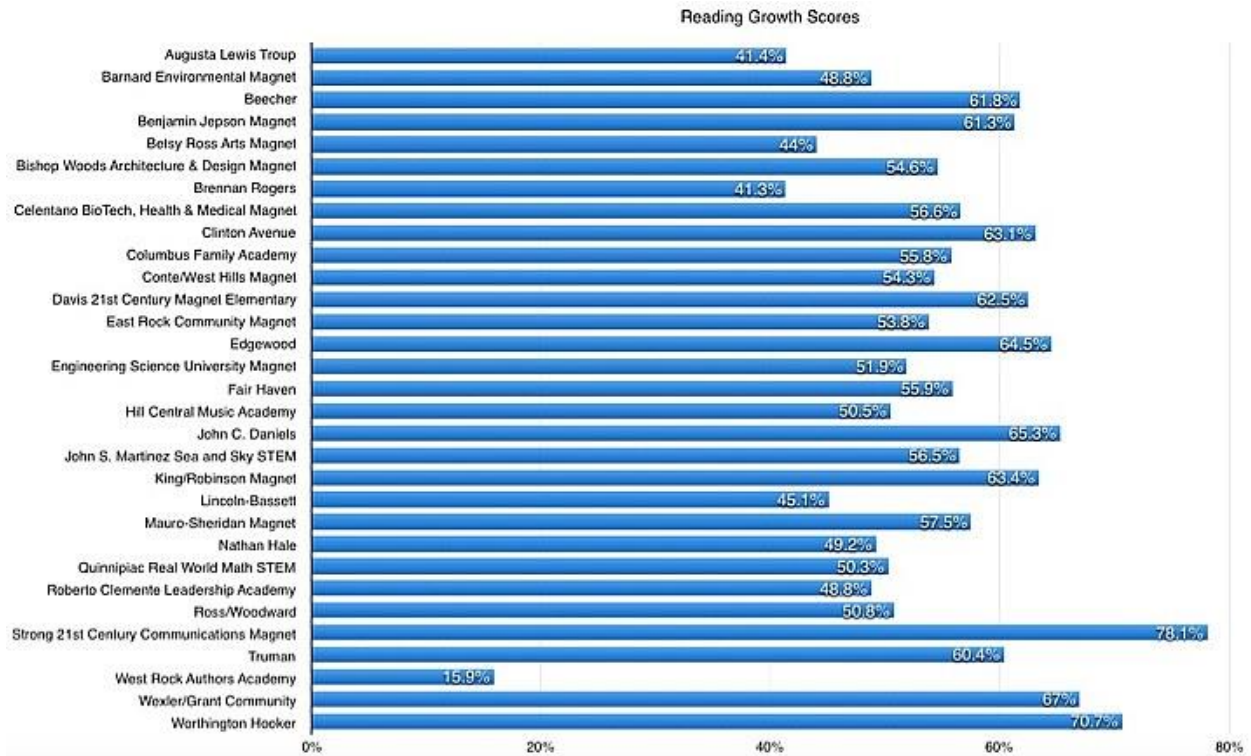
Two schools, L.W. Beecher Museum School and John S. Martinez Sea & Sky STEM School, notched at least 10-point gains in both reading and math proficiency rates. Truman School also made 8-point gains in both reading and math.

Clinton Avenue School moved the most in reading, going up by 17.3 points, while Beecher moved the most in math, going up by 15.5 points.

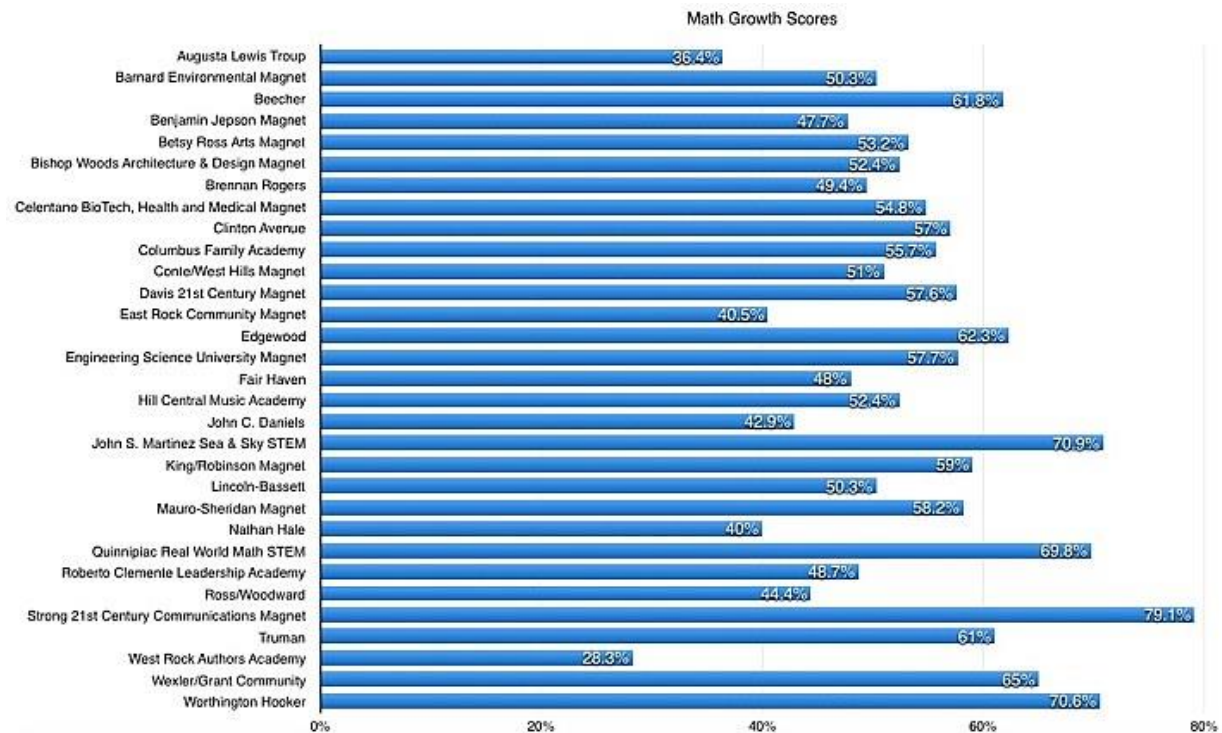
But during the same time period, five schools moved backwards. West Rock Author's Academy, Brennan Rogers School, Lincoln Bassett, King-Robinson and Augusta Lewis Troup all lost points in both reading and math.

Among the city's charters, Amistad Academy and Elm College Preparatory, the two schools in the Achievement First network, both saw gains of 0.8 and 1.7 points in reading and 2 and 9.6 points in math, respectively.

Booker T. Washington Academy, a state-approved charter, and Elm City Montessori, a district-approved charter, are both still adding classes, making comparisons to previous years difficult.



Schools came in across the spectrum on growth scores.



The state also measures how much students are growing over time, giving a fairer comparison of how much they've actually learned in a school year, regardless of where they started.

It does that by setting an individual target score for each student, which generally would allow them to catch up to grade level within five years if they're behind or stay slightly ahead if they're already there.

On that growth measure, New Haven students met an average of 55.2% of their targets in reading, a 3.1-point decline from last year, and 53.6 percent of their targets in math, the exact same as last year.

That rate comes a lot closer to the state's performance. Across Connecticut, students met an average of 59.5% of their targets in reading and 62.5 percent of their targets in math.

But it's behind the average of 60.2 percent of growth targets achieved that Superintendent Carol Birks had set as a goal in the district's continuous improvement plan.

In a statement Birks pointed out that test scores are only one way to measure how teaching, but she applauded the district for the results it had achieved.

"I commend our faculty, staff, administration, and community for their efforts and commitment to our students. We will continue to analyze data and target instructional practices to improve student achievement," she said. "As a district, we will continue to provide targeted professional learning, strengthen [whole class] Instruction and social-emotional learning supports and monitor progress to improve academic outcomes."



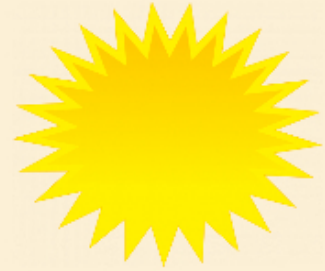
Superintendent Carol Birks, at Lincoln-Bassett.

Barnard Environmental Magnet School

presents



Community Eco Day

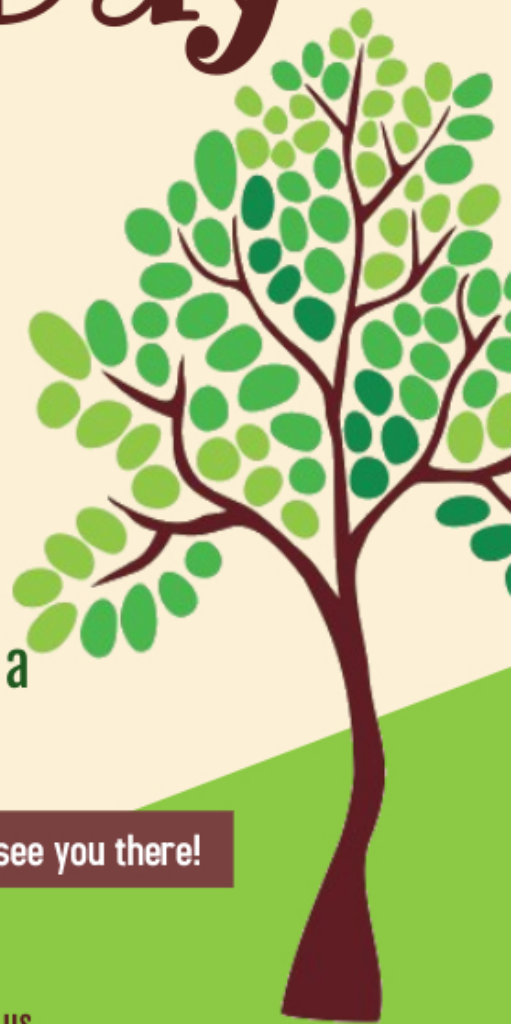


September 28, 2019

11:00 - 2:00

170 Derby Avenue, New Haven

Join us for a fun-filled day of eco-friendly vendors, family activities, and demonstrations. While there, enter our raffle for a chance to win a great prize!



We hope to see you there!

Contact Lana Rowan at
lane.rowan@new-haven.k12.ct.us
for more information

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Clinton Ave. School Makes Time For Reading

by CHRISTOPHER PEAK | Sep 24, 2019 4:13 pm

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CHRISTOPHER PEAK PHOTO

Students at a “literacy intervention” with tutor Toni Lucian.

Can an extra half-hour each day make a difference in teaching kids to read?

Based on what’s happening at Clinton Avenue School — which was once a struggling K-8 school in Fair Haven and is now becoming an instructional model for the district — the answer seems to be yes.

With [a new principal and a turnaround grant](#), Clinton Avenue has achieved [the largest consistent gains in reading test scores](#) among all New Haven’s grade schools. The portion of students on grade level has grown from 22 percent in 2015-16 to 39.3 percent in 2018-19.

Kristina DeNegre, the principal, credits that to the way that the school redid its entire schedule to make time for what she calls a “stop and drop.” For up to 45 minutes, classes break up into small groups, with no more than five students, for an extra lesson around whatever difficulties came up that week.

“The reality of it is that our kids have gaps, and we’re closing those gaps,” she said. “The best way to do that is to give them very targeted and specific instruction. That happens during that block.”



Clinton Avenue School, as seen from its former entrance.

Principal Kristina DeNegre.

Teaching kids to read is no easy process. Students need to know how to pronounce syllables and spell sounds, how to decode vocabulary words and arrange them in a sentence, how to read a paragraph almost automatically and still grasp its point.

Figuring what part of that process isn’t getting through can be even harder, especially in a class of 27 students, where many also don’t speak English at home. Just over one-third of Clinton Avenue’s students are English language learners.

Clinton Avenue’s “stop and drop” gives teachers that extra time to focus on a specific aspect of literacy.

“When we say ‘we stop and drop everything,’ I could be in the middle of a Foundations test. I say, ‘Alright, we gotta stop, and we’re going to finish this at 12 o’clock,’” said Brenna Roberts, a second-grade teacher. “There’s a phonics piece, there’s reading, there’s writing, there’s comprehension questions.”

In her class, for example, some students might work specifically on phonics, the explicit instruction of how sounds match up with letters that's [routinely overlooked in classrooms across the country](#), while an advanced group might do a research project or hold a book club.

"They might get a double of that," DeNegre said. "The small group instruction is all based on the needs of the students."

[Brenna Roberts looks over a student's running record.](#)

During a visit, students focused on a variety of different assignments.

In a first-grade classroom, some students went through a phonics module on the software program Lexia, while the teacher, Julia Evola, asked a group to come up with words that had an "eel" sound.

"So we have 'seal' and 'kneel,'" Evola said.

"Meal?" a girl ventured.

DeNegre gave a hint. "If it's not fake, it's..."

"Real!" a boy shouted.

In the second grade, students worked on comprehension skills. After reading short passages, they answered questions about the setting, the character, and the main problem.

One worked alone, reading through an 11-sentence story about a boy looking for bugs in the grass who couldn't see anything until he used a magnifying glass; others circled up, underlining key sentences in a story about a boy who felt anxious about taking a swing at a piñata at a birthday party.

And in the third grade, a group read a chapter from "The Chalk Box Kid," a 64-page book about a student who draws a garden, before Jenna Holmberg asked them about how the character has changed through the story.

Roberts called the stop-and-drops "a huge success" that's led to "tremendous growth." She said she likes that they give her a chance to work with a wider swath of kids throughout the grade, including from two other dual-language classes, and collaborate with other teachers.

"It's just not my kids," she said. "When we meet, we talk about all the kids."

DeNegre tried to build on that by scheduling in time for collaborating during morning prep and holding "learning walks," where teachers observe each other once a month.

[Student worked is displayed on the second-grade classroom door.](#)

After spending about a month on it, the students are given a quick assessment known as a "running record," where a teacher follows along with a passage to see if a student mixes up letters, skips words, makes up ones that aren't there, and knows to self-correct. They also measure how many words they read per minute.

Recently, Roberts administered one of those tests to a student, asking the student to read about a sick dog. “Molli is good to the vet,” the student read, mistaking the word “going” for “good.” “And vet is a doctor for pets.” Distracted, the student stopped reading and started talking about a grandmother’s dog.

Based on results like that, along with all the other student work and teacher notes, students will be regrouped for the following month’s interventions.

Students who are behind might visit an interventionist one-on-one in what DeNegre calls a “triple dip.”



Julia Evola reads with first-graders at Clinton Avenue School.

English language learners and special education students get even more time. But, surprisingly, the school has fewer students referred for tests of learning disabilities.

All those observations are collected together in “building-wide progress monitoring sheets” that allow the school to chart how what a fourth-grader knows ties back to earlier grades, beyond just one test score, DeNegre added.

“That comprehensive look lets us find patterns in what we’re doing really well and what we need to work on,” she said. “So a teacher might have a student who is showing, let’s say, difficulty in fluency, she can go back and look over the course of the two years prior to see if that’s something that they’ve been struggling with.”

“Where is that disconnect?” she added. “They might pull an assessment and look at the running record. They might look at work. They might do an additional assessment. Those discrepancies can get very granular, because it could be something simple or something more complex. That allows them to take that deep dive.”

Wilbur Cross First Annual Tailgating Party



Thank you to those who came out to support our first annual tailgating party on Friday afternoon. It was amazing.



Our Student Council sponsored this event. There was music, raffles, fun trivia, games and some of our community partners were present with information to support our students.



While our football team did not win the game (7-41) everyone had a great time supporting our community. #crosspride