

STRATEGIC SCHOOL PROFILE 2008-09**West Haven School District**

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Location: 25 Ogden Street
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Connecticut

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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	Per Capita Income in 2000: \$21,121
Town Population in 2000: 52,360	Percent of Adults without a High School Diploma in 2000*: 18.8%
1990-2000 Population Growth: -3.1%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.4%
Number of Public Schools: 11	District Enrollment as % of Estimated. Student Population: 90.2%

*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, 2008 6,230
5-Year Enrollment Change -13.5%

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	2,927	47.0	45.2	30.3
K-12 Students Who Are Not Fluent in English	483	7.9	11.9	5.2
Students Identified as Gifted and/or Talented*	131	2.1	3.2	4.0
PK-12 Students Receiving Special Education Services in District	640	10.3	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	316	65.4	75.2	79.7
Homeless	1	0.0	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	225	33.4	22.1	19.0

*31.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	33	0.5
Asian American	260	4.2
Black	1,541	24.7
Hispanic	1,511	24.3
White	2,885	46.3
Total Minority	3,345	53.7

Percent of Minority Professional Staff: 5.1%

Non-English Home Language: 19.0% 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 2008-2009 year, many activities and programs took place at the individual schools that are 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. As one of its main goals, the District Wide Improvement Plan focuses on parental involvement and continues to support parents as they strive to make a difference for their children.

West Haven's youngsters continue to be represented and involved in the State Interdistrict 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 interdistrict magnet school efforts, which are designed to reduce racial, ethnic and economic isolation.

An active District Equity Team maintains its efforts to increase awareness within the community and within the City relative to cultural, economic, and ethnic differences, as well as similarities. West Haven staff continues its collaboration and partnership with the State Department of Education relative to Courageous Conversations about Race dialogues and is one of the few cities in the state involved in this partnership. West Haven is committed to hiring staff in both certified and non-certified positions that reflect our student population. A conscience effort has been made to include bilingual staff at each school and to send out parental notices in a language other than English.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	43.5	54.6	17.6
Writing	61.8	62.5	36.5
Mathematics	43.6	62.8	10.1
Grade 4 Reading	48.6	60.7	12.9
Writing	58.4	64.2	23.6
Mathematics	47.7	63.6	13.4
Grade 5 Reading	57.6	66.0	21.1
Writing	68.6	66.5	38.9
Mathematics	55.8	68.8	12.3
Science	52.3	58.1	22.8
Grade 6 Reading	53.9	68.9	11.7
Writing	57.7	62.2	28.2
Mathematics	48.1	68.8	10.4
Grade 7 Reading	65.1	74.9	15.9
Writing	53.3	62.9	18.5
Mathematics	48.7	66.0	12.7
Grade 8 Reading	53.7	68.4	14.8
Writing	52.1	66.5	16.8
Mathematics	46.2	64.5	13.5
Science	48	60.6	18.7

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	29.7	47.4	16.7
Writing Across the Disciplines	51.7	55.0	34.4
Mathematics	29.0	47.8	15.3
Science	26.2	42.8	16.0

For more detailed 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."

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
	14.9	36.2	6.3

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		66.8	74.5	
Average Score	Mathematics	450	507	13.2
	Critical Reading	458	503	12.4
	Writing	453	506	11.6

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, Class of 2008	93.6	92.1	41.2
Cumulative Four-Year Dropout Rate for Class of 2008	3.8	6.6	54.0
2007-08 Annual Dropout Rate for Grade 9 through 12	3.0	2.5	15.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.3	84.1
% Employed (Civilian Employment and in Armed Services)	6.9	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	399.90
Paraprofessional Instructional Assistants	18.10
Special Education	
Teachers and Instructors	73.10
Paraprofessional Instructional Assistants	111.50
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	0.50
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	22.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	10.10
Counselors, Social Workers, and School Psychologists	34.30
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	280.70

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	15.6	13.9	13.6
% with Master's Degree or Above	74.1	75.7	76.1

Average Class Size	District	DRG	State
Grade K	19.9	18.9	18.3
Grade 2	18.4	19.1	19.3
Grade 5	20.0	20.2	21.0
Grade 7	19.3	19.8	20.5
High School	22.3	21.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	963	988
Middle School	973	1,007	1,016
High School	966	995	1,007

*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*	5.1	3.5	3.3
Middle School	3.9	2.9	2.6
High School	3.2	2.8	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$47,984	\$7,501	\$7,521	\$8,113	\$7,522
Instructional Supplies and Equipment	\$1,724	\$269	\$267	\$262	\$271
Improvement of Instruction and Educational Media Services	\$2,659	\$416	\$461	\$454	\$446
Student Support Services	\$4,480	\$700	\$808	\$803	\$806
Administration and Support Services	\$5,984	\$935	\$1,351	\$1,397	\$1,369
Plant Operation and Maintenance	\$9,712	\$1,518	\$1,382	\$1,297	\$1,377
Transportation	\$4,092	\$511	\$649	\$577	\$644
Costs for Students Tuitioned Out	\$6,466	N/A	N/A	N/A	N/A
Other	\$963	\$151	\$152	\$83	\$151
Total	\$84,064	\$11,531	\$12,869	\$13,078	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,711	\$1,049	\$1,791	\$1,197	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$19290914	22.9	20.7	20.5

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	41.8	53.7	4.2	0.3
Excluding School Construction	41.7	53.4	4.5	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 not only 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 subject supervisors 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 all state and federal guidelines when allocating grant funds, thus ensuring that students most in need will benefit.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	752
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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	52	0.7	0.7	0.8
Learning Disability	220	3.1	4.0	3.9
Intellectual Disability	28	0.4	0.5	0.5
Emotional Disturbance	61	0.9	0.9	1.0
Speech Impairment	203	2.9	2.3	2.3
Other Health Impairment*	97	1.4	1.9	2.1
Other Disabilities**	91	1.3	1.2	0.9
Total	752	10.6	11.5	11.6

*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 2007-08 with a Standard Diploma	77.6	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	17.4	30.2	53.5	65.7
	Writing	13.2	19.5	58.9	64.1
	Mathematics	16.5	30.7	48.4	65.7
	Science	19.8	23.8	50.2	59.4
CAPT	Reading Across the Disciplines	7.1	14.1	29.7	47.4
	Writing Across the Disciplines	16.7	13.6	51.7	55.0
	Mathematics	10.0	15.4	29.0	47.8
	Science	2.7	10.6	26.2	42.8

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	31.8
	% With Accommodations	68.2
CAPT	% Without Accommodations	45.8
	% With Accommodations	54.2
% Assessed Using Skills Checklist		18.1

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	2	0.3
Private Schools or Other Settings	91	12.1

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	517	68.8	68.5	72.7
40.1 to 79.0 Percent of Time	95	12.6	16.6	16.1
0.0 to 40.0 Percent of Time	140	18.6	14.8	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year, the West Haven Board of Education concentrated its efforts on reviewing our K-12 curriculum in the areas of language arts, science, mathematics, and social studies with the goal being to increase equitable access to the content for all youngsters, regardless of educational need. Utilizing a research based approach to reviewing, writing and consequently, implementing this curriculum, we anticipate an upward trend in student achievement across all grades. The curriculum review process involved all teachers across the district, as well district administrators, some Board members, and parents. The curriculum review process will continue into the 2009-2010 school year for the remaining content areas. The efforts to improve student learning for all youngsters, regardless of their educational need or handicapping condition, is reflected in our newly revised curriculum which is grounded in educational and scientific research; reflects state and national standards; differentiates instruction utilizing a variety of research based strategies; and, is consistently followed across all schools and across all grade levels.

The curriculum review process assisted the District to refine and implement the District Improvement Plan. As a result, resources needs have been identified and will be accessed during the 2009-10 school year. Some of these resources include establishing a mathematics curriculum; piloting of a mathematics textbook/resource series; creating elementary math facilitator positions to support teachers in the delivery of content; providing supplemental non-fiction and fiction reading materials; and, purchasing science and social studies resources to support the new curriculum.

Concurrently, West Haven continues to develop common formative assessments. These district-wide assessments are used across all classrooms to determine the degree of student learning. They will 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, or commonly known as data driven decision-making.

In the area of special education, we continue 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. We are in the process of hiring individuals to support all teachers as they meet the needs of our special education and regular education within the classroom setting, i.e., RTI specialists. Professional development activities will continue to focus on the development of teacher expertise to address all student needs, regardless of handicapping conditions. We have collaborated with the area regional service center and national experts to provide embedded professional development across all grade levels and schools to support our efforts.

We continue to be engaged in a strategic planning process that refines our plans to improve instruction. The planning process actively involves teachers, administrators, community members, parents and Board members. 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.

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.
