

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



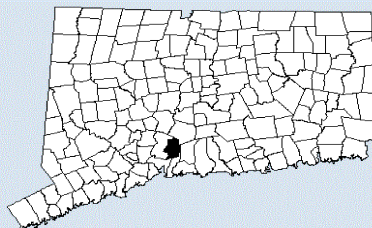
North Haven School District

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	3,165
Per Pupil Expenditures ¹	\$16,995
Total Expenditures ¹	\$55,096,230

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,542	48.7	48.4
Male	1,623	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	221	7.0	5.2
Black or African American	118	3.7	12.8
Hispanic or Latino of any race	260	8.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	85	2.7	3.6
White	2,474	78.2	52.4
English Learners	83	2.6	7.6
Eligible for Free or Reduced-Price Meals	620	19.6	42.1
Students with Disabilities ³	383	12.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	105	6.8	27	1.7
Male	123	7.7	97	5.7
Black or African American	17	13.6	11	7.8
Hispanic or Latino of any race	21	7.4	15	5.0
White	165	6.9	92	3.7
English Learners	6	6.2	*	*
Eligible for Free or Reduced-Price Meals	106	16.2	61	8.4
Students with Disabilities	56	15.3	34	7.7
District	228	7.3	124	3.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 16

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

North Haven School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	237.3
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	67.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.4
School Level	21.6
Library/Media	
Specialists (Certified)	8.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	21.2
School Nurses	8.1
Other Staff Providing Non-Instructional Services/Support	97.0

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	4	1.2	1.1
Black or African American	2	0.6	3.8
Hispanic or Latino of any race	6	1.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	320	96.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	*	*	12	*
White	74	35.4	162	74.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	22	34.9	33	70.2
Students with Disabilities	12	42.9	36	81.8
District	98	37.3	203	75.2
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	23	46.0
Emotional Disturbance	19	44.2
Intellectual Disability	*	*
Learning Disability	97	80.2
Other Health Impairment	60	84.5
Other Disabilities	*	*
Speech/Language Impairment	25	75.8
District	239	67.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	57	1.8	1.9
Emotional Disturbance	44	1.4	1.1
Intellectual Disability	15	0.5	0.5
Learning Disability	121	3.8	5.5
Other Health Impairment	71	2.2	3.2
Other Disabilities	23	0.7	1.1
Speech/Language Impairment	37	1.2	1.8
All Disabilities	368	11.6	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	19	5.2	8.2
Private Schools or Other Settings	23	6.3	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$32,728,625	\$10,095	\$10,545
Support services - students	\$4,966,911	\$1,584	\$1,373
Support services - instruction	\$1,110,410	\$354	\$644
Support services - general administration	\$1,664,039	\$531	\$462
Support services - school based administration	\$3,138,080	\$1,001	\$1,007
Central and other support services	\$2,282,310	\$728	\$671
Operation and maintenance of plant	\$4,635,973	\$1,478	\$1,629
Student transportation services	\$3,739,003	\$1,192	\$1,231
Food services	.	.	\$13
Enterprise operations	\$830,879	\$265	\$157
Minor school construction	.	.	\$65
Total	\$55,096,230	\$16,995	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,957,343	32.2	29.7
Instructional Aide Salaries	\$1,269,699	10.3	9.6
Other Salaries	\$87,911	0.7	10.4
Employee Benefits	\$1,241,187	10.1	13.0
Purchased Services Other Than Transportation	\$487,762	4.0	5.5
Special Education Tuition	\$3,486,809	28.4	22.6
Supplies	\$36,834	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,712,644	13.9	8.0
Equipment	\$826	0.0	0.2
All Other Expenditures	\$12,347	0.1	0.1
Total	\$12,293,362	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.3	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	89.4
State	8.8
Federal	1.8
Tuition & Other	.

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

North Haven School District

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	113	77.7	113	80.0	48	74.6
Black or African American	65	66.2	65	61.0	29	51.9
Hispanic or Latino of any race	139	69.1	138	64.6	59	62.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,242	75.1	1,240	70.5	551	64.3
English Learners	76	65.8	76	65.1	20	63.6
Non-English Learners	1,538	74.9	1,535	70.8	691	64.5
Eligible for Free or Reduced-Price Meals	325	67.0	325	63.6	156	60.1
Not Eligible for Free or Reduced-Price Meals	1,289	76.4	1,286	72.3	555	65.7
Students with Disabilities	181	50.2	180	47.1	82	49.8
Students without Disabilities	1,433	77.6	1,431	73.5	629	66.4
High Needs	477	63.6	476	60.5	218	58.5
Non-High Needs	1,137	79.1	1,135	74.7	493	67.2
District	1,614	74.5	1,611	70.5	711	64.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.4	86.2	85.6	95.5	909	87.3
Curl Up	75.1	85.4	82.9	89.1	909	83.2
Push Up	63.8	63.0	69.8	76.8	909	68.2
Mile Run/PACER	69.2	69.1	71.2	43.6	909	63.5
All Tests - District	42.5	48.0	50.9	40.5	909	45.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51	88.2
Students with Disabilities	27	48.1
District	253	91.3
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	129	50.8
Male	94.3	124	44.4
Black or African American	*	*	*
Hispanic or Latino of any race	91.7	8	22.2
White	96.7	208	48.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.5	24	21.8
Students with Disabilities	75.0	*	*
District	96.4	253	47.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.4	92.6
Male	82.0	91.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	84.1	91.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	78.8	91.7
Students with Disabilities	*	*
District	84.0	92.0
State	71.0	87.8

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	74.5	75	49.7	50	99.3	67.7
	High Needs Students	63.6	75	42.4	50	84.8	58.1
Math Performance Index	All Students	70.5	75	47.0	50	94.0	63.1
	High Needs Students	60.5	75	40.3	50	80.6	52.7
Science Performance Index	All Students	64.5	75	43.0	50	86.0	63.8
	High Needs Students	58.5	75	39.0	50	78.0	54.2
ELA Academic Growth	All Students	64.6%	100%	64.6	100	64.6	59.9%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.1%
Math Academic Growth	All Students	69.1%	100%	69.1	100	69.1	62.5%
	High Needs Students	61.1%	100%	61.1	100	61.1	55.2%
Progress Toward English Proficiency	Literacy	73.3%	100%	36.6	50	73.3	60.0%
	Oral	50.6%	100%	25.3	50	50.6	52.1%
Chronic Absenteeism	All Students	7.3%	<=5%	45.5	50	90.9	10.4%
	High Needs Students	14.3%	<=5%	31.3	50	62.7	16.1%
Preparation for CCR	% Taking Courses	56.5%	75%	37.6	50	75.3	80.0%
	% Passing Exams	47.5%	75%	31.6	50	63.3	42.6%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		91.3%	94%	97.1	100	97.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.8%	94%	92.3	100	92.3	83.3%
Postsecondary Entrance (Class of 2018)		84.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 45.5%	75%	30.4	50	60.7	96.4% 52.9%
Arts Access		36.9%	60%	30.7	50	61.5	51.9%
Accountability Index				1119.6	1450	77.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	63.6	11.4	15.4	
Math Performance Index Gap	74.7	60.5	14.2	17.6	
Science Performance Index Gap	67.2	58.5	8.7	16.1	
Graduation Rate Gap	94.0%	86.8%	7.2%	11.1%	N

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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	96.2
Math	All Students	98.3
	High Needs Students	96.0
Science	All Students	98.8
	High Needs Students	96.9

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 62.9 State: 51.5

District Profile and Performance Report for School Year 2018-19

North Haven School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The district continues to improve the effectiveness of our in-district special education programs. Our programs at the preschool level up through the transitional program continue to expand in order to better meet the needs of our students. Across our schools, there is an emphasis to provide a co-teaching setting within some of our classrooms. Regular and special education teachers instruct side-by-side in order to maintain rigor and meet the needs of all of our learners. The district contracts with physicians, psychiatrists, Board Certified Behavior Analysts and other behavioral specialists meet students behavioral and academic needs.

Throughout the school year, each school holds a multitude of events to engage families in their students' learning. These events focus on literacy, mathematics and incorporate aspects of public speaking and different presentational modalities. As a district, we also provide parents tips and strategies to help their learners with homework and support outside of the school day.

This year, North Haven High School continued to offer the "Step-Up" Program to students who are considered truant and chronically absent. The main goal of the program is to increase attendance, earn high school credits and support them and their families as they navigate through the school year.

The district has also begun to embark on the task of creating their Portrait of a Graduate. We solicited input from students, teachers, families and the community in order to develop a solid depiction of what it means to graduate from the North Haven Public Schools. Over the coming school year, we plan to incorporate this Portrait in our planning for kindergarten through grade twelve. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

The North Haven Public Schools participate in the Open Choice Program and currently have a number of students who reside in New Haven attending schools. We also send high school students to the Educational Center for the Arts (ECA) at ACES.

During the year, the district has utilized the State Educational Resource Center (SERC) to support and facilitate trainings around diversity for our students and staff. North Haven High School continued to grow its Diversity Club and utilized the motivational and inspirational speakers to enhance our growth. Each of the schools participate in field trips and assemblies designed to expose and develop knowledge our different cultures. .

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Equitable Allocation of Resources among District Schools

School resources are distributed in such a way that every building receives as much of what they request each year, as possible. As a result, at the elementary level, spending for the core instructional programs differ primarily because of differences in each school's enrollment. All other purchases at the elementary, middle and high school levels is the result of specific student needs as identified through our special education and intervention teachers, specialists and coaches. Finally, every effort is made to provide schools with any requested resources that align with either the school or district improvement plans. .