

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



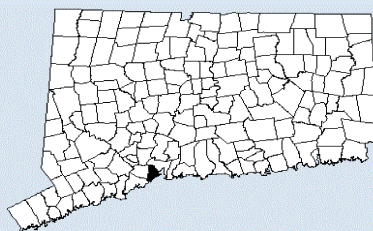
## West Haven School District

Mr. Neil Cavallaro, Superintendent • 203-937-4300 • <http://www.whschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,861
Per Pupil Expenditures <sup>1</sup>	\$14,533
Total Expenditures <sup>1</sup>	\$100,812,146

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,789	47.6	48.4
Male	3,072	52.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	221	3.8	5.1
Black or African American	1,343	22.9	12.8
Hispanic or Latino	2,166	37.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	192	3.3	3.3
White	1,921	32.8	53.6
English Learners	789	13.5	7.2
Eligible for Free or Reduced-Price Meals	3,853	65.7	36.7
Students with Disabilities <sup>1</sup>	1,007	17.2	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	310	11.2	144	5.1
Male	363	12.1	249	8.0
Black or African American	151	11.4	145	10.5
Hispanic or Latino	266	12.5	160	7.4
White	209	11.1	64	3.3
English Learners	71	8.5	29	3.5
Eligible for Free or Reduced-Price Meals	557	13.5	333	7.6
Students with Disabilities	206	22.1	113	10.1
District	673	11.7	393	6.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 277

Number of school-based arrests: 22

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	366.5
Paraprofessional Instructional Assistants	67.4
<b>Special Education</b>	
Teachers and Instructors	74.0
Paraprofessional Instructional Assistants	82.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.0
School Level	23.0
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	33.5
Counselors, Social Workers and School Psychologists	31.5
School Nurses	16.1
Other Staff Providing Non-Instructional Services/Support	227.8

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.2	1.1
Black or African American	17	3.1	3.7
Hispanic or Latino	15	2.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	515	94.0	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	47	43.1	54	57.4
Hispanic or Latino	63	47.0	64	51.6
White	49	45.0	90	70.3
English Learners	15	41.7	9	28.1
Eligible for Free or Reduced-Price Meals	114	44.0	139	56.5
Students with Disabilities	23	43.4	28	50.0
District	172	45.6	227	60.1
State		69.3		80.1

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	33	29.2
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	337	92.6
Other Health Impairment	88	67.7
Other Disabilities	48	36.4
Speech/Language Impairment	138	89.6
District	660	67.8
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	116	1.7	1.8
Emotional Disturbance	61	0.9	1.1
Intellectual Disability	20	0.3	0.5
Learning Disability	367	5.4	5.2
Other Health Impairment	134	2.0	3.1
Other Disabilities	178	2.6	1.1
Speech/Language Impairment	180	2.6	1.8
All Disabilities	1,056	15.4	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	121	11.5	8.3
Private Schools or Other Settings	89	8.4	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	50,943,763	8,955	9,847
Instructional Supplies and Equipment	1,286,935	226	287
Improvement of Instruction and Educational Media Services	2,904,082	510	589
Student Support Services	5,122,760	900	1,120
Administration and Support Services	6,770,538	1,190	1,905
Plant Operation and Maintenance	15,932,882	2,801	1,648
Transportation	5,847,159	777	904
Costs of Students Tuitioned Out	10,259,242	N/A	N/A
Other	1,744,785	307	208
Total	100,812,146	14,533	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	3,925,311	690	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,237,384	32.3	33.8
Noncertified Personnel	3,261,088	11.4	14.5
Purchased Services	806,916	2.8	5.5
Tuition to Other Schools	9,924,915	34.7	23.4
Special Ed. Transportation	1,601,462	5.6	8.7
Other Expenditures	3,799,828	13.3	14.1
Total Expenditures	28,631,593	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	49.2	47.7
State	46.0	47.3
Federal	4.1	4.3
Tuition & Other	0.7	0.7

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*
Asian	106	75.3	106	74.5
Black or African American	686	59.2	686	55.3
Hispanic or Latino	1073	60.3	1070	57.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	102	67.1	102	61.1
White	954	68.4	952	64.8
English Learners	556	58.8	554	57.0
Non-English Learners	2374	64.6	2371	60.8
Eligible for Free or Reduced-Price Meals	2081	60.7	2076	57.5
Not Eligible for Free or Reduced-Price Meals	849	70.4	849	66.4
Students with Disabilities	483	45.9	482	42.5
Students without Disabilities	2447	67.0	2443	63.5
High Needs	2215	60.4	2210	57.1
Non-High Needs	715	73.3	715	69.3
District	2930	63.5	2925	60.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.9	75.6	65.2	89.5	1,727	78.4
Curl Up	66.2	63.1	56.7	82.0	1,727	66.5
Push Up	60.3	47.5	51.9	71.6	1,727	57.3
Mile Run/PACER	78.9	55.4	69.5	54.2	1,727	65.1
All Tests - District	41.5	33.0	34.3	46.4	1,727	38.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	119	76.5
Hispanic or Latino	125	70.4
English Learners	38	71.1
Eligible for Free or Reduced-Price Meals	290	69.0
Students with Disabilities	63	49.2
District	420	75.2
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.1	99	26.7
Male	91.9	70	18.2
Black or African American	94.6	26	12.8
Hispanic or Latino	92.2	34	13.2
White	93.2	86	36.3
English Learners	91.2	0	0.0
Eligible for Free or Reduced-Price Meals	93.3	84	16.6
Students with Disabilities	69.7	*	*
District	93.5	169	22.4
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	74.4	80.9
Male	57.6	75.3
Black or African American	63.3	78.7
Hispanic or Latino	62.8	74.2
White	69.0	78.6
English Learners	64.3	*
Eligible for Free or Reduced-Price Meals	62.3	78.6
Students with Disabilities	35.6	*
District	66.1	78.6
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.5	75	42.3	50	84.7	67.6
	High Needs Students	60.4	75	40.2	50	80.5	57.5
Math Performance Index	All Students	60.0	75	40.0	50	80.1	62.7
	High Needs Students	57.1	75	38.0	50	76.1	52.0
ELA Academic Growth	All Students	56.1%	100%	56.1	100	56.1	60.7%
	High Needs Students	53.9%	100%	53.9	100	53.9	55.6%
Math Academic Growth	All Students	61.1%	100%	61.1	100	61.1	61.9%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.4%
Chronic Absenteeism	All Students	11.7%	<=5%	36.6	50	73.3	10.7%
	High Needs Students	13.7%	<=5%	32.7	50	65.3	16.6%
Preparation for CCR	% Taking Courses	52.8%	75%	35.2	50	70.5	74.8%
	% Passing Exams	22.4%	75%	14.9	50	29.8	44.8%
On-track to High School Graduation		88.1%	94%	46.9	50	93.7	87.5%
4-year Graduation All Students (2017 Cohort)		75.2%	94%	80.0	100	80.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		78.1%	94%	83.1	100	83.1	81.8%
Postsecondary Entrance (Class of 2017)		66.1%	75%	88.1	100	88.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3%   38.6%	75%	25.7	50	51.4	96.6%   50.1%
Arts Access		37.2%	60%	31.0	50	62.1	51.2%
<b>Accountability Index</b>				<b>864.8</b>	<b>1250</b>	<b>69.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.3	60.4	12.9	15.9	
Math Performance Index Gap	69.3	57.1	12.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	90.8%	78.1%	12.7%	12.7%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	97.9
Math	All Students	98.1
	High Needs Students	97.9
Science	All Students	97.0
	High Needs Students	96.5

<sup>3</sup>Minimum 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: 54.1**

**State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

The West Haven Board of Education has embraced the State Department of Education's school improvement initiatives. 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. The West Haven Board of Education continues to concentrate its efforts on aligning our PK-12 curriculum in the areas of language arts, mathematics, science and social studies in the Connecticut State Standards and national 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 PK - 4 teachers.

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 is appropriate for our special education population. Toward this end, all classroom teachers receive the training necessary to instruct our youngsters so as to best prepare them to access the curricula. 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. Most recently we have incorporated a Truancy Committee composed of state and local agencies to address student needs prior to failures.

We continue to be engaged in a process that refines our plans to improve instruction. We will continue our efforts to inform our parents relative to educational practices and initiatives with multiple communication vehicles. 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.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2017-2018 year, many opportunities continue to be offered at schools designed to reduce racial, ethnic and economic isolation. Our efforts to expose students and their families to multiple educational, social and emotional supports have broadened awareness, thus an increasing accessibility of equal educational opportunities. As a result of our curricula changes and high expectations, data has demonstrated that we have been successful in closing the gaps across racial, ethnic and economic divides.

The District continues to build on community relationships, and is best typified by the numerous family, community, academic, social and recreational activities held at the schools. Efforts to support and engage families across economic and cultural divides include international nights; school-wide research projects celebrating different cultures; family math and literacy nights; storytelling events for families; partnerships with the University of New Haven, Yale University, the Community House (after school and readiness programming) and Gateway Community; and the public library sessions and workshops. All programming is designed to involve families in their community schools in an effort to reduce not only racial and ethnic isolation, but equally as important, economic isolation. We continue to support School Governance Councils at all schools. 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 districts' 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. West Haven is committed to hiring staff in both certified and non-certified positions that 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. Parental notices and forms are translated in languages other than English in order to effectively communicate with our community.

# District Profile and Performance Report for School Year 2017-18

## West Haven School District

### **Equitable Allocation of Resources among District Schools**

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, as well as the educational, social and emotional needs of the student population. 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 Board of Education is committed to ensuring equal access to the curriculum and equitable allocation of all resources, such as technology. The District is committed to following all state and federal guidelines when allocating grant funds, thus ensuring that students most in need will benefit.