

STRATEGIC SCHOOL PROFILE 2007-08**North Haven School District**

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Location: 5 Linsley Street
North Haven,
Connecticut

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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.

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: 91.0%

*To view the Adult Education Program Profiles online, go to 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, 2007 3,863
5-Year Enrollment Change 1.4%

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	320	8.3	10.5	28.7
K-12 Students Who Are Not Fluent in English	71	1.9	2.4	5.4
Students Identified as Gifted and/or Talented*	188	4.9	4.5	4.0
PK-12 Students Receiving Special Education Services in District	453	11.7	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	216	80.3	84.1	79.2
Homeless	2	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	87	17.6	22.2	20.2

*89.4% 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	262	6.8
Black	194	5.0
Hispanic	155	4.0
White	3,246	84.0
Total Minority	617	16.0

Percent of Minority Professional Staff: 3.0%

Open Choice: 96 students 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 25.

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.

North Haven is a first-ring suburb of New Haven that has a diverse population of ethnic groups as well as a range of family economic levels. It is less diverse in its racial makeup. Drawing upon a range of ethnic and economic differences with the town and recognizing the need to enhance student and staff interactions with different racial groups, the North Haven Board of Education has readily authorized our participation in any and all programs intended to foster racial diversity for which we are eligible, whether or not we have received funding for such programs.

North Haven supported student enrollment in the following interdistrict magnet schools in 2007-2008: Hill Career, Cooperative Arts and Humanities High School, High School in the Community, Vincent Mauro School, Davis Street 21st Century Interdistrict Magnet School, Betsy Ross Arts Magnet School, Barnard, Micro Society, Hyde Leadership School, Metropolitan Business School, Sound School, and Benjamin Jepson Non-graded Magnet Elementary School. The number of students who chose to attend the regional magnet schools was 16 in 1997; it increased to 51 in 2007-2008.

In addition, our students participate in large numbers 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. In terms of numbers of students participating, these programs have the greatest impact on reducing the racial isolation of our students.

In the first year of Project Open Choice, North Haven offered twenty-four seats to New Haven students in kindergarten through grade two. The fact that only thirteen students enrolled in the program in North Haven was a result of the lack of adequate state funding to allow students to fill the designated spaces rather than the willingness of the school system. The number of Project Open Choice students has grown to 94 during the 2007-2008 school year. This increase is due, in part, to the construction of the new North Haven High School built to accommodate 100 Open Choice students.

North Haven participates in regional cooperative programs sponsored by ACES, such as the Math Applications Project and the Southern Connecticut Conference diversity project. Each of our elementary schools has participated in one or more exchange programs with individual schools in New Haven.

The North Haven Public Schools have worked with the North Haven Black Citizen's Group to promote community conversations on issues of diversity and cultural differences. The school system actively seeks minority candidates for vacant positions.

The district goal of providing a safe learning climate and school-based diversity teams further promote our commitment to providing an understanding of diversity issues.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.5	52.0	64.4
Writing	72.8	63.4	59.5
Mathematics	75.9	60.0	72.4
Grade 4 Reading	63.0	55.9	50.0
Writing	75.1	62.9	67.3
Mathematics	62.9	60.3	44.0
Grade 5 Reading	70.5	62.2	46.9
Writing	81.0	64.5	77.2
Mathematics	70.4	65.9	44.4
Science	60.1	54.9	37.0
Grade 6 Reading	70.4	66.3	39.3
Writing	65.5	61.9	44.0
Mathematics	71.1	66.4	42.9
Grade 7 Reading	77.2	71.1	41.9
Writing	71.3	62.0	54.2
Mathematics	65.7	63.0	39.4
Grade 8 Reading	75.1	64.8	55.3
Writing	76.6	63.4	59.7
Mathematics	66.9	60.8	43.4
Science	74.5	58.6	57.2

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.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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 scoreable 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
Reading Across the Disciplines	46.6	45.5	42.3
Writing Across the Disciplines	62.2	57.9	41.5
Mathematics	58.3	50.1	53.1
Science	43.5	46.3	35.4

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
	36.9	36.1	46.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		88.1	77.6	
Average Score	Mathematics	501	504	43.8
	Critical Reading	500	502	42.3
	Writing	507	503	49.2

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, Class of 2007	96.9	92.6	59.2
Cumulative Four-Year Dropout Rate for Class of 2007	3.1	6.2	51.9
2006-07 Annual Dropout Rate for Grade 9 through 12	1.3	1.7	40.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.6	83.4
% Employed (Civilian Employment and in Armed Services)	8.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	236.20
Paraprofessional Instructional Assistants	26.25
Special Education	
Teachers and Instructors	38.00
Paraprofessional Instructional Assistants	39.50
Library/Media Specialists and Assistants	9.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	14.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	18.60
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	124.60

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	14.1	13.6
% with Master's Degree or Above	66.1	74.9	75.6

Average Class Size	District	DRG	State
Grade K	20.3	17.4	18.1
Grade 2	21.4	19.1	19.3
Grade 5	21.3	20.6	20.9
Grade 7	25.3	21.0	20.5
High School	21.9	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	944	987	987
Middle School	1,000	1,023	1,017
High School	995	1,001	1,006

*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*	5.0	3.7	3.4
Middle School	4.8	3.0	2.7
High School	3.9	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$22,353	\$5,642	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$412	\$104	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,115	\$281	\$443	\$364	\$429
Student Support Services	\$3,763	\$950	\$764	\$705	\$761
Administration and Support Services	\$5,446	\$1,374	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$3,317	\$837	\$1,329	\$1,202	\$1,322
Transportation	\$2,767	\$633	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,934	N/A	N/A	N/A	N/A
Other	\$427	\$108	\$147	\$139	\$145
Total	\$41,534	\$10,278	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,606	\$910	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$7,579,256
Percent of Total PK-12 Expenditures Used for Special Education	18.2%

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	84.3	14.0	1.6	0.0
Excluding School Construction	90.3	7.9	1.8	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.

The North Haven School System includes four elementary schools, three of which are K-5 and one school which houses the district's preschool program for three and four year old children and K-5 program, one grade 6-8 middle school, and one grade 9-12 high school. The district insures equal facilities for all children, providing all schools with cafeterias; gymnasiums; library-media centers; art rooms; computer laboratories; choral and instrumental music rooms; appropriate space for social workers, psychologists, counselors, nurses, reading specialists, and others; in addition to traditional classrooms. The secondary schools also have auditoriums and athletic facilities. There is a five-year curriculum review cycle that updates the need for materials and drives funding allocation to schools based on the needs of the program. The school system uses the same instructional programs in the elementary schools and materials are provided based on student enrollment. All six schools receive funding for resources such as library books and field trips on a "per pupil" basis. Likewise, funding for the professional development of teachers is based on a "per staff" allocation. Staffing levels in each school are reviewed on an annual basis, staff is added, reassigned, or reduced, based on student enrollment in various grades and programs and student course selection at the high school level. All students have equal access to subjects and programs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	474
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	48	1.2	0.8	0.7
Learning Disability	123	3.1	3.3	4.0
Intellectual Disability	16	0.4	0.4	0.5
Emotional Disturbance	50	1.3	0.9	1.0
Speech Impairment	132	3.4	2.5	2.4
Other Health Impairment*	82	2.1	2.2	2.1
Other Disabilities**	23	0.6	0.8	0.9
Total	474	12.1	10.9	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	91.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.1	2.8

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	19.8	20.4	70.5	62.1
	Writing	21.3	19.3	73.5	63.0
	Mathematics	21.8	22.6	68.8	62.7
	Science	19.7	22.2	67.6	56.8
CAPT	Reading Across the Disciplines	6.5	11.4	46.6	45.5
	Writing Across the Disciplines	3.3	16.3	62.2	57.9
	Mathematics	7.1	14.7	58.3	50.1
	Science	0.0	14.4	43.5	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	24.4
	% With Accommodations	75.6
CAPT	% Without Accommodations	14.7
	% With Accommodations	85.3
% Assessed Using Skills Checklist		7.8

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	2	0.4
Private Schools or Other Settings	50	10.5

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	294	62.0	73.4	71.6
40.1 to 79.0 Percent of Time	94	19.8	16.6	16.6
0.0 to 40.0 Percent of Time	86	18.1	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year there was a concentrated effort across the district to improve our math, science, and language arts scores. We took the first step by adding back a team of teachers at the middle school and participating in a regional grant to train two elementary teachers as math coaches. In addition we have worked with consultants at both the elementary and secondary level to improve academic achievement. We have trained the entire staff in Classroom Walkthroughs and have created vertical teams made up of representatives across all grade levels to target district initiatives. In addition, 7 half days have been added in order to provide professional development for the teaching staff. Standards based curriculum work in process at all grade levels.

In the area of special education, we have been focused on increasing the inclusion of all students with disabilities in the regular classroom. We have increased the number of special education support staff working in co-teaching situations and have worked with both an inclusion specialist and a behavior specialist to help with this transition. We have included all special education staff in the professional development provided to the regular education staff, and have sought out opportunities for specific training in inclusionary practices.

Parents have been included in the planning and improvement of school programs in a variety of ways. The Superintendent holds regular meetings for all interested parents and involves them in the creation of the district improvement plan. Each school has parents involved in their diversity committees, which focus on school climate issues. Each school has an active PTA, as well as the district-wide PTA Council. Our schools welcome parent involvement, and have added a data system at the middle and high school level to allow parents instant access to their child's classroom record.
