

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



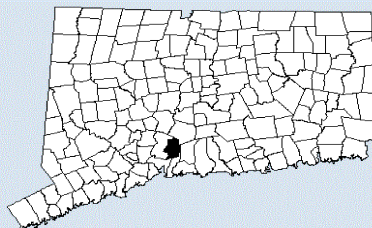
North Haven School District

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	3,162
Per Pupil Expenditures ¹	\$15,804
Total Expenditures ¹	\$51,709,275

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,550	49.0	48.4
Male	1,612	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	230	7.3	5.1
Black or African American	103	3.3	12.9
Hispanic or Latino	217	6.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	2,526	79.9	54.8
English Learners	97	3.1	6.8
Eligible for Free or Reduced-Price Meals	446	14.1	35.9
Students with Disabilities ¹	350	11.1	14.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	63	4.1	32	2.1
Male	68	4.3	75	4.6
Black or African American	*	*	10	9.6
Hispanic or Latino	11	5.3	7	3.3
White	103	4.1	83	3.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	48	11.1	44	9.4
Students with Disabilities	35	10.3	30	7.7
District	131	4.2	107	3.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 13

Number of school-based arrests: Fewer than 6

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	233.4
Paraprofessional Instructional Assistants	18.0
Special Education	
Teachers and Instructors	30.6
Paraprofessional Instructional Assistants	64.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.8
School Level	20.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	10.8
Counselors, Social Workers and School Psychologists	20.6
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	105.0

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	6	1.8	1.0
Black or African American	2	0.6	3.6
Hispanic or Latino	6	1.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	314	95.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.6

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	*	*	8	*
Hispanic or Latino	*	*	7	*
White	71	36.8	161	75.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	46.2	29	76.3
Students with Disabilities	10	45.5	21	63.6
District	97	39.1	198	74.4
State		63.6		77.5

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	18	39.1
Emotional Disturbance	18	43.9
Intellectual Disability	*	*
Learning Disability	102	77.9
Other Health Impairment	44	75.9
Other Disabilities	*	*
Speech/Language Impairment	25	92.6
District	218	64.5
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.6	1.7
Emotional Disturbance	41	1.3	1.0
Intellectual Disability	16	0.5	0.5
Learning Disability	131	4.1	4.9
Other Health Impairment	59	1.8	2.9
Other Disabilities	23	0.7	1.1
Speech/Language Impairment	33	1.0	1.8
All Disabilities	354	11.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,426,378	8,674	9,663
Instructional Supplies and Equipment	446,180	141	321
Improvement of Instruction and Educational Media Services	1,162,151	368	578
Student Support Services	3,689,274	1,167	1,103
Administration and Support Services	6,870,664	2,173	1,861
Plant Operation and Maintenance	3,919,225	1,239	1,637
Transportation	3,605,202	1,077	877
Costs of Students Tuitioned Out	3,987,557	N/A	N/A
Other	602,644	191	201
Total	51,709,275	15,804	16,236

Additional Expenditures

Land, Buildings, and Debt Service	27,232,654	8,612	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,586,955	30.2	34.6
Noncertified Personnel	975,628	8.2	14.6
Purchased Services	631,541	5.3	5.8
Tuition to Other Schools	3,622,051	30.5	21.8
Special Ed. Transportation	1,684,675	14.2	8.5
Other Expenditures	1,361,023	11.5	14.7
Total Expenditures	11,861,873	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.8	87.4
State	13.1	10.9
Federal	1.1	1.7
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).

District Profile and Performance Report for School Year 2016-17

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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	*	*	*	*	0	N/A
Asian	128	76.3	128	77.2	55	65.1
Black or African American	50	70.2	50	64.0	20	52.0
Hispanic or Latino	113	68.5	111	63.2	40	53.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	31	82.0	31	78.6	13	*
White	1326	73.7	1322	69.6	569	57.9
English Learners	64	63.0	62	66.4	25	46.1
Non-English Learners	1585	74.0	1581	69.9	672	58.7
Eligible for Free or Reduced-Price Meals	229	65.1	227	61.1	88	50.1
Not Eligible for Free or Reduced-Price Meals	1420	75.0	1416	71.1	609	59.4
Students with Disabilities	188	52.0	186	47.7	76	46.5
Students without Disabilities	1461	76.4	1457	72.6	621	59.7
High Needs	400	61.4	396	57.7	159	49.1
Non-High Needs	1249	77.5	1247	73.6	538	60.9
District	1649	73.6	1643	69.7	697	58.2

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			
Grade 4			
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	86.2	88.6	88.7	98.5	903	90.1
Curl Up	85.4	85.0	85.2	70.4	903	81.9
Push Up	60.2	71.4	67.8	87.9	903	71.0
Mile Run/PACER	79.1	67.3	78.3	94.0	903	79.3
All Tests - District	47.2	51.4	60.0	64.8	903	55.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44	81.8
Students with Disabilities	27	74.1
District	266	94.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	130	51.6
Male	93.5	122	46.6
Black or African American	*	9	*
Hispanic or Latino	96.3	6	22.2
White	96.3	197	48.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	90.9	29	37.7
Students with Disabilities	67.3	*	*
District	95.9	252	49.0
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.6	90.3
Male	71.9	90.4
Black or African American	*	*
Hispanic or Latino	*	*
White	82.7	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	80.6
Students with Disabilities	41.7	*
District	81.3	90.4
State	72.0	88.5

⁵College 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.

⁶College 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

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.6	75	49.1	50	98.1	67.1
	High Needs Students	61.4	75	40.9	50	81.8	55.9
Math Performance Index	All Students	69.7	75	46.5	50	93.0	62.2
	High Needs Students	57.7	75	38.5	50	76.9	50.5
Science Performance	All Students	58.2	75	38.8	50	77.6	55.3
	High Needs Students	49.1	75	32.7	50	65.5	45.2
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	55.4%
	High Needs Students	52.3%	100%	52.3	100	52.3	49.8%
Math Academic Growth	All Students	64.7%	100%	64.7	100	64.7	61.7%
	High Needs Students	56.5%	100%	56.5	100	56.5	53.7%
Chronic Absenteeism	All Students	4.2%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	9.9%	<=5%	40.3	50	80.6	15.8%
Preparation for CCR	% Taking Courses	57.4%	75%	38.3	50	76.5	70.7%
	% Passing Exams	49.0%	75%	32.7	50	65.4	43.5%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		94.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		77.1%	94%	82.0	100	82.0	82.0%
Postsecondary Entrance (Class of 2016)		81.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		91.7% 55.4%	75%	36.9	50	73.8	92.0% 51.6%
Arts Access		41.1%	60%	34.2	50	68.4	50.5%
Accountability Index				1040.0	1350	77.0	

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	75.0	61.4	13.6	16.7	
Math Performance Index Gap	73.6	57.7	15.9	18.7	
Science Performance Index Gap	60.9	49.1	11.8	16.6	
Graduation Rate Gap	94.0%	77.1%	16.9%	12.0%	Y

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	97.1
Math	All Students	97.9
	High Needs Students	96.7
Science	All Students	97.6
	High Needs Students	93.1

³Minimum participation standard is 95%.

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: 54.3

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

North Haven School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The North Haven Public School's District Improvement Plan contains goals and related action steps in the following areas: Teaching and Learning; Improving the Academic Achievement of the Lowest Performing 25% of students; Communication; Culture; and Leadership. Throughout the district, across all levels, we continue to focus on building the capacity of all North Haven students in the areas of literacy and numeracy. Teachers at the elementary, middle, and high schools provide students with meaningful opportunities to read and write on a daily basis beginning in kindergarten. We continue our district affiliation with Columbia Teachers' College with each of the four elementary schools designated "affiliate" schools. Professional development for both teachers and administrators is ongoing. Our emphasis is always on reading and writing across the curriculum. Curriculum documents are updated on a regular five-year cycle.

In special education we remain committed to strengthening the academic achievement of students receiving special education services. This year, the Department of Special Services has developed its own improvement plan with the goal of closing the achievement gap between students receiving special education services and those who do not. Progress monitoring of student achievement is ongoing. Goals on all student Individualized Education Plans are aligned to the Connecticut Core Standards. The superintendent, assistant superintendent, and the Director of Special Services meet with every special educator to review the progress of their students as measured by district benchmark assessments and state assessments.

At the beginning of each year, the superintendent sends home information to all families emphasizing the importance of regular school attendance. The District Data Team monitors student attendance across all six schools on a monthly basis, and each school also closely monitors the attendance of its own student population. School administrators remain in contact with parents of students at risk for being either truant or chronically absent. Parents are invited into school to assist in developing an Attendance Improvement Plan. Every effort is made to work in partnership with families around school attendance. District mental health personnel, including school counselors, social workers, and school psychologists are available to work with both families and students experiencing attendance concerns. Careful monitoring of each student's attendance allows for early identification and intervention.

Parents receive monthly newsletters from the school and the Superintendent's Office. Classroom teachers are expected to make contact with at least ten parents every month and they keep a log of those communications. All four elementary schools host an annual "Parent Academy." Typically held in the fall, these sessions give staff members an opportunity to discuss the district's literacy and numeracy programs. They discuss ways in which home and school can work in partnership with the goal of improving student achievement.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The North Haven Public Schools actively participate in the Open Choice Program as evidenced by the current Open Choice student enrollment of approximately 45-50 students. North Haven students attend area inter-district magnet schools in Meriden, Hamden, and New Haven. There are also students from the district attending the Vo-Ag Program at Lyman Hall High School in Wallingford, in addition to those attending regional programs including the Education Center for the Arts and the Sound School Summer Aquaculture Program.

Throughout the year, every school hosts performances intended to strengthen student awareness of the diversity of individuals and cultures from within the United States and around the world. Many of these programs are funded by parent organizations wishing to expose students to the traditions, music, and dance of cultures throughout the world.

North Haven High School is home to a very active student Diversity Club. Recognized throughout the state of Connecticut, the group has hosted programs at the high school for other schools, in addition to presenting at state wide conferences.

Every North Haven school is committed to creating safe, student-centered cultures built on a foundation of trust, cooperation, and mutual respect. Positive Behavior Interventions and Supports (PBIS) is a systemic program in every school beginning in kindergarten and continuing through high school.

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Equitable Allocation of Resources among District Schools

North Haven's annual Board of Education budget is specifically designed to contribute to the equitable allocation and distribution of resources among all six schools. The unique, specific needs of each school and the population it serves are given serious consideration as resources are being distributed. When developing the budget, the superintendent, assistant superintendent, and Director of Finance and Operations spends a great deal of time with each administrator reviewing both school and department student achievement data, and discussing its implications for the budget. The priority of the North Haven Board of Education remains one of getting as many of the resources into classrooms and directly into the hands of students as possible. Decisions concerning the allocation of resources are made based on district and school initiatives which are typically spelled out in the annual District Improvement Plan and in each School Improvement Plan. Funding for professional development is based on the district and school instructional focus and need. In each school, staffing levels are reviewed and adjusted based on enrollment and student need.