

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



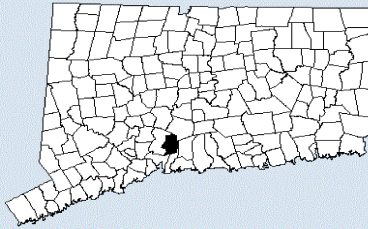
North Haven School District

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	3,188
Per Pupil Expenditures ¹	\$15,034
Total Expenditures ¹	\$51,025,679

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,571	49.3	48.3
Male	1,617	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	221	6.9	4.9
Black or African American	118	3.7	12.8
Hispanic or Latino	208	6.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	74	2.3	2.7
White	2,562	80.4	55.9
English Learners	64	2.0	6.4
Eligible for Free or Reduced-Price Meals	479	15.0	38.0
Students with Disabilities ¹	353	11.1	13.7

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	57	3.7	24	1.5
Male	70	4.4	72	4.4
Black or African American	*	*	10	8.7
Hispanic or Latino	7	3.4	12	5.7
White	103	4.1	66	2.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	10.1	41	8.5
Students with Disabilities	36	10.8	23	6.1
District	127	4.1	96	3.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 18

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	225.0
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	31.6
Paraprofessional Instructional Assistants	53.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	18.8
Library/Media	
Specialists (Certified)	7.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	9.8
Counselors, Social Workers and School Psychologists	19.2
School Nurses	5.0
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

	District		State
	Count	Percent of Total (%)	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	6	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	302	95.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.4
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.4

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	*	*	14	*
Hispanic or Latino	7	*	*	*
White	124	61.7	166	77.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	72.0	30	65.2
Students with Disabilities	11	*	19	48.7
District	152	60.8	210	77.2
State		61.2		73.9

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	24	49.0
Emotional Disturbance	21	48.8
Intellectual Disability	*	*
Learning Disability	111	86.0
Other Health Impairment	41	68.3
Other Disabilities	*	*
Speech/Language Impairment	28	87.5
District	235	67.1
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.6	1.6
Emotional Disturbance	43	1.3	1.0
Intellectual Disability	18	0.6	0.5
Learning Disability	129	4.0	4.6
Other Health Impairment	60	1.9	2.8
Other Disabilities	23	0.7	1.0
Speech/Language Impairment	34	1.1	1.9
All Disabilities	358	11.1	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	26,221,609	7,994	9,387
Instructional Supplies and Equipment	629,427	192	318
Improvement of Instruction and Educational Media Services	1,141,558	348	541
Student Support Services	4,996,394	1,523	1,048
Administration and Support Services	7,107,267	2,167	1,790
Plant Operation and Maintenance	4,186,683	1,276	1,608
Transportation	2,988,536	861	845
Costs of Students Tuitioned Out	3,175,248	N/A	N/A
Other	578,957	177	194
Total	51,025,679	15,034	15,762

Additional Expenditures

Land, Buildings, and Debt Service	4,950,180	1,509	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,425,776	33.2	35.1
Noncertified Personnel	779,163	7.6	14.5
Purchased Services	454,510	4.4	5.5
Tuition to Other Schools	2,968,811	28.8	21.6
Special Ed. Transportation	1,369,746	13.3	8.3
Other Expenditures	1,312,433	12.7	15.0
Total Expenditures	10,310,439	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.7	88.3
State	9.7	10.2
Federal	1.5	1.5
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	103	78.6	103	79.1	53	68.0
Black or African American	47	70.0	47	65.4	25	60.6
Hispanic or Latino	105	70.1	105	62.2	45	53.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	37	83.1	37	77.9	*	*
White	1388	74.7	1384	68.3	595	60.2
English Learners	40	60.4	40	62.5	7	*
Non-English Learners	1644	75.0	1640	68.9	732	60.7
Eligible for Free or Reduced-Price Meals	249	65.9	249	61.0	124	54.1
Not Eligible for Free or Reduced-Price Meals	1435	76.2	1431	70.0	615	61.7
Students with Disabilities	219	55.9	218	50.1	87	44.2
Students without Disabilities	1465	77.5	1462	71.5	652	62.6
High Needs	429	62.5	428	57.7	183	51.4
Non-High Needs	1255	78.8	1252	72.5	556	63.4
District	1684	74.7	1680	68.7	739	60.4

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	83.3	76.3	81.2	89.9	919	82.3
Curl Up	88.4	73.3	80.1	74.7	919	79.1
Push Up	77.7	57.9	75.6	86.4	919	73.8
Mile Run/PACER	82.3	91.7	92.5	91.4	919	89.7
All Tests - District	55.8	42.1	57.9	67.2	919	55.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	25	100.0	87.7	Yes	88.5
Hispanic or Latino	20	75.0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	58	75.9	87.7	No	88.5
Students with Disabilities	40	60.0	78.9	No	80.8
District	296	91.2	89.7	Yes	90.2
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.8	117	42.4
Male	93.5	107	43.5
Black or African American	96.3	*	*
Hispanic or Latino	100.0	6	21.4
White	96.2	185	44.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	87.3	18	25.4
Students with Disabilities	65.0	*	*
District	95.8	224	42.9
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.7	96.4
Male	72.9	85.8
Black or African American	68.0	*
Hispanic or Latino	*	*
White	83.3	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.9	80.6
Students with Disabilities	52.2	*
District	80.1	90.9
State	71.9	88.3

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 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	74.7	75	49.8	50	99.5	67.7
	High Needs Students	62.5	75	41.7	50	83.4	56.7
Math Performance Index	All Students	68.7	75	45.8	50	91.6	61.4
	High Needs Students	57.7	75	38.5	50	77.0	49.9
Science Performance Index	All Students	60.4	75	40.3	50	80.6	57.5
	High Needs Students	51.4	75	34.2	50	68.5	47.0
ELA Academic Growth	All Students	87.3%	100%	87.3	100	87.3	63.8%
	High Needs Students	80.0%	100%	80.0	100	80.0	58.3%
Math Academic Growth	All Students	90.7%	100%	90.7	100	90.7	65.0%
	High Needs Students	79.8%	100%	79.8	100	79.8	57.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.7%	<=5%	40.5	50	81.0	15.6%
Preparation for CCR	% Taking Courses	69.3%	75%	46.2	50	92.5	67.6%
	% Passing Exams	42.9%	75%	28.6	50	57.2	40.7%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		91.2%	94%	97.0	100	97.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.6%	94%	85.8	100	85.8	78.6%
Postsecondary Entrance (Class of 2015)		80.1%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.0% 55.3%	75%	36.9	50	73.7	89.2% 50.5%
Arts Access		37.6%	60%	31.3	50	62.6	47.5%
Accountability Index				1154.4	1350	85.5	

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	62.5	12.5	16.5	
Math Performance Index Gap	72.5	57.7	14.7	18.9	
Science Performance Index Gap	63.4	51.4	12.0	17.2	
Graduation Rate Gap	94.0%	80.6%	13.4%	15.3%	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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	97.7
	High Needs Students	96.7
Math	All Students	97.4
	High Needs Students	96.5
Science	All Students	98.7
	High Needs Students	97.4

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: 57.7 State: 51.4

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

The North Haven Public School's District Improvement Plan for 2016-2017 contains goals and action steps in the following areas: Teaching and Learning; Improving the Achievement of the Lowest Performing 25% of students, Communication; Culture; and Leadership. Within the area of Teaching and Learning, we continue to focus on building the capacity of all North Haven students in the areas of literacy and numeracy. Teachers across all levels have been asked to provide students with meaningful opportunities to read and write on a daily basis starting in kindergarten. We continue our affiliation with Columbia Teachers' College and the district's four elementary schools are all affiliate schools. Professional development for both teachers and administrators is ongoing. All district curriculum documents are "works in progress" evaluated regularly and modified when necessary to better align the Common Core Standards. The district has successfully updated the majority of its curriculum documents over the past 2-3 years.

In special education, we remain committed to improving and strengthening our continuum of services for students. This has included designing and introducing three new programs into the district. The first is our Intensive Learning Center for students with significant learning needs. This program extends across all levels offering services to students at the elementary level, at North Haven Middle School, and finally at North Haven Middle School. We've built this program in collaboration with consultants with expertise in a number of specialized areas such as autism and working with students with severe cognitive deficits, in an effort to best meet the needs of all students. The Intensive Therapeutic Program addresses the needs of our students with severe behavioral and emotional needs. Like the Intensive Learning Center, the Intensive Therapeutic Center spans across all levels; elementary, middle, and high. We work closely with mental health experts both from within and outside of the district. Finally, our new Transition Program is dedicated to meeting the needs of students as they transition from school to work. Students in this program range in age from 18-21 and spend a great deal of their time on job sites with the assistance of job coaches.

At the start of the year, the superintendent sends home information emphasizing the importance of regular school attendance. The District Data Team monitors student attendance across all six buildings, and each school monitors the attendance of its own student population. School administrators remain in contact with families 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 are available in each school to work with both families and students who are experiencing attendance concerns.

Annually, all four elementary schools and the middle school host a "Parent Academy." This is held either in September or October. During these sessions, staff members discuss the district's literacy and mathematics programs for each grade level. Parents are also given the opportunity to complete some of the released items from SBAC.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The North Haven Public Schools enthusiastically participates in the Open Choice Program beginning in kindergarten. Currently, Open Choice enrollment stands at around 45 students. North Haven students attend area interdistrict 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. Finally, a number of North Haven students participate in regional programs including the Education Center for the Arts, the Yale-New Haven Saturday Seminar Program, and the Sound School Summer Aquaculture Program.

This year, one of our 8th grade social studies teachers is working on a project in collaboration with a 9th grade US History class from Maloney High School in Meridan. The project is an Inter-District Grant Program titled IRIS: Inquiry, Research, and Investigation in Social Studies. Students from each school partner by collaborating both in person and through videoconferencing to complete research tasks that encompass diverse themes and help students master the Social Studies Frameworks. Students will specifically be focusing their research on the Civil War and Slavery, as well as the role Connecticut played during that time period.

Every school hosts performances throughout the year intended to increase student awareness of the diversity of individuals and cultures both within the United States and around the world. Many of these performances are funded by our parent groups who appreciate the importance of exposing students to the traditions, music, and dance of cultures around the world.

The North Haven High School hosts a very active Diversity Club. Its members conduct presentations state wide on tolerance and acceptance. They have hosted programs at the high school for other schools and often present at state wide conferences.

Each of North Haven's schools remains committed to creating safe, student-centered school cultures built on a foundation of trust, 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 specifically designed to result in the equitable allocation and distribution of resources among all of our six schools. The specific needs of each school are given serious consideration as resources are being distributed. When developing the budget, the superintendent spends a great deal of time with each administrator reviewing his school or department 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 each School Improvement Plan. Funding for professional development is based on district and school focus and need. In each school, staffing levels are reviewed and adjusted based on enrollment and student need. Every effort is made to make certain each school has all of the resources it needs in order to help all student realize his or her potential.