

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



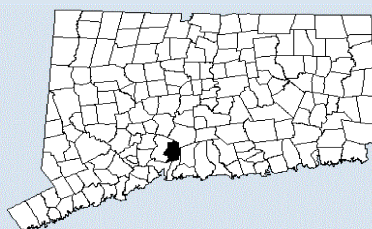
## North Haven School District

Mr. Robert Cronin, Superintendent • 203-239-2581 • [www.north-haven.k12.ct.us/default.htm](http://www.north-haven.k12.ct.us/default.htm)

### District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,402
Per Pupil Expenditures <sup>1</sup>	\$13,445
Total Expenditures <sup>1</sup>	\$48,454,786

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).  
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,652	48.6	48.3
Male	1,750	51.4	51.6
American Indian	*	*	0.2
Asian	238	7.0	4.6
Black or African American	129	3.8	12.9
Hispanic or Latino	212	6.2	21.2
Pacific Islander	*	*	0.0
White	2,733	80.3	58.4
Two or More Races	84	2.5	2.3
English Language Learners	54	1.6	5.7
Eligible for Free or Reduced-Price Meals	425	12.5	37.3
Students with Disabilities <sup>1</sup>	363	10.7	12.8

<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	142	8.7	32	1.9
Male	157	9.1	70	3.9
Black or African American	15	11.2	16	11.8
Hispanic or Latino	27	12.4	13	5.7
White	219	8.2	67	2.4
English Language Learners	9	14.5	*	*
Eligible for Free or Reduced-Price Meals	87	18.5	44	9.2
Students with Disabilities	62	16.7	27	6.5
District	299	8.9	102	2.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 16**

<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 2013-14

## North Haven School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	233.4
Paraprofessional Instructional Assistants	17.0
<b>Special Education</b>	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	47.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	18.6
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	109.5

<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 (%)
Asian	5	1.6	1.0
Black or African American	3	0.9	3.5
Hispanic	7	2.2	3.6
Native American	1	0.3	0.1
White	300	94.9	91.7

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	26	11.8	70	28.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	6	12.8
Students with Disabilities	0	0	*	*
District	35	12.2	95	29.8
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	24	45.3
Emotional Disturbance	17	38.6
Intellectual Disability	*	*
Learning Disability	103	91.2
Other Health Impairment	54	83.1
Other Disabilities	*	*
Speech/Language Impairment	38	92.7
District	241	68.9
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## North Haven School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	62	1.8	1.4
Emotional Disturbance	45	1.3	1.0
Intellectual Disability	18	0.5	0.4
Learning Disability	113	3.3	4.2
Other Health Impairment	66	1.9	2.5
Other Disabilities	21	0.6	1.0
Speech/Language Impairment	46	1.3	1.9
All Disabilities	371	10.8	12.4

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	24,988,156	7,139	8,769
Instructional Supplies and Equipment	1,113,499	318	275
Improvement of Instruction and Educational Media Services	1,041,975	298	487
Student Support Services	4,636,396	1,325	965
Administration and Support Services	6,618,507	1,891	1,600
Plant Operation and Maintenance	4,130,452	1,180	1,472
Transportation	2,740,311	737	786
Costs of Students Tuitioned Out	2,658,338	N/A	N/A
Other	527,152	151	178
Total	48,454,786	13,445	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	4,537,119	1,296	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,167,769	34.4	35.6
Noncertified Personnel	844,074	9.2	14.5
Purchased Services	532,851	5.8	5.0
Tuition to Other Schools	2,514,482	27.3	21.4
Special Ed. Transportation	1,080,886	11.7	8.5
Other Expenditures	1,077,115	11.7	14.9
Total Expenditures	9,217,177	100.0	100.0

PK-12 Expenditures Used for Special Education	19.0	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.5	88.0
State	9.9	10.3
Federal	1.6	1.7
Tuition & Other	0.0	0.0

<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 2013-14

## North Haven School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	72.7	79.6	76.8	73.5	.	.	.	.	
Hispanic or Latino	75.6	74.9	78.6	78.0	.	.	.	.	
English Language Learners	69.4	67.9	71.9	62.1	.	.	.	.	
Eligible for Free or Reduced-Price Meals	69.5	72.5	75.8	75.2	.	.	.	.	
Students with Disabilities	51.1	48.7	55.3	51.3	.	.	.	.	
High Needs	61.6	61.3	67.1	65.8	.	.	.	.	
District	85.1	84.1	86.9	85.5	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	66.7	.	.	.	.	
Hispanic or Latino	.	70.1	67.8	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	71.4	68.1	66.9	61.8	.	.	.	.	
Students with Disabilities	44.0	49.8	44.2	41.6	.	.	.	.	
High Needs	58.4	60.4	58.4	55.7	.	.	.	.	
District	82.2	81.1	82.7	80.4	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	90.0	90.4	93.1	93.4	934	91.6
Curl Up	88.0	77.0	80.9	99.5	934	85.8
Push Up	69.3	58.2	74.4	84.8	934	71.1
Mile Run/PACER	73.7	66.5	79.7	78.3	934	74.4
All Tests - District	49.8	43.9	58.1	64.1	934	53.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## North Haven School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	25	72	86.1	No	86.9
Hispanic or Latino	32	71.9	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	70	71.4	86.1	No	86.9
Students with Disabilities	40	57.5	75.1	No	77.0
District	314	87.6	88.6	No	89.1
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 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	81.2	122	40.9
Male	72.3	126	41.0
Black or African American	70.7	*	*
Hispanic or Latino	46.3	8	19.5
White	78.7	198	42.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	54.3	14	15.2
Students with Disabilities	*	0	0.0
District	76.7	248	41.0
State	72.9		37.6

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

- SAT® - composite score of 1550 or higher
- 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

<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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.7	95.8
Male	77.2	93.8
Black or African American	*	*
Hispanic or Latino	66.7	*
White	84.6	94.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	66.0	88.5
Students with Disabilities	66.7	*
District	81.1	94.9
State	72.7	88.5

<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 2013-14

## North Haven School District

### Narratives

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

##### Engaging Parents In Student Learning

The superintendent's office issues a District Improvement Plan that serves as the primary focus of district work throughout the year. These include Communication, Leadership, and Teaching and Learning. This year we are focusing on Domain 2 of the Connecticut Common Core of Teaching, Planning for Active Learning. Finally, there is also a goal of targeting the improvement of the academic achievement of the lowest 25% of our students in Grades K-12. All School Improvement Plans are written in service to the District Improvement Plan, and teacher goals are written to support the School Improvement Plan. In this way, there is a through line from the district level to the classroom.

Communication with all stakeholders is a priority in the North Haven Public Schools. In the area of communication, each school administers surveys to parents and staff annually. Student surveys are administered prior annually. The information received from the various surveys is used to guide some of the work at the school and is used by each School Climate Committee for planning purposes. The Superintendent of Schools also distributes a survey annually to members of the Administrative Council as a way of getting feedback about the workings of the district; what's working and what needs to be improved upon. These results are also used for planning and goal setting.

Parents receive a monthly communication from the superintendent. The letters typically address some district initiative or practice so they have a deeper understanding of not only of what is taking place in the district, but why. These communications are also posted on the district's website. Elementary schools distribute monthly newsletters to parents and the middle and high schools communicate on a quarterly basis. In addition, many classroom teachers have their own newsletters they send home regularly. This is true across all levels elementary, middle, and high. Middle and high school teachers post all grades and assignments on-line and parents have access to this information whenever they wish. Furthermore, all teachers have been asked to maintain ongoing contact with the parents of their students, logging a minimum of ten contacts per month. These logs are shared with their evaluators during mid-year and end-of-year conferences. Parent conferences are conducted twice annually at each level; once in the late fall and again in the spring.

Over the course of the past two years the district has opened three new special education programs to better meet the needs of all students. These include an Intensive Learning Program, an Intensive Therapeutic Program, and a Transitional Program. Each will be described in greater detail below.

##### Truancy Prevention

Student attendance is carefully monitored at all levels. Parents are expected to report absences whenever a student will not be in school. If the school is not notified, the parent is contacted. As soon as a student is absent four times in a month without medical documentation or ten times during the year, the parent is invited into school to meet with the appropriate personnel to discuss the absences and to make a plan for how to improve school attendance. Failure to comply with the plan and to demonstrate marked improvement in attendance results in the district filing a FWSN.

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

The minority student population in the North Haven Public Schools equates to approximately fourteen percent of the total student population of 3,424. Recognizing the importance of enhancing student acceptance of difference, and providing them with experiences with individuals of various racial and ethnic groups, the North Haven Board of Education encourages and supports district participation in programs highlighting diversity.

North Haven students were enrolled in a number of interdistrict magnet schools including Hill Career, Cooperative Arts and Humanities High School, the High School in the Community, the Betsy Ross Arts Magnet School, Barnard Micro Society, Hyde Leadership School, Metropolitan Business School, the Sound School, and the Benjamin Jepson Non-Graded Magnet Elementary School. A number of North Haven students also participate in less than full time regional programs including the Education Center for the Arts, the Yale-New Haven Saturday Seminar Program, the Urban/Suburban Exchange Program, and the Sound School Summer Aquaculture Program.

Fifty-five students from New Haven attend the North Haven Public Schools as part of Project Open Choice. They are dispersed throughout our four elementary schools, our middle school, and North Haven High School. In addition, our students participate in a number of regional cooperative programs with area districts sponsored by Area Cooperative Educational Services (ACES). Our schools host a number of cultural events throughout the year exposing students to a variety of cultures and their customs. There is also a very vibrant Diversity Club at the high school that has been recognized by the Connecticut Association of Schools for their accomplishments.

Each of North Haven's schools is committed to establishing safe, student-centered school cultures built on cooperation and mutual respect.

# District Profile and Performance Report for School Year 2013-14

## North Haven School District

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

North Haven's annual Board of Education budget process is designed to result in the equitable allocation and distribution of resources. Our goal remains one of getting as many of our resources as possible to students and classrooms where they can do the most good. In addition to enrollment figures, decisions are made based on district and school initiatives detailed in improvement plans. As the curriculum becomes more tightly aligned K-12, resources are dedicated to a specific focus area during each budget cycle. For example, one year the focus may be on language arts and the following year math. At that time, new textbooks and other supplemental materials are purchased for all schools. Each school receives funding for library books and field trips on a per pupil basis. Funding for professional development is based on district and school initiatives. Staffing levels are reviewed and adjusted annually based on enrollment and student need.