

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



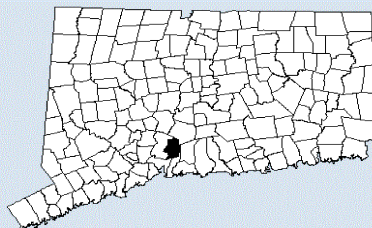
## North Haven School District

Mr. Patrick Stirk, 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/Programs	7
Enrollment	3,181
Per Pupil Expenditures <sup>1</sup>	\$17,594
Total Expenditures <sup>1</sup>	\$57,163,093

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,564	49.2	48.4
Male	1,617	50.8	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	224	7.0	5.2
Black or African American	138	4.3	12.7
Hispanic or Latino of any race	302	9.5	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	112	3.5	3.8
White	2,399	75.4	51.1
English Learners	100	3.1	8.3
Eligible for Free or Reduced-Price Meals	666	20.9	43.3
Students with Disabilities <sup>3</sup>	390	12.3	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	139	9.0	14	0.9
Male	137	8.7	56	3.4
Black or African American	16	11.6	*	*
Hispanic or Latino of any race	32	10.7	14	4.6
White	201	8.6	46	1.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	110	17.5	36	5.1
Students with Disabilities	59	16.0	23	5.2
District	276	8.8	70	2.2
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 691**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A 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.

<sup>5</sup> This 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 2019-20

## North Haven School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	234.3
Paraprofessional Instructional Assistants	11.0
<b>Special Education</b>	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	70.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.4
School Level	20.6
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	20.2
School Nurses	7.1
Other Staff Providing Non-Instructional Services/Support	99.0

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	1.5	1.2
Black or African American	3	0.9	4.0
Hispanic or Latino of any race	4	1.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	315	96.3	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	11	*
White	70	37.2	137	60.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	17	36.2	36	58.1
Students with Disabilities	10	45.5	26	56.5
District	89	37.2	177	62.5
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	22	40.7
Emotional Disturbance	25	51.0
Intellectual Disability	*	*
Learning Disability	91	83.5
Other Health Impairment	62	89.9
Other Disabilities	*	*
Speech/Language Impairment	30	88.2
District	248	70.1
State		67.8

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

# District Profile and Performance Report for School Year 2019-20

## North Haven School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	63	2.0	2.0
Emotional Disturbance	50	1.6	1.1
Intellectual Disability	14	0.4	0.5
Learning Disability	109	3.4	5.7
Other Health Impairment	69	2.2	3.3
Other Disabilities	30	0.9	1.1
Speech/Language Impairment	40	1.3	1.8
All Disabilities	375	11.8	15.6

<sup>1</sup> This 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	4.8	8.2
Private Schools or Other Settings	19	5.1	5.0

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$33,449,450	\$10,295	\$10,923
Support services - students	\$6,303,988	\$2,007	\$1,277
Support services - instruction	\$1,428,931	\$455	\$682
Support services - general administration	\$1,827,859	\$582	\$467
Support services - school based administration	\$3,228,906	\$1,028	\$1,021
Central and other support services	\$1,402,854	\$447	\$679
Operation and maintenance of plant	\$4,622,916	\$1,472	\$1,718
Student transportation services	\$4,170,392	\$1,330	\$1,288
Food services	.	.	\$12
Enterprise operations	\$727,797	\$232	\$163
Minor school construction	.	.	\$59
Total	\$57,163,093	\$17,594	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,255,839	33.1	28.5
Instructional Aide Salaries	\$1,279,508	9.9	10.1
Other Salaries	\$96,312	0.7	11.1
Employee Benefits	\$1,213,491	9.4	13.0
Purchased Services Other Than Transportation	\$887,173	6.9	5.7
Special Education Tuition	\$3,114,327	24.2	22.5
Supplies	\$41,477	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,972,979	15.3	8.0
Equipment	\$586	0.0	0.2
All Other Expenditures	\$5,166	0.0	0.1
Total	\$12,866,857	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.5	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	88.6
State	9.6
Federal	1.7
Tuition & Other	0.1

<sup>4</sup> Revenue 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 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 Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## North Haven School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	11	*
Hispanic or Latino of any race	17	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	58	87.9
Students with Disabilities	35	62.9
District	256	94.1
State		88.5

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	87.9	97.9
Male	76.6	94.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	82.7	95.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	67.3	97.6
Students with Disabilities	47.8	*
District	82.0	96.0
State	71.5	87.5

<sup>3</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>4</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 2019-20

## North Haven School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	67.8%	100%	60.4%
	Oral	56.5%	100%	57.6%
Chronic Absenteeism	All Students	8.8%	<=5%	12.2%
	High Needs Students	15.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	51.0%	75%	80.4%
On-track to High School Graduation		96.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.9%	75%	71.5%
Arts Access		35.3%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	85.5%	8.5%	10.9%	N

<sup>1</sup> If 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.

<sup>2</sup> If 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## North Haven School District

### Narratives

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

North Haven Public Schools continue to move forward with the creation of their Portrait of a Graduate. All stakeholders were involved in its creation and we will continue to incorporate it's skills and character traits into the fabric of the district.

All students in the district are equipped with a 1:1 device to enhance in-person instruction as well as provide remote learning opportunities. The Informational and Educational Technology Department has developed a multitude of instructional videos and guides for families to assist with remote learning. A Covid-19 Learning Hub has also been created to house information from the district and individual schools, Quinnipiack Valley Health Department, Connecticut State Department of Education and the Center for Disease Control.

The district also continually improves the effectiveness of all district programs with a focus on special education. Our programs at the preschool level up through the transitional program continue to expand their offerings to better meet the needs of the whole child. Regular and special education teachers collaborate across grade-levels and content areas in order to maintain rigor and meet the needs of all learners.

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

The district has hired a district-wide Diversity and Inclusion Coach this school year. This position will continue to move our work in the area of social emotional learning as well as provide an equity lens to curricula, operations and professional development.

NHPS has also received a grant from ACES to utilize for the recruitment of minority educators.

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

During the year, the district has utilized multiple resources and organizations to support and facilitate training sessions around diversity for our students and staff. Social emotional learning is a focus at all grade levels and lessons are provided on a regular basis incorporating self management, self awareness, social awareness, responsible decision making and relationship skills.

# District Profile and Performance Report for School Year 2019-20

## North Haven School District

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

School resources are distributed in such a way that each 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 schools' enrollment. All other purchases at the elementary, middle and high school levels are 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 school with any requested resources that align with either the school or district improvement plans.