

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



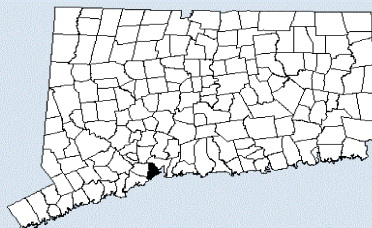
West Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,916
Per Pupil Expenditures ¹	\$14,859
Total Expenditures ¹	\$102,823,524

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,810	47.5	48.4
Male	3,106	52.5	51.6
American Indian or Alaska Native	14	0.2	0.3
Asian	229	3.9	5.2
Black or African American	1,327	22.4	12.8
Hispanic or Latino of any race	2,230	37.7	25.8
Native Hawaiian or Other Pacific Islander	7	0.1	0.1
Two or More Races	219	3.7	3.6
White	1,890	31.9	52.4
English Learners	855	14.5	7.6
Eligible for Free or Reduced-Price Meals	3,222	54.5	42.1
Students with Disabilities ³	1,027	17.4	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	361	13.0	176	5.9
Male	433	14.2	341	10.4
Black or African American	179	13.6	177	12.5
Hispanic or Latino of any race	335	15.0	215	9.1
White	218	12.0	97	5.0
English Learners	89	10.0	46	4.9
Eligible for Free or Reduced-Price Meals	592	16.9	358	9.6
Students with Disabilities	213	21.7	113	9.4
District	794	13.6	517	8.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 416

Number of school-based arrests: 23

⁴A 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.

⁵This column displays 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 2018-19

West Haven School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	373.0
Paraprofessional Instructional Assistants	68.9
Special Education	
Teachers and Instructors	76.0
Paraprofessional Instructional Assistants	85.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.1
School Level	23.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	33.5
Counselors, Social Workers and School Psychologists	31.7
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	266.4

¹In 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	3.8
Hispanic or Latino of any race	15	2.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	523	94.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.0

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	46	59.7	83	68.0
Hispanic or Latino of any race	68	50.0	99	70.7
White	69	59.0	95	81.2
English Learners	13	40.6	23	65.7
Eligible for Free or Reduced-Price Meals	105	53.3	141	71.9
Students with Disabilities	25	54.3	58	85.3
District	196	54.7	302	73.8
State		74.5		85.2

²College-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	30.1
Emotional Disturbance	15	25.0
Intellectual Disability	6	*
Learning Disability	342	91.4
Other Health Impairment	98	70.5
Other Disabilities	43	33.1
Speech/Language Impairment	127	87.6
District	668	67.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

West Haven School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	131	1.9	1.9
Emotional Disturbance	60	0.9	1.1
Intellectual Disability	20	0.3	0.5
Learning Disability	374	5.5	5.5
Other Health Impairment	142	2.1	3.2
Other Disabilities	173	2.5	1.1
Speech/Language Impairment	176	2.6	1.8
All Disabilities	1,076	15.7	15.0

¹This 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	132	12.3	8.2
Private Schools or Other Settings	87	8.1	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$74,863,375	\$10,818	\$10,545
Support services - students	\$4,400,820	\$764	\$1,373
Support services - instruction	\$895,501	\$156	\$644
Support services - general administration	\$4,825,765	\$838	\$462
Support services - school based administration	\$3,503,248	\$608	\$1,007
Central and other support services	\$1,330,082	\$231	\$671
Operation and maintenance of plant	\$7,320,624	\$1,271	\$1,629
Student transportation services	\$5,293,938	\$1,129	\$1,231
Food services	.	.	\$13
Enterprise operations	\$390,170	\$68	\$157
Minor school construction	.	.	\$65
Total	\$102,823,524	\$14,859	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,723,426	30.4	29.7
Instructional Aide Salaries	\$3,115,492	10.8	9.6
Other Salaries	\$421,525	1.5	10.4
Employee Benefits	\$3,384,199	11.8	13.0
Purchased Services Other Than Transportation	\$523,161	1.8	5.5
Special Education Tuition	\$10,793,090	37.6	22.6
Supplies	\$79,685	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,677,967	5.8	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$28,718,545	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	47.0
State	48.0
Federal	4.5
Tuition & Other	0.4

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	95	76.5	94	73.8	*	*
Black or African American	672	61.4	668	56.3	299	57.0
Hispanic or Latino of any race	1,139	61.5	1,137	58.0	465	57.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	95	66.3	95	62.3	46	59.2
White	952	68.4	947	63.9	393	62.6
English Learners	617	60.3	615	58.2	219	55.4
Non-English Learners	2,346	65.4	2,336	60.8	1,018	60.4
Eligible for Free or Reduced-Price Meals	1,766	62.0	1,756	57.8	695	56.6
Not Eligible for Free or Reduced-Price Meals	1,197	67.9	1,195	63.8	542	63.2
Students with Disabilities	497	46.7	493	42.4	198	47.6
Students without Disabilities	2,466	67.9	2,458	63.8	1,039	61.8
High Needs	2,054	61.0	2,042	56.9	823	56.2
Non-High Needs	909	71.9	909	67.7	414	66.1
District	2,963	64.4	2,951	60.2	1,237	59.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	86.6	85.7	68.2	90.7	1,685	81.7
Curl Up	85.3	72.6	57.5	84.3	1,685	73.4
Push Up	65.5	61.1	56.7	71.0	1,685	62.8
Mile Run/PACER	78.4	62.9	74.3	54.8	1,685	68.2
All Tests - District	51.8	41.6	42.0	49.0	1,685	45.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2018-19

West Haven School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	99	81.8
Hispanic or Latino of any race	143	79.0
English Learners	35	77.1
Eligible for Free or Reduced-Price Meals	281	77.9
Students with Disabilities	62	45.2
District	416	82.2
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.4	96	24.6
Male	89.4	60	15.9
Black or African American	93.0	26	13.1
Hispanic or Latino of any race	90.2	29	10.5
White	91.9	79	33.8
English Learners	91.0	*	*
Eligible for Free or Reduced-Price Meals	92.1	67	17.0
Students with Disabilities	62.3	*	*
District	91.9	156	20.3
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	74.9	82.4
Male	58.1	77.3
Black or African American	65.9	81.0
Hispanic or Latino of any race	60.2	75.0
White	71.8	83.8
English Learners	40.5	*
Eligible for Free or Reduced-Price Meals	61.2	77.2
Students with Disabilities	41.5	*
District	66.4	80.2
State	71.0	87.8

⁵College 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.

⁶College 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 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.4	75	42.9	50	85.8	67.7
	High Needs Students	61.0	75	40.7	50	81.3	58.1
Math Performance Index	All Students	60.2	75	40.1	50	80.3	63.1
	High Needs Students	56.9	75	37.9	50	75.9	52.7
Science Performance Index	All Students	59.5	75	39.7	50	79.3	63.8
	High Needs Students	56.2	75	37.5	50	74.9	54.2
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	59.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.1%
Math Academic Growth	All Students	62.2%	100%	62.2	100	62.2	62.5%
	High Needs Students	61.6%	100%	61.6	100	61.6	55.2%
Progress Toward English Proficiency	Literacy	77.4%	100%	38.7	50	77.4	60.0%
	Oral	57.4%	100%	28.7	50	57.4	52.1%
Chronic Absenteeism	All Students	13.6%	<=5%	32.7	50	65.4	10.4%
	High Needs Students	16.6%	<=5%	26.8	50	53.6	16.1%
Preparation for CCR	% Taking Courses	64.9%	75%	43.3	50	86.6	80.0%
	% Passing Exams	20.3%	75%	13.6	50	27.1	42.6%
On-track to High School Graduation		90.0%	94%	47.8	50	95.7	88.0%
4-year Graduation All Students (2018 Cohort)		82.2%	94%	87.5	100	87.5	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		79.2%	94%	84.2	100	84.2	83.3%
Postsecondary Entrance (Class of 2018)		66.4%	75%	88.5	100	88.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 45.6%	75%	30.4	50	60.8	96.4% 52.9%
Arts Access		39.5%	60%	32.9	50	65.9	51.9%
Accountability Index				1035.9	1450	71.4	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.9	61.0	11.0	15.4	
Math Performance Index Gap	67.7	56.9	10.8	17.6	
Science Performance Index Gap	66.1	56.2	9.9	16.1	
Graduation Rate Gap	90.4%	79.2%	11.2%	11.1%	Y

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	98.0
Math	All Students	97.9
	High Needs Students	97.5
Science	All Students	97.6
	High Needs Students	96.7

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 54.1 State: 51.5

District Profile and Performance Report for School Year 2018-19

West Haven School District

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 10 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 2018-2019 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 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.

District Profile and Performance Report for School Year 2018-19

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. 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.