

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



North Haven School District

Patrick Stirk, Superintendent • 203-239-2581 • <https://www.northhavenschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,236
Per Pupil Expenditures ¹	\$19,676
Total Expenditures ¹	\$64,300,947

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,547	47.8	48.3
Male	1,689	52.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	275	8.5	5.2
Black or African American	174	5.4	12.5
Hispanic or Latino of any race	444	13.7	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	127	3.9	4.7
White	2,207	68.2	46.2
English Learners/Multilingual Learners	192	5.9	10.5
Eligible for Free or Reduced-Price Meals	815	25.2	44.0
Students with Disabilities ³	470	14.5	17.9

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	133	8.7	29	1.8
Male	169	10.3	72	4.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	24	14.0	13	7.3
Hispanic or Latino of any race	62	14.2	23	5.0
White	187	8.7	56	2.5
English Learners/Multilingual Learners	19	9.9	7	3.5
Eligible for Free or Reduced-Price Meals	125	17.4	55	6.3
Students with Disabilities	72	16.2	32	6.0
District	302	9.6	101	3.1
State		17.7		7.0

Number of students qualified as truant under state statute: 516

Number of school-based arrests: 0

⁴ 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.

⁵ This column displays the 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	239.8
Paraprofessional Instructional Assistants	0.5
Special Education	
Teachers and Instructors	32.0
Paraprofessional Instructional Assistants	88.5
Administrators, Coordinators and Department Chairs	
District Central Office	6.4
School Level	21.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	23.0
School Nurses	7.1
Other Staff Providing Non-Instructional Services/Support	118.0

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	8	2.4	1.4
Black or African American	2	0.6	4.8
Hispanic or Latino of any race	4	1.2	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	325	95.9	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	13.3

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	*	*	8	*
Hispanic or Latino of any race	29	96.7	33	97.1
White	176	96.7	168	98.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	52	94.5	56	100.0
Students with Disabilities	30	100.0	42	100.0
District	242	96.8	239	97.6
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	43	47.8
Emotional Disability	22	59.5
Intellectual Disability	0	0
Learning Disability	119	87.5
Other Health Impairment	73	83.0
Other Disabilities	8	27.6
Speech/Language Impairment	34	89.5
District	299	70.4
State		66.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	3.1	2.6
Emotional Disability	37	1.1	1.1
Intellectual Disability	8	0.2	0.6
Learning Disability	136	4.2	6.4
Other Health Impairment	88	2.7	3.5
Other Disabilities	37	1.1	1.2
Speech/Language Impairment	42	1.3	2.0
All Disabilities	447	13.8	17.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	19	4.3	8.0
Private Schools or Other Settings	11	2.5	4.6

² 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$37,353,611	\$11,430	\$12,942
Support services - students	\$5,819,796	\$1,834	\$1,724
Support services - instruction	\$1,987,551	\$626	\$905
Support services - general administration	\$1,016,023	\$320	\$520
Support services - school based administration	\$3,999,589	\$1,260	\$1,207
Central and other support services	\$3,430,416	\$1,081	\$771
Operation and maintenance of plant	\$5,596,922	\$1,763	\$2,101
Student transportation services	\$4,117,228	\$1,269	\$1,582
Food services	.	.	\$8
Enterprise operations	\$979,811	\$309	\$213
Total	\$64,300,947	\$19,676	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,238,498	30.0	27.6
Instructional Aide Salaries	\$1,971,691	13.9	10.2
Other Salaries	\$323,039	2.3	10.5
Employee Benefits	\$1,896,322	13.4	13.2
Purchased Services Other Than Transportation	\$1,523,046	10.8	6.4
Special Education Tuition	\$2,648,598	18.7	22.2
Supplies	\$60,791	0.4	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,464,002	10.4	8.4
Equipment	\$11,726	0.1	0.3
All Other Expenditures	\$3,620	0.0	0.1
Total	\$14,141,333	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.0	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	89.2
State	8.0
Federal	2.8
Tuition & Other	0.0

⁴ 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).

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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	129	76.2	129	78.2	53	77.7
Black or African American	102	67.7	102	61.3	45	61.7
Hispanic or Latino of any race	217	69.4	216	64.8	91	69.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	52	80.7	52	76.0	*	*
White	1,173	73.1	1,165	69.8	492	71.3
English Learners/Multilingual Learners	136	64.6	136	66.2	47	66.0
Non-English Learners/Non-Multilingual Learners	1,543	73.4	1,534	69.7	652	71.5
Eligible for Free or Reduced-Price Meals	338	64.7	336	62.2	144	64.7
Not Eligible for Free or Reduced-Price Meals	1,341	74.7	1,334	71.2	555	72.8
Students with Disabilities	241	51.5	238	47.8	99	54.9
Students without Disabilities	1,438	76.3	1,432	73.0	600	73.8
High Needs	556	62.4	551	59.7	228	63.1
Non-High Needs	1,123	77.8	1,119	74.2	471	75.0
District	1,679	72.7	1,670	69.4	699	71.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.0	87.6	89.6	92.9	955	87.7
Curl Up	87.8	80.7	83.9	92.3	936	86.0
Push Up	63.1	70.3	78.5	86.7	944	73.9
Mile Run/PACER	76.7	71.9	73.2	71.0	907	73.3
All Tests - District	47.0	51.3	56.3	65.6	889	54.6
All Tests - State	53.6	48.4	44.6	42.3		47.2

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

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	26	88.5
White	166	94.0
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	64	85.9
Students with Disabilities	29	55.2
District	225	91.6
State		88.4

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	151	63.7
Male	139	53.9
Non-Binary	N/A	N/A
Black or African American	11	47.8
Hispanic or Latino	30	46.9
White	205	58.1
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	44	39.6
Students with Disabilities	14	19.4
District	290	58.6
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	84.2	94.5
Male	71.8	89.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	56.0	*
White	78.6	92.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	69.5	87.0
Students with Disabilities	38.1	*
District	77.7	92.1
State	68.4	87.2

⁵ 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.

⁶ 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

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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	72.7	75	48.5	50	97.0	63.9
	High Needs Students	62.4	75	41.6	50	83.2	54.1
Math Performance Index	All Students	69.4	75	46.3	50	92.6	60.2
	High Needs Students	59.7	75	39.8	50	79.6	49.5
Science Performance Index	All Students	71.1	75	47.4	50	94.8	61.8
	High Needs Students	63.1	75	42.1	50	84.2	51.4
ELA Academic Growth	All Students	66.6%	100%	66.6	100	66.6	58.7%
	High Needs Students	62.2%	100%	62.2	100	62.2	54.2%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	61.4%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.1%
Progress Toward English Proficiency	Literacy	70.4%	100%	35.2	50	70.4	58.9%
	Oral	67.2%	100%	33.6	50	67.2	55.2%
Chronic Absenteeism	All Students	9.6%	<=5%	40.9	50	81.7	17.7%
	High Needs Students	15.2%	<=5%	29.6	50	59.1	25.5%
Preparation for CCR	% Taking Courses	97.2%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	58.6%	75%	39.1	50	78.1	44.3%
On-track to High School Graduation		92.8%	94%	49.4	50	98.7	84.5%
4-year Graduation All Students (2023 Cohort)		91.6%	94%	97.4	100	97.4	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		88.0%	94%	93.6	100	93.6	86.6%
Postsecondary Entrance (Class of 2023)		77.7%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.7% 54.6%	75%	36.4	50	72.7	93.6% 47.2%
Arts Access		45.3%	60%	37.7	50	75.5	55.0%
Accountability Index				1162.2	1450	80.2	

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	62.4	12.6	16.9	
Math Performance Index Gap	74.2	59.7	14.5	18.2	
Science Performance Index Gap	75.0	63.1	11.9	17.9	
Graduation Rate Gap	94.0%	88.0%	6.0%	9.9%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	96.9
Math	All Students	97.8
	High Needs Students	96.0
Science	All Students	98.6
	High Needs Students	97.9

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: 51.7

State: 49.7

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Narratives

School District Improvement Plans and Parental Outreach Activities

North Haven Public Schools created a district improvement plan to accompany the Portrait of the Graduate. The High School and Middle School curriculums were revised using the DIP and VoG as a foundation. This work will continue to move into the elementary schools through 2024-2025.

NHPS maintains a summer program to assist students in closing their learning gaps as well as opportunities for students to receive enrichment in the areas of science and humanities. This program serves over 300 students.

The district's English Learner (EL) population has grown significantly over the past few years. As a result, the EL department held numerous family nights and community events to support and connect families.

The student services department held virtual and in-person classes to inform families on the PPT/ 504 process, transition planning and college-readiness.

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. There has also been a concerted effort to provide additional services and programs in order to educate all students within district schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district has hired a district-wide Diversity, Equity, Inclusion and Belonging Facilitator. This position moved the district's work in the area of social emotional learning as well as provided an equity lens to curricula, operations and professional development. The DEIB Facilitator has also making community connections in an effort to support all students inside/ outside of the school day.

During the year, the district has utilized multiple resources and organizations to support and facilitate training sessions around diversity for our students and staff. NHPS is currently working with the Anti-Defamation League to assist the district in creating a welcoming environment for all students.

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.

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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 schools with any requested resources that align with either the school or district improvement plans.