

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



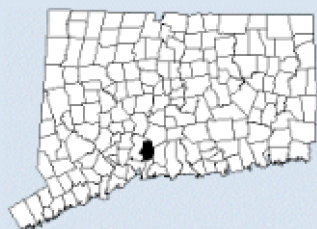
North Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,214
Per Pupil Expenditures	\$19,720
Total Expenditures	\$65,274,020

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,662	51.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	279	8.7	5.2
Black or African American	178	5.5	12.4
Hispanic or Latino of any race	467	14.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	2,151	66.9	45.1
English Learners/Multilingual Learners	200	6.2	11.3
Eligible for Free or Reduced-Price Meals	758	23.6	44.8
Students with Disabilities	473	14.7	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	137	9.0	*	*
Male	162	10.0	100	5.9
Non-Binary	0	*	*	*
Black or African American	14	8.0	14	7.5
Hispanic or Latino of any race	71	15.1	28	5.6
White	174	8.3	62	2.9
English Learners/Multilingual Learners	28	13.9	7	3.2
Eligible for Free or Reduced-Price Meals	127	18.0	57	6.9
Students with Disabilities	63	14.2	37	6.8
All Students - District	299	9.5	118	3.6
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 482
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	243.4
General Education Paraprofessionals	0.5
Special Education Teachers and Instructors	35.0
Special Education Paraprofessionals	91.5
District Central Office Administrators	7.8
School Level Administrators	18.0
Library/Media Specialists (Certified)	7.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	24.0
School Nurses	7.1
Other Staff Providing Non-Instructional Services/Support	132.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	9.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	2.0	1.4
Black or African American	2	0.6	4.9
Hispanic or Latino of any race	3	0.9	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	332	96.5	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	17	5	6.8
Teachers	15	5.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	32	97.0	31	91.2
White	136	97.1	188	98.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	52	100.0	58	98.3
Students with Disabilities	20	100.0	45	100.0
All Students - District	208	97.7	259	98.1
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	48	49.5
Emotional Disability	23	71.9
Intellectual Disability	*	*
Learning Disability	121	91.0
Other Health Impairment	73	83.9
Other Disabilities	*	*
Speech/Language Impairment	36	92.3
All Disabilities - District	310	72.9
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	108	3.4	2.9
Emotional Disability	32	1.0	1.1
Intellectual Disability	8	0.2	0.6
Learning Disability	133	4.1	6.5
Other Health Impairment	88	2.7	3.6
Other Disabilities	39	1.2	1.1
Speech/Language Impairment	46	1.4	2.0
All Disabilities	454	14.1	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	23	5.1	8.2
Private Schools or Other Settings	8	1.8	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$37,947,697	\$11,465	\$13,471
Support services - students	\$5,807,284	\$1,801	\$1,826
Support services - instruction	\$1,946,159	\$603	\$972
Support services - general administration	\$982,284	\$305	\$568
Support services - school based administration	\$4,343,709	\$1,347	\$1,274
Central and other support services	\$3,540,570	\$1,098	\$761
Operation and maintenance of plant	\$5,574,393	\$1,728	\$2,125
Student transportation services	\$4,241,660	\$1,296	\$1,695
Food services	.	.	\$10
Enterprise operations	\$890,265	\$276	\$219
Total	\$65,274,020	\$19,720	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$4,378,296	30.1	26.4
Instructional Aide Salaries	\$1,910,660	13.1	10.1
Other Salaries	\$250,984	1.7	10.5
Employee Benefits	\$1,802,563	12.4	13.3
Purchased Services Other Than Transportation	\$1,558,108	10.7	6.8
Special Education Tuition	\$2,680,807	18.4	22.8
Supplies	\$75,828	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,904,286	13.1	8.7
Equipment	\$415	0.0	0.2
All Other Expenditures	\$6,790	0.0	0.1
Total	\$14,568,736	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	22.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	90.2
State	8.0
Federal	1.8
Tuition & Other	0.1

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	136	78.5	136	79.8	53	79.4
Black or African American	93	67.3	93	60.7	45	60.4
Hispanic or Latino of any race	233	68.4	231	64.8	94	62.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,110	74.9	1,110	71.7	482	73.2
English Learners/Multilingual Learners	141	67.1	139	67.0	50	64.1
Non-English Learners/Non-Multilingual Learners	1,504	74.6	1,504	71.4	651	72.1
Eligible for Free or Reduced-Price Meals	381	66.3	379	62.8	150	61.5
Not Eligible for Free or Reduced-Price Meals	1,264	76.3	1,264	73.5	551	74.2
Students with Disabilities	224	53.0	225	49.1	87	48.2
Students without Disabilities	1,421	77.3	1,418	74.5	614	74.8
High Needs	586	64.3	585	61.0	230	59.9
Non-High Needs	1,059	79.3	1,058	76.6	471	77.2
All Students - District	1,645	74.0	1,643	71.1	701	71.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	78.1	82.7	82.9	92.5	926	84.2
Curl Up	89.0	82.1	83.7	96.7	923	87.9
Push Up	73.8	69.9	65.9	86.6	924	74.0
Mile Run/PACER	83.3	74.9	63.7	79.1	924	74.9
All Tests - District	53.4	53.7	47.5	74.1	914	57.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	33	93.9
White	161	93.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	62	90.3
Students with Disabilities	34	73.5
All Students - District	233	93.6
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	152	69.7
Male	*	*
Non-Binary	*	*
Black or African American	13	43.3
Hispanic or Latino of any race	29	43.3
White	208	63.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	48	43.2
Students with Disabilities	13	20.0
All Students - District	289	60.6
All Students - State		47.2

Students 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	87.5	92.0
Male	79.5	91.4
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	77.4	*
White	84.2	91.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	68.9	85.7
Students with Disabilities	59.4	*
All Students - District	83.2	91.7
All Students - State	67.0	88.2

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.

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.3	50	98.7	64.7
ELA Performance Index	High Needs Students	64.3	75	42.9	50	85.8	54.9
Math Performance Index	All Students	71.1	75	47.4	50	94.8	61.1
Math Performance Index	High Needs Students	61.0	75	40.7	50	81.3	50.6
Science Performance Index	All Students	71.5	75	47.7	50	95.3	62.6
Science Performance Index	High Needs Students	59.9	75	39.9	50	79.8	52.1
ELA Academic Growth	All Students	61.9%	100%	61.9	100	61.9	60.6%
ELA Academic Growth	High Needs Students	58.2%	100%	58.2	100	58.2	55.7%
Math Academic Growth	All Students	63.6%	100%	63.6	100	63.6	62.3%
Math Academic Growth	High Needs Students	55.8%	100%	55.8	100	55.8	55.9%
Progress Toward English Proficiency	Literacy	68.7%	100%	34.3	50	68.7	58.7%
Progress Toward English Proficiency	Oral	58.0%	100%	29.0	50	58.0	55.7%
Chronic Absenteeism	All Students	9.5%	<=5%	40.9	50	81.9	17.2%
Chronic Absenteeism	High Needs Students	15.6%	<=5%	28.9	50	57.8	24.8%
% Taking CCR Courses	All Students	97.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	60.6%	75%	40.4	50	80.8	47.2%
On-track to High School Graduation	All Students	93.8%	94%	49.9	50	99.8	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.6%	94%	99.5	100	99.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.1%	94%	94.8	100	94.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	83.2%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.3%	75%	38.2	50	76.4	49.0%
Arts Access	All Students	42.8%	60%	35.6	50	71.3	55.1%
Accountability Index				1149.0	1450	79.2	

Physical Fitness Estimated Participation Rate - District: 95.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.3	10.7	16.9	N
Math Performance Index Gap	75.0	61.0	14.0	18.4	N
Science Performance Index Gap	75.0	59.9	15.1	18.2	N
Graduation Rate Gap	94.0%	89.1%	4.9%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.4
ELA	High Needs Students	96.0
Math	All Students	97.4
Math	High Needs Students	96.2
Science	All Students	97.7
Science	High Needs Students	96.4

Minimum 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: 58.3

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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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 2025-2026.

NHPS maintains programs to assist students in closing their learning gaps as well as opportunities for students to receive enrichment in the areas of science and humanities.

The district's Multilingual Learner (ML) population has grown significantly over the past few years. As a result, the ML 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.

Individual schools also hold events to share ELA and math instructional practices and resources with parents. The goal of these events is to provide families with insight into the classroom as well as provide tools to support students at home.

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 belonging as well as provided an equity lens to curricula, operations and professional development. The DEIB Facilitator has also made 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 strategic plans.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	14.3	32.0
Retired	2	28.6	23.7
Teach/Admin in Other CT Dist	4	57.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.