

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



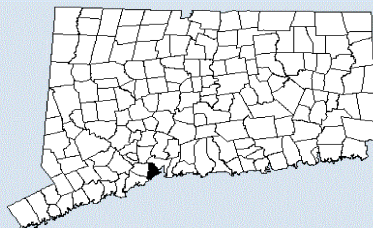
West Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,865
Per Pupil Expenditures ¹	\$15,027
Total Expenditures ¹	\$104,450,127

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,759	47.0	48.4
Male	3,106	53.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	242	4.1	5.2
Black or African American	1,328	22.6	12.7
Hispanic or Latino of any race	2,268	38.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	240	4.1	3.8
White	1,772	30.2	51.1
English Learners	868	14.8	8.3
Eligible for Free or Reduced-Price Meals	3,839	65.5	43.3
Students with Disabilities ³	1,038	17.7	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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	382	13.9	160	5.5
Male	474	15.5	321	9.8
Black or African American	232	17.5	177	12.4
Hispanic or Latino of any race	339	14.9	207	8.6
White	215	12.6	78	4.3
English Learners	93	10.3	40	4.2
Eligible for Free or Reduced-Price Meals	623	17.7	362	8.7
Students with Disabilities	203	21.1	109	9.4
District	856	14.7	481	7.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 415

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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	377.8
Paraprofessional Instructional Assistants	75.7
Special Education	
Teachers and Instructors	76.3
Paraprofessional Instructional Assistants	83.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.6
School Level	20.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	34.0
Counselors, Social Workers and School Psychologists	35.0
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	260.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.2	1.2
Black or African American	17	3.0	4.0
Hispanic or Latino of any race	16	2.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	526	93.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

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	36	53.7	68	78.2
Hispanic or Latino of any race	78	62.4	114	73.5
White	84	76.4	99	78.0
English Learners	15	55.6	28	75.7
Eligible for Free or Reduced-Price Meals	117	66.1	163	76.5
Students with Disabilities	28	58.3	46	75.4
District	222	66.5	306	76.1
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	37	28.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	337	88.7
Other Health Impairment	111	74.5
Other Disabilities	28	23.7
Speech/Language Impairment	119	85.6
District	656	65.8
State		67.8

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	140	2.1	2.0
Emotional Disturbance	64	0.9	1.1
Intellectual Disability	18	0.3	0.5
Learning Disability	380	5.6	5.7
Other Health Impairment	152	2.3	3.3
Other Disabilities	151	2.2	1.1
Speech/Language Impairment	168	2.5	1.8
All Disabilities	1,073	15.9	15.6

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	136	12.7	8.2
Private Schools or Other Settings	85	7.9	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$78,491,243	\$11,292	\$10,923
Support services - students	\$3,310,966	\$570	\$1,277
Support services - instruction	\$547,964	\$94	\$682
Support services - general administration	\$4,551,076	\$783	\$467
Support services - school based administration	\$3,424,907	\$589	\$1,021
Central and other support services	\$1,326,403	\$228	\$679
Operation and maintenance of plant	\$6,712,502	\$1,155	\$1,718
Student transportation services	\$5,699,688	\$1,175	\$1,288
Food services	.	.	\$12
Enterprise operations	\$385,379	\$66	\$163
Minor school construction	.	.	\$59
Total	\$104,450,127	\$15,027	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,881,546	30.0	28.5
Instructional Aide Salaries	\$3,120,406	10.5	10.1
Other Salaries	\$447,946	1.5	11.1
Employee Benefits	\$3,363,278	11.4	13.0
Purchased Services Other Than Transportation	\$489,001	1.7	5.7
Special Education Tuition	\$11,232,182	37.9	22.5
Supplies	\$125,630	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,942,795	6.6	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$29,602,785	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	46.4
State	48.6
Federal	4.6
Tuition & Other	0.4

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	124	85.5
Hispanic or Latino of any race	160	78.1
English Learners	47	83.0
Eligible for Free or Reduced-Price Meals	346	81.2
Students with Disabilities	89	66.3
District	444	83.1
State		88.5

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 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	77.0	86.4
Male	46.5	74.3
Black or African American	54.9	82.8
Hispanic or Latino of any race	55.8	76.1
White	74.1	83.5
English Learners	55.0	*
Eligible for Free or Reduced-Price Meals	60.5	78.1
Students with Disabilities	37.7	*
District	62.2	81.0
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	68.6%	100%	60.4%
	Oral	60.3%	100%	57.6%
Chronic Absenteeism	All Students	14.7%	<=5%	12.2%
	High Needs Students	17.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	71.7%	75%	80.4%
On-track to High School Graduation		89.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		83.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		75.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		62.2%	75%	71.5%
Arts Access		38.5%	60%	51.8%

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
Graduation Rate Gap	94.0%	75.5%	18.5%	10.9%	Y

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

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. This has been our program improvement plan over the past 13 years, which has been implemented with consistency and fidelity.

The West Haven Board of Education concentrates 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 began this year on is on programming and support specifically to our secondary teachers. West Haven High School is being renovated to new and will reflect a curriculum and schedule which aligns with the programs and activities developed for the staff and students. This climate will reinforce the community foundation from which it has been built and the high expectations for our youngsters in the humanities and sciences.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2019-2020 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), Gateway Community College; 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. After grade 4, all students in the district are housed in a 5-6, 7-8, and 9-12 school thus limiting the racial, ethnic and economic divides.

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 & 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 & forms are translated in languages.

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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. West Haven is committed to following all state and federal guidelines when allocating grant funds, thus ensuring that students most in need will benefit.

The West Haven Board of Education is committed to ensuring equal access to the curriculum and equitable allocation of all resources, such as technology.