

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



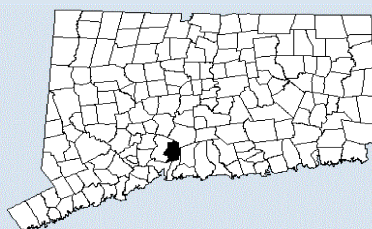
North Haven School District

Mr. Robert Cronin, Superintendent • 203-239-2581 • www.north-haven.k12.ct.us/default.htm

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,312
Per Pupil Expenditures ¹	\$14,344
Total Expenditures ¹	\$49,873,645

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,624	49.0	48.3
Male	1,688	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	235	7.1	4.7
Black or African American	137	4.1	12.9
Hispanic or Latino	220	6.6	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	2,641	79.7	57.2
English Language Learners	75	2.3	6.3
Eligible for Free or Reduced-Price Meals	461	13.9	37.6
Students with Disabilities ¹	374	11.3	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	300	18.7	25	1.5
Male	269	16.3	86	5.0
Black or African American	32	23.7	15	10.9
Hispanic or Latino	35	16.3	12	5.4
White	442	17.0	77	2.9
English Language Learners	9	12.9	*	*
Eligible for Free or Reduced-Price Meals	119	24.9	38	7.7
Students with Disabilities	74	20.2	34	8.1
District	569	17.5	111	3.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 12

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	221.8
Paraprofessional Instructional Assistants	17.0
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	50.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	18.6
Library/Media	
Specialists (Certified)	6.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	20.2
School Nurses	5.9
Other Staff Providing Non-Instructional Services/Support	119.5

¹In 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.6	1.0
Black or African American	3	1.0	3.5
Hispanic or Latino	7	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	298	95.2	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	11	*	15	57.7
Hispanic or Latino	*	*	*	*
White	123	60.6	155	69.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	73.7	35	70.0
Students with Disabilities	16	61.5	25	55.6
District	162	61.8	203	68.8
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	28	49.1
Emotional Disturbance	20	40.8
Intellectual Disability	*	*
Learning Disability	106	86.2
Other Health Impairment	53	80.3
Other Disabilities	*	*
Speech/Language Impairment	36	90.0
District	248	67.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	58	1.7	1.5
Emotional Disturbance	49	1.5	1.0
Intellectual Disability	17	0.5	0.5
Learning Disability	123	3.7	4.4
Other Health Impairment	68	2.0	2.6
Other Disabilities	26	0.8	1.0
Speech/Language Impairment	45	1.3	1.9
All Disabilities	386	11.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	33	8.5	8.1
Private Schools or Other Settings	30	7.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	25,728,359	7,644	9,134
Instructional Supplies and Equipment	588,389	175	334
Improvement of Instruction and Educational Media Services	961,392	286	498
Student Support Services	4,611,396	1,370	1,001
Administration and Support Services	7,103,735	2,110	1,694
Plant Operation and Maintenance	4,306,882	1,280	1,572
Transportation	3,001,993	843	813
Costs of Students Tuitioned Out	2,989,393	N/A	N/A
Other	582,106	173	186
Total	49,873,645	14,344	15,289

Additional Expenditures

Land, Buildings, and Debt Service	4,745,730	1,410	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,972,404	30.8	35.1
Noncertified Personnel	835,433	8.6	14.2
Purchased Services	576,417	6.0	5.2
Tuition to Other Schools	2,795,797	28.9	22.0
Special Ed. Transportation	1,397,774	14.5	8.6
Other Expenditures	1,083,586	11.2	14.9
Total Expenditures	9,661,411	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.4	88.0
State	9.9	10.4
Federal	1.7	1.6
Tuition & Other	0.0	0.0

⁴Revenue 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).

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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	*	*	*	*	*	*
Asian	83	76.1	83	71.4	46	62.9
Black or African American	49	57.3	48	56.5	31	49.5
Hispanic or Latino	95	60.8	94	54.6	50	51.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1185	67.3	1175	61.9	636	60.3
English Language Learners	34	54.2	34	50.4	20	38.0
Non-English Language Learners	1413	67.4	1401	62.2	764	60.1
Eligible for Free or Reduced-Price Meals	207	58.1	206	53.8	111	50.9
Not Eligible for Free or Reduced-Price Meals	1240	68.6	1229	63.3	673	61.0
Students with Disabilities	204	51.2	203	46.5	98	44.6
Students without Disabilities	1243	69.7	1232	64.5	686	61.7
High Needs	370	56.0	367	51.5	194	48.4
Non-High Needs	1077	71.0	1068	65.5	590	63.2
District	1447	67.1	1435	61.9	784	59.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.8	90.4	92.7	96.0	918	90.8
Curl Up	88.7	77.0	80.6	69.8	918	79.3
Push Up	63.9	58.2	74.1	86.6	918	70.2
Mile Run/PACER	74.3	66.5	79.4	94.1	918	78.0
All Tests - District	47.0	43.9	57.9	62.9	918	52.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	86.9	No	87.7
Hispanic or Latino	25	76.0	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	60	71.7	86.9	No	87.7
Students with Disabilities	35	48.6	77.0	No	78.9
District	320	88.4	89.1	No	89.7
State ⁴		87.0			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	79.8	108	37.6
Male	64.8	106	39.3
Black or African American	54.5	8	18.2
Hispanic or Latino	34.2	*	*
White	77.0	176	41.2
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	50.0	17	19.3
Students with Disabilities	*	*	*
District	72.5	214	38.4
State	67.2		37.3

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	78.7	93.4
Male	78.9	89.5
Black or African American	*	*
Hispanic or Latino	*	*
White	79.3	92.8
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.7	79.1
Students with Disabilities	55.9	*
District	78.8	91.6
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first 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	67.1	75	89.5	100	89.5	67.9
	High Needs Students	56.0	75	74.6	100	74.6	56.7
Math Performance Index	All Students	61.9	75	82.6	100	82.6	59.3
	High Needs Students	51.5	75	68.6	100	68.6	47.8
Science Performance Index	All Students	59.5	75	79.4	100	79.4	56.5
	High Needs Students	48.4	75	64.6	100	64.6	45.9
Chronic Absenteeism	All Students	17.5%	<=5%	25.0	50	50.1	10.6%
	High Needs Students	22.3%	<=5%	15.4	50	30.8	17.3%
Preparation for CCR	% Taking Courses	65.5%	75%	43.7	50	87.4	66.1%
	% Passing Exams	38.4%	75%	25.6	50	51.2	37.3%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		88.4%	94%	94.1	100	94.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		81.2%	94%	86.3	100	86.3	77.6%
Postsecondary Entrance (Class of 2014)		78.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 52.6%	75%	35.1	50	70.2	87.6% 51.0%
Arts Access		39.4%	60%	32.8	50	65.6	45.7%
Accountability Index				967.3	1250	77.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.0	56.0	15.0	17.3	
Math Performance Index Gap	65.5	51.5	14.0	19.6	
Science Performance Index Gap	63.2	48.4	14.8	17.2	
Graduation Rate Gap	94.0%	81.2%	12.8%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	82.7
	High Needs Students	85.5
Math	All Students	82.0
	High Needs Students	84.9
Science	All Students	99.2
	High Needs Students	97.5

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: 53.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

In North Haven, we remain committed to continuously evaluating and improving our special education programs in the district. Over the past few years, we have focused attention on two new programs. The first is an Intensive Learning Program and the second an Intensive Therapeutic Program. Both are comprehensive K-12 programs serving students across all grade levels. The elementary program is housed in one of the district's elementary schools, the middle school program is at the middle school, and the high school program is at North Haven High School.

The Intensive Learning Program is committed to providing the highest quality programs and services to our most intellectually challenged students. In order to achieve this, we contract with a number of outside service providers to assist with our autistic population, for example. We also work with an inclusionist to make certain we are providing students with as many opportunities as possible to spend time with their non-disabled peers as possible. Instruction is highly individualized, class sizes are kept small, and both certified and non-certified staff is assigned to each classroom. Similar programs exist at the middle and high schools. At this level, there is a vocational component built in, as well.

The Intensive Therapeutic Program, also a K-12 program, provides an alternative program for students with severe emotional difficulties. Again, each student's inclusion in the regular school program is dependent on their individual capabilities. This program also has a psychiatric consult who is in the district on regularly scheduled days. When in district, the psychiatrist is available to meet with staff in order to case conference, with students, and with parents. We have experienced considerable success with the Intensive Therapeutic Program, especially at the elementary level where most students are now included in the regular school program for much of their days.

This year we introduced a Transition Program for our 18 through 21 year old students. The program is staffed by a teacher and two job coaches and has been extremely successful. All students in the Transition Program are employed in the community and receive some vocational training in a room leased from the town's community center. When designing the program, we believed it was important to secure a site off school grounds as the program participants had met all of the high school requirements and were determined ready for the next stage in their educational careers. Using space in the Community Center gives them access to a number of community services including individual and small group counseling, recreational activities, and serves as a work site for some students.

The District Data Team has been working this year on developing comprehensive, cohesive truancy practices throughout the district that are aligned with state statutes. Every school is notifying parents in writing when absences reach either the chronically absent or truant levels. We are closely monitoring district attendance data and have seen a reduction in the number of absences for some students. School psychologists, school social workers, and school counselors work closely with parents to address high absenteeism and to improve the school attendance of all students. This is an ongoing project in the district.

Efforts to Reduce Racial, Ethnic and Economic Isolation

North Haven Public Schools recognizes the importance of enhancing student acceptance of difference and providing them with experiences with individuals for the many racial and ethnic groups that make up our community, and our state. The North Haven Board of Education encourages and supports district participation in programs highlighting diversity.

North Haven students are enrolled in a number of inter district magnet schools including Hill Career, Cooperative Arts and Humanities High School, the High School in the Community, the Betsy Ross Magnet School, and the Sound School to name some. 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.

Over fifty students from New Haven attend the North Haven Public Schools as part of Project Open Choice. They can be found throughout our elementary schools and North Haven Middle School. Additionally, our students participate in a number of regional cooperative programs with area districts sponsored by Area Cooperative Educational Services (ACES). Our schools also host a number of cultural events throughout the year exposing students to a variety of cultures and their customs. There is also a vibrant Diversity Club at North Haven High School recognized as a model throughout the state of CT.

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

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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 School and District 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 language arts and the following year math. At that time, new textbooks and other supplemental materials are purchased for 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.