

STRATEGIC SCHOOL PROFILE 2011-12**West Haven School District**

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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

Town Population in 2000: 52,360

1990-2000 Population Growth: -3.1%

Number of Public Schools: 9

Per Capita Income in 2000: \$21,121

Percent of Adults without a High School Diploma in 2000*: 18.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.4%

District Enrollment as % of Estimated. Student Population: 90.9%

*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): H 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, 2011 6,059
5-Year Enrollment Change -10.0%

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	3,279	54.1	53.8	35.2
K-12 Students Who Are Not Fluent in English	644	10.8	12.5	5.6
Students Identified as Gifted and/or Talented*	134	2.2	4.0	4.0
PK-12 Students Receiving Special Education Services in District	711	11.7	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	327	62.2	75.4	79.8
Homeless	15	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	87	17.6	15.9	13.0

*35.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.1
Asian American	207	3.4
Black	1,318	21.8
Hispanic	1,850	30.5
Pacific Islander	1	0.0
White	2,450	40.4
Two or more races	224	3.7
Total Minority	3,609	59.6

Percent of Minority Professional Staff: 5.3%

Non-English Home Language:

22.4% 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 55.

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.

The City of West Haven is an urban community, which continues to celebrate the gifts of its diverse population and multiculturalism in a variety of ways throughout the academic year. During the 2011-2012 year, many activities and programs took place at schools designed to reduce racial, ethnic and economic isolation. The West Haven School District continues to build on the sense of community, which has been present for decades, and is best typified by the numerous family and community academic, social and recreational activities held at the schools. Events include international nights, school-wide research project celebrating different cultures, family math nights, tours of the Yale campus, and other informational sessions and workshops, which are designed to involve all parents in their community schools in an effort to reduce not only racial and ethnic isolation, but equally as important, economic isolation. The District Wide Improvement Plan has a goal which focuses on community involvement and support to parents. We will continue to support School Governance Councils at all schools. The Council is an advisory branch of the school and includes parents, teachers and community members. School Compacts will also be reviewed and updated by the Council using recent state data. Further, the Compacts define student goals by grade levels coupled with ideas to support youngsters in school and in the home. West Haven's youngsters continue to be represented and involved in the State Inter district Cooperative Grant Programs through a variety of activities between urban and suburban school district student and teacher populations. These are year round student and staff activities, which focus on cultural awareness through cross-community involvement activities utilizing specific content areas, such as the science, as a common instructional vehicle. Additionally, West Haven youngsters continue to participate in a variety of state sponsored choice options, such as the inter district magnet school efforts, which are designed to reduce racial, ethnic and economic isolation. West Haven is committed to hiring staff in both certified and non-certified positions that reflect best reflect the diversity of our student population. A conscience effort has been made to include bilingual staff at each school and to seek out a more diverse teaching staff. Additionally, parental notices and forms are translated in a language other than English in order to effectively communicate with our community.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	41.5	59.2	9.4	
Writing	48.8	62.7	13.1	
Mathematics	43.6	66.5	7.5	
Grade 4 Reading	50.6	64.1	12.5	
Writing	55.6	65.3	13.8	
Mathematics	52.1	68.0	10.6	
Grade 5 Reading	57.9	67.6	16.9	
Writing	59.1	68.1	19.6	
Mathematics	55.6	71.6	10.7	
Science	57.5	63.9	19.6	
Grade 6 Reading	59.1	74.1	12.0	
Writing	53.1	67.4	13.9	
Mathematics	40.0	69.3	6.6	
Grade 7 Reading	69.0	79.8	13.2	
Writing	50.1	65.6	12.4	
Mathematics	55.8	68.1	15.6	
Grade 8 Reading	67.9	76.8	15.1	
Writing	51.4	68.3	11.9	
Mathematics	46.6	67.2	11.9	
Science	47.5	61.9	15.6	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	27.6	47.5	15.8	
Writing Across the Disciplines	46.4	63.0	15.7	
Mathematics	19.8	49.2	7.5	
Science	26.7	47.1	14.9	

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
	28.2	50.6	8.4

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.5	77.3	
Average Score	Mathematics	456	505	15.3
	Critical Reading	459	502	14.5
	Writing	457	506	11.5

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, Adjusted Cohort Rate 2011	68.0	82.7	9.8
2010-11 Annual Dropout Rate for Grade 9 through 12	2.8	2.6	20.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.1	84.5
% Employed (Civilian Employment and in Armed Services)	7.3	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	372.10
Paraprofessional Instructional Assistants	39.35
Special Education	
Teachers and Instructors	76.00
Paraprofessional Instructional Assistants	100.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.50
Administrators, Coordinators, and Department Chairs	
District Central Office	10.50
School Level	22.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	20.25
Counselors, Social Workers, and School Psychologists	35.80
School Nurses	16.00
Other Staff Providing Non-Instructional Services and Support	258.30

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	15.0	13.7	13.9
% with Master's Degree or Above	79.0	80.9	79.6

Average Class Size	District	DRG	State
Grade K	19.5	19.6	18.5
Grade 2	19.7	20.1	19.7
Grade 5	22.5	21.9	21.6
Grade 7	22.2	20.0	20.3
High School	21.9	21.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	953	973	993
Middle School	961	992	1,024
High School	963	1,007	1,024

*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*	4.9	3.6	2.8
Middle School	5.2	3.0	2.2
High School	4.5	2.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$50,148	\$8,095	\$8,464	\$8,722	\$8,469
Instructional Supplies and Equipment	\$1,453	\$235	\$267	\$237	\$271
Improvement of Instruction and Educational Media Services	\$2,694	\$435	\$487	\$428	\$482
Student Support Services	\$4,820	\$778	\$901	\$879	\$901
Administration and Support Services	\$6,843	\$1,105	\$1,468	\$1,509	\$1,490
Plant Operation and Maintenance	\$15,697	\$2,534	\$1,471	\$1,393	\$1,463
Transportation	\$4,623	\$541	\$735	\$641	\$724
Costs for Students Tuitioned Out	\$6,615	N/A	N/A	N/A	N/A
Other	\$1,630	\$263	\$165	\$93	\$165
Total	\$94,524	\$12,938	\$14,238	\$13,972	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,247	\$686	\$1,290	\$1,004	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20,982,811	22.2	21.3	21.7

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	46.7	41.5	11.6	0.2
Excluding School Construction	45.4	42.2	12.1	0.3

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 West Haven Board of Education continues to allocate funds to its schools on a per pupil basis. School administrators and central office staff work together to develop a budget that is designed to meet the needs of a particular school community and its student population. The budget process takes into account the needs of the buildings as they relate to programs and initiatives offered throughout the district. Each school budget is designed to ensure comparable resources are distributed across the buildings. It is the responsibility of the district-wide content area coordinators to implement major curriculum changes and related professional development in such a manner to ensure equal access of content for all youngsters in the District. The West Haven School System is focused on appreciating the uniqueness in all of our schools; however, the allocation of resources is standardized. The West Haven Board of Education is committed to ensuring equal access to not only the curriculum, but also to the equitable allocation of all resources, such as technology. The District is committed to following

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	830
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

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	73	1.0	1.0	1.2
Learning Disability	236	3.3	3.9	3.9
Intellectual Disability	23	0.3	0.5	0.4
Emotional Disturbance	59	0.8	0.9	1.0
Speech Impairment	197	2.8	2.1	2.1
Other Health Impairment*	111	1.6	2.0	2.2
Other Disabilities**	131	1.9	1.2	1.0
Total	830	11.8	11.6	11.7

*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 2010-11 with a Standard Diploma	52.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	5.3	5.1

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	26.5	36.0	57.7	70.4
	Writing	9.5	21.5	53.0	66.3
	Mathematics	17.7	31.8	48.8	68.4
	Science	5.2	23.0	52.1	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	27.6	47.5
	Writing Across the Disciplines	14.3	18.2	46.4	63.0
	Mathematics	16.7	15.4	19.8	49.2
	Science	4.2	13.6	26.7	47.1

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	34.5
	% With Accommodations	65.5
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		14.9

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	1	0.1
Private Schools or Other Settings	99	11.9

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	593	71.4	70.0	72.1
40.1 to 79.0 Percent of Time	89	10.7	14.9	16.3
0.0 to 40.0 Percent of Time	148	17.8	15.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The West Haven Board of Education has embraced the State Department of Education's school improvement initiatives commonly known as the Connecticut Accountability for Learning Initiative (CALI). The research-based process to improve student achievement for all youngsters is being implemented in all schools, grades PK-12. Professional development is grounded in this research base and provides teachers with teaching strategies, data driven decision making tools, curriculum design and student assessments. West Haven has made a commitment to a five year plan which focuses on the CALI research-based plan. The West Haven Board of Education continues to concentrate its efforts on aligning our PK-12 curriculum in the areas of language arts and mathematics, in the Common Core State Standards, with the goal being to increase equitable access to the content for all youngsters. The efforts to improve student learning for all youngsters, regardless of their educational need or handicapping condition, is reflected in our curriculum which is grounded in educational and scientific research; reflects state and national Common Core Standards; differentiates instruction utilizing a variety of research based strategies; and, is consistently followed across all schools and across all grade levels. Particular emphasis is on early literacy programming and support specifically to our K – 2 teachers. West Haven continues to utilize common assessments to monitor student progress. These district-wide assessments are used across all classrooms to determine the degree of student learning. Common assessments better inform instruction and support all students as they learn, regardless of educational need. The comprehensive review of curriculum and assessment of student learning is coupled with teacher training in the art of utilizing data to inform instruction, commonly known as data driven decision-making. In the area of special education, we strive to keep our youngsters within our district and deliver the most appropriate instructional resources within the least restrictive environment. Our curriculum is designed to address the differing needs of all youngsters and in most cases, is appropriate for our special education population. Toward this end, we began the process of providing all classroom teachers with the training necessary to instruct our youngsters utilizing a variety of research-based strategies, as well as to best prepare our youngsters to access the curricula content. Professional development activities continue to focus on the development of teacher expertise to address all student needs, regardless of handicapping conditions and are inclusive of the general education staff. Student truancy is addressed utilizing a variety of methods, both preventive and reactive. Parents are informed each year of the district policy regarding truancy and its effects on progressing through to the next grade, as well as credit implications at the secondary levels. Handbooks are distributed on line, as well as hardcopy, and are reviewed with students during the first week of school. Parents are contacted via school messenger each day of absence, with a follow up phone call to parents after a minimum of three absences. At the elementary level school social workers monitor attendance and personally meet with parents early in the school year to clarify the importance of school attendance. Power School provides a venue for parents to monitor student performance and attendance on a daily basis. Preventive measures also include a responsive classroom environment to ensure no one child falls through the cracks at both the high school and the elementary school. We continue to be engaged in a five year strategic planning process that refines our plans to improve instruction. This plan is intended to incorporate our five-year plan for Professional Development utilizing the Connecticut Accountability and Learning Initiative (CALI) that is research based. Our web site, as well as communications with parents through district wide parent meetings and Board meetings, continues to be our primary venue to involve parents in our efforts to improve student learning. We will continue our efforts to inform our parents relative to educational practices and initiatives with an emphasis on using the School Governance Council as the communication vehicle. Finally, we believe that all youngsters can achieve and be successful in school and within their community. We will continue to promote these high expectations for all youngsters across the district.
