

**STRATEGIC SCHOOL PROFILE 2012-13****North Haven School District**

Robert D. Cronin, Superintendent

Location: 5 Linsley Street  
North Haven,  
Connecticut

Telephone:

---

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	Per Capita Income in 2000: \$29,919
Town Population in 2000: 23,035	Percent of Adults without a High School Diploma in 2000*: 14.3%
1990-2000 Population Growth: 3.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.4%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 92.0%

---

\*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): D 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, 2012	3,497
5-Year Enrollment Change	-9.5%

---

**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	461	13.2	17.8	36.7
K-12 Students Who Are Not Fluent in English	54	1.6	2.5	5.8
Students Identified as Gifted and/or Talented*	196	5.6	4.3	3.8
PK-12 Students Receiving Special Education Services in District	315	9.0	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	199	88.1	84.7	79.3
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	68	13.6	14.8	12.7

\*81.1 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.2
Asian American	251	7.2
Black	136	3.9
Hispanic	210	6.0
Pacific Islander	1	0.0
White	2,811	80.4
Two or more races	82	2.3
Total Minority	686	19.6

**Percent of Minority Professional Staff:** 5.0%

**Open Choice:**

80 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:**

6.7% 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 28.

---

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

---

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.

he student population of the North Haven Public Schools reflects the diversity of the community: the minority student population equals approximately 15.9 percent of the total student population. Recognizing the importance of enhancing student interactions with a variety of racial and ethnic groups, the North Haven Board of Education has encouraged and supported our participation in any programs intended to foster racial diversity. North Haven students were enrolled in the following interdistrict magnet schools during 2012-2013: Hill Career, Cooperative Arts and Humanities High School, High School in the Community, Vincent Mauro School, Davis Street 21st Century Inter District Magnet School, the Betsy Ross Arts Magnet School, Barnard, Micro Society, Hyde Leadership School, Metropolitan Business School, Sound School, and Benjamin Jepson Non-Graded Magnet Elementary School. A number of North Haven students 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. The North Haven Public Schools participates in Project Open Choice. One hundred spaces have been reserved in the district to accept students from New Haven. Currently, fifty (50) students from New Haven attend school in North Haven. Additionally, our students participate in regional cooperative programs sponsored by ACES. All of North Haven's Schools are committed to establishing safe, student-centered school cultures built around mutual respect and cooperation. School-based diversity teams are committed to promoting and providing a greater understanding of diversity.

---

## 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	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	63.2	56.9	46.3	
Writing	67.7	60.0	51.6	
Mathematics	79.1	61.4	74.5	
Grade 4 Reading	69.4	62.6	47.5	
Writing	77.3	63.0	74.7	
Mathematics	76.0	65.1	58.9	
Grade 5 Reading	71.4	66.9	41.6	
Writing	75.3	65.6	59.6	
Mathematics	75.7	69.2	47.2	
Science	71.3	62.3	46.0	
Grade 6 Reading	76.6	73.3	40.1	
Writing	75.3	65.1	54.7	
Mathematics	73.4	67	45.8	
Grade 7 Reading	84.4	78.9	48.1	
Writing	70.8	64.9	46.8	
Mathematics	70.2	65.4	43.7	
Grade 8 Reading	84.0	76.2	50.6	
Writing	73.4	67.2	44.0	
Mathematics	74.7	65.0	50.9	
Science	71.8	60.4	48.4	

**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	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	59.1	48.5	55.3	
Writing Across the Disciplines	78.9	62.1	69.7	
Mathematics	56.2	52.4	43.9	
Science	56.2	48.8	51.9	

**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
	57.4	51.1	61.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		87.8	78.5	
Average Score	Mathematics	510	503	51.9
	Critical Reading	493	499	39.8
	Writing	504	504	42.9

**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 2012	92.5	84.8	62.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.3	82.6
% Employed (Civilian Employment and in Armed Services)	2.6	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	234.30
Paraprofessional Instructional Assistants	17.50
Special Education	
Teachers and Instructors	27.00
Paraprofessional Instructional Assistants	41.50
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	16.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	18.60
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	121.73

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	14.0	14.6	13.9
% with Master's Degree or Above	78.9	81.6	79.8

Average Class Size	District	DRG	State
Grade K	18.4	17.5	18.9
Grade 2	18.9	19.4	19.8
Grade 5	20.6	21.2	21.3
Grade 7	16.8	20.1	20.2
High School	23.2	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	995	999
Middle School	986	1,028	1,029
High School	986	1,000	1,027

\*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*	4.2	2.7	2.7
Middle School	3.5	2.2	2.1
High School	3.6	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$24,649	\$6,947	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$606	\$171	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$897	\$253	\$475	\$397	\$471
Student Support Services	\$4,454	\$1,255	\$949	\$919	\$950
Administration and Support Services	\$6,935	\$1,955	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$3,977	\$1,121	\$1,466	\$1,499	\$1,459
Transportation	\$2,792	\$735	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$2,589	N/A	N/A	N/A	N/A
Other	\$476	\$134	\$170	\$176	\$170
<b>Total</b>	<b>\$47,375</b>	<b>\$12,990</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,723	\$1,331	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,721,193	20.5	22.0	21.8

**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	87.8	9.9	2.3	0.0
Excluding School Construction	87.1	10.3	2.6	0.0

---

**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.

North Haven's Board of Education Budget is developed to assure equitable allocation of resources. In addition to enrollment figures, decisions are made based on school and district initiatives outlined in improvement plans. As we work to make the curriculum more tightly aligned K-12, resources are committed to the area of focus during that particular budget cycle. All schools receive 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 on an annual basis.

---

**SPECIAL EDUCATION**


---



---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	353
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	54	1.5	1.4	1.3
Learning Disability	109	3.1	3.6	4.0
Intellectual Disability	17	0.5	0.3	0.4
Emotional Disturbance	43	1.2	0.9	1.0
Speech Impairment	47	1.3	2.1	2.0
Other Health Impairment*	68	1.9	2.4	2.4
Other Disabilities**	15	0.4	1.0	1.0
<b>Total</b>	<b>353</b>	<b>9.9</b>	<b>11.8</b>	<b>12.1</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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	58.1	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## 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	25.6	34.5	74.9	69.2
	Writing	17.0	19.9	73.3	64.4
	Mathematics	29.8	29.0	74.9	65.5
	Science	26.7	21.3	71.6	61.3
CAPT	Reading Across the Disciplines	5.6	15.7	59.1	48.5
	Writing Across the Disciplines	19.2	16.7	78.9	62.1
	Mathematics	10.5	16.8	56.2	52.4
	Science	11.1	14.6	56.2	48.8

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	26.3
	% With Accommodations	73.8
CAPT	% Without Accommodations	25.0
	% With Accommodations	75.0
% Assessed Using Skills Checklist		13.3

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	0	0.0
Private Schools or Other Settings	54	15.3

### 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	268	75.9	74.7	72.0
40.1 to 79.0 Percent of Time	44	12.5	16.4	16.4
0.0 to 40.0 Percent of Time	41	11.6	8.9	11.6

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

Our primary goal in North Haven is the continuous improvement of student achievement. This is evidenced in our commitment to providing extensive professional development on best instructional practices, first to our administrative staff and then to our instructional staff. There are seven half days during the year set aside for building-based professional development coupled with three full day in-service programs. We continue to update our curriculum to better align with the Common Core State Standards in language arts and mathematics. The District Improvement Plan serves as the driving force behind our work in North Haven. Developed annually and based on an analysis of student performance data, the plan details work to be completed during the school year in the areas of teaching, learning, and leadership. Annual goals, coupled with a series of specific action steps, define the work to be completed in each area. The Superintendent reports progress made on the District Improvement Plan at both mid-year and end-of-year presentations to the Board of Education. Each school and department in North Haven develops its own School Improvement Plan that supports the work of the District Improvement Plan at the school level. All plans are developed with the goal of improving student achievement and progress is reported in January and June.

---