

STRATEGIC SCHOOL PROFILE 2007-08**West Haven School District**

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Location: 25 Ogden Street
West Haven,
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: 89.5%

*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, 2007 6,372
5-Year Enrollment Change -11.9%

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	2,752	43.2	41.8	28.7
K-12 Students Who Are Not Fluent in English	470	7.5	12.0	5.4
Students Identified as Gifted and/or Talented*	114	1.8	4.2	4.0
PK-12 Students Receiving Special Education Services in District	634	9.9	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	355	74.3	76.8	79.2
Homeless	0	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	175	31.8	23.3	20.2

*39.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	34	0.5
Asian American	259	4.1
Black	1,622	25.5
Hispanic	1,439	22.6
White	3,018	47.4
Total Minority	3,354	52.6

Percent of Minority Professional Staff: 5.7%

Non-English Home Language: 18.1% 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 53.

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 a diverse urban community, and the school system celebrates its multiculturalism in many ways throughout the academic year. During the 2007-2008 year, many activities and programs took place at the individual schools that were designed to reduce racial, ethnic, and economic isolation. Events such as international nights, math nights, read-a-longs and other informational workshops occur to encourage making families feel welcome at the schools. As one of its main goals, the District Wide improvement lists increasing parental involvement as a goal. An active District Equity Team has also begun to train staff, parents and members of the community to increase awareness about cultural and ethnic differences. All administrators have been introduced to the Courageous Conversations about Race Initiative, and thus far, it has been very well received. Finally, West Haven is committed to hiring staff at all levels in both certified and non-certified positions that not only reflects our student population but the city in general. A conscience effort has been made to include at least one bilingual staff member at each school, and in most cases there are several.

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	45.4	52.0	21.5
Writing	57.9	63.4	21.5
Mathematics	47.1	60.0	12.9
Grade 4 Reading	45.2	55.9	15.8
Writing	62.0	62.9	33.3
Mathematics	39.1	60.3	9.4
Grade 5 Reading	56.9	62.2	21.0
Writing	70.5	64.5	46.3
Mathematics	58.8	65.9	22.2
Science	48.2	54.9	22.2
Grade 6 Reading	54.9	66.3	14.9
Writing	52.5	61.9	19.0
Mathematics	48.5	66.4	10.7
Grade 7 Reading	63.9	71.1	21.9
Writing	52.9	62.0	18.7
Mathematics	49.6	63.0	17.4
Grade 8 Reading	55.1	64.8	18.9
Writing	53.2	63.4	21.4
Mathematics	48.8	60.8	18.9
Science	45.8	58.6	18.9

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	25.9	45.5	13.1
Writing Across the Disciplines	53.3	57.9	28.5
Mathematics	24.4	50.1	10.8
Science	24.4	46.3	11.5

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
	21.4	36.1	10.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.4	77.6	
Average Score	Mathematics	450	504	13.1
	Critical Reading	451	502	10.8
	Writing	450	503	11.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.2	92.6	40.0
Cumulative Four-Year Dropout Rate for Class of 2007	3.3	6.2	48.9
2006-07 Annual Dropout Rate for Grade 9 through 12	0.9	1.7	62.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.6	83.4
% Employed (Civilian Employment and in Armed Services)	8.4	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	405.90
Paraprofessional Instructional Assistants	29.30
Special Education	
Teachers and Instructors	75.60
Paraprofessional Instructional Assistants	94.00
Library/Media Specialists and Assistants	8.00
Staff Devoted to Adult Education	0.50
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	23.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	9.60
Counselors, Social Workers, and School Psychologists	34.30
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	284.50

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	15.3	13.7	13.6
% with Master's Degree or Above	74.0	75.1	75.6

Average Class Size	District	DRG	State
Grade K	20.3	18.8	18.1
Grade 2	20.1	19.2	19.3
Grade 5	19.7	19.8	20.9
Grade 7	20.6	19.0	20.5
High School	22.5	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	981	972	987
Middle School	980	1,003	1,017
High School	966	990	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.4	3.1	3.4
Middle School	4.9	2.7	2.7
High School	3.5	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$48,917	\$7,264	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$1,374	\$204	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$1,312	\$195	\$443	\$355	\$429
Student Support Services	\$2,651	\$394	\$764	\$772	\$761
Administration and Support Services	\$6,977	\$1,036	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$9,207	\$1,367	\$1,329	\$1,209	\$1,322
Transportation	\$3,784	\$493	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$5,651	N/A	N/A	N/A	N/A
Other	\$1,139	\$169	\$147	\$83	\$145
Total	\$81,012	\$10,773	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,361	\$796	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$17,413,325
Percent of Total PK-12 Expenditures Used for Special Education	21.5%

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	45.8	50.5	3.4	0.3
Excluding School Construction	45.1	51.0	3.6	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 allocates 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 but also one that takes into account the needs of the buildings and programs offered throughout the district. It is the responsibility of district-wide subject coordinators to implement major curriculum changes in a manner that is fair to all students. Curriculum committees are set up so that each school and grade level is adequately represented. Professional development is also set up in a manner that allows all teachers from all of the schools to be trained and thus prepared for any new initiatives.

While all of our schools are unique in some manner. The West Haven Board of Education has made it clear that curriculum and the allocation of resources is to be standard across the school district.

Finally, this district is committed to following all state and federal guidelines when allocating Title and grant money. We understand that in order to address the needs of all students funds must be distributed accordingly to those who can most benefit from them.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	741
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.4%

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	51	0.7	0.6	0.7
Learning Disability	233	3.3	4.1	4.0
Intellectual Disability	24	0.3	0.5	0.5
Emotional Disturbance	58	0.8	0.9	1.0
Speech Impairment	204	2.9	2.4	2.4
Other Health Impairment*	89	1.2	1.8	2.1
Other Disabilities**	82	1.1	1.2	0.9
Total	741	10.4	11.5	11.5

*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 2006-07 with a Standard Diploma	71.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.6	2.8

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	13.6	20.4	53.4	62.1
	Writing	13.2	19.3	58.4	63.0
	Mathematics	12.9	22.6	48.5	62.7
	Science	19.5	22.2	47.0	56.8
CAPT	Reading Across the Disciplines	0.0	11.4	25.9	45.5
	Writing Across the Disciplines	7.9	16.3	53.3	57.9
	Mathematics	0.0	14.7	24.4	50.1
	Science	2.5	14.4	24.4	46.3

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	29.4
	% With Accommodations	70.6
CAPT	% Without Accommodations	26.7
	% With Accommodations	73.3
% Assessed Using Skills Checklist		13.4

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	3	0.4
Private Schools or Other Settings	92	12.4

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	505	68.2	69.8	71.6
40.1 to 79.0 Percent of Time	101	13.6	15.8	16.6
0.0 to 40.0 Percent of Time	135	18.2	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The West Haven Public Schools District Improvement Plan outlines the goals and objectives of the Board of Education, Administration, and staff through the 2009 school year. Plans are currently underway to examine the current plan and extend it beyond the conclusion of the year. The goals contained in the plan were developed to address the needs of all students. By studying recent standardized test results and several of the formative assessments that took place throughout the last year, goals were developed. They are to increase math, reading and writing goals by a minimum of ten percent, to actively engage parents in the educational process and planning for students to meet the AMAO targets for achievement in English Proficiency. Data suggests that we are making good progress towards meeting or exceeding those expectations. The district continues to write and revise curriculum that will challenge students and make them ready to be productive members of society and life-long learners. We believe that we have taken advantage of professional development opportunities that the State Department of Education is offering through its Regional Educational Service Centers and the State Education Resource Center. This includes the Connecticut Accountability for Learning Initiative. Finally, we believe that all children can achieve and be successful, and we will continue to insist to staff to have high expectations for each student in their class.
