

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



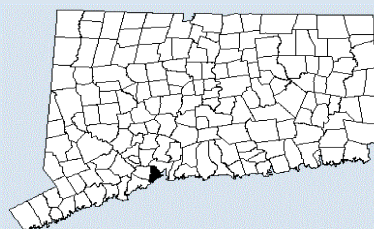
West Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,940
Per Pupil Expenditures ¹	\$13,013
Total Expenditures ¹	\$93,143,526

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,883	48.5	48.3
Male	3,057	51.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	229	3.9	4.7
Black or African American	1,296	21.8	12.9
Hispanic or Latino	2,040	34.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	224	3.8	2.5
White	2,135	35.9	57.2
English Language Learners	779	13.1	6.3
Eligible for Free or Reduced-Price Meals	3,421	57.6	37.6
Students with Disabilities ¹	931	15.7	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	470	16.7	149	5.1
Male	468	15.9	259	8.4
Black or African American	205	15.9	158	11.8
Hispanic or Latino	327	16.4	127	6.2
White	331	16.2	99	4.6
English Language Learners	80	10.2	22	2.7
Eligible for Free or Reduced-Price Meals	692	18.9	329	8.6
Students with Disabilities	223	24.6	94	8.9
District	938	16.3	408	6.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 220

²A 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.

³The 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	382.2
Paraprofessional Instructional Assistants	50.0
Special Education	
Teachers and Instructors	75.0
Paraprofessional Instructional Assistants	114.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.5
School Level	24.3
Library/Media	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	32.4
Counselors, Social Workers and School Psychologists	34.5
School Nurses	17.2
Other Staff Providing Non-Instructional Services/Support	254.7

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	2	0.4	1.0
Black or African American	18	3.2	3.5
Hispanic or Latino	12	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	533	94.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	20.0	42	47.7
Hispanic or Latino	32	31.1	72	66.1
White	54	36.5	97	66.9
English Language Learners	7	28.0	16	66.7
Eligible for Free or Reduced-Price Meals	60	29.7	118	61.5
Students with Disabilities	15	29.4	28	53.8
District	115	31.0	229	61.9
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	28	35.0
Emotional Disturbance	20	32.8
Intellectual Disability	12	*
Learning Disability	262	89.1
Other Health Impairment	93	68.4
Other Disabilities	61	45.9
Speech/Language Impairment	151	86.3
District	627	69.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	85	1.2	1.5
Emotional Disturbance	61	0.9	1.0
Intellectual Disability	19	0.3	0.5
Learning Disability	297	4.3	4.4
Other Health Impairment	138	2.0	2.6
Other Disabilities	170	2.5	1.0
Speech/Language Impairment	202	2.9	1.9
All Disabilities	972	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	107	11.0	8.1
Private Schools or Other Settings	83	8.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	48,817,697	8,203	9,134
Instructional Supplies and Equipment	1,550,930	261	334
Improvement of Instruction and Educational Media Services	2,516,862	423	498
Student Support Services	4,329,337	727	1,001
Administration and Support Services	6,075,378	1,021	1,694
Plant Operation and Maintenance	15,275,625	2,567	1,572
Transportation	4,958,609	675	813
Costs of Students Tuitioned Out	7,924,459	N/A	N/A
Other	1,694,629	285	186
Total	93,143,526	13,013	15,289

Additional Expenditures

Land, Buildings, and Debt Service	5,211,150	876	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,369,939	33.7	35.1
Noncertified Personnel	3,425,710	13.8	14.2
Purchased Services	481,619	1.9	5.2
Tuition to Other Schools	7,579,307	30.5	22.0
Special Ed. Transportation	1,421,702	5.7	8.6
Other Expenditures	3,545,897	14.3	14.9
Total Expenditures	24,824,174	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	45.2	43.8
State	50.3	51.4
Federal	4.2	4.4
Tuition & Other	0.4	0.4

⁴Revenue 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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	109	74.3	110	68.0	49	63.8
Black or African American	660	57.6	656	47.3	305	47.1
Hispanic or Latino	1007	60.2	1004	50.4	415	47.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	107	64.8	106	55.0	37	60.1
White	1109	67.7	1100	57.2	433	57.1
English Language Learners	408	54.0	408	47.8	143	38.8
Non-English Language Learners	2591	64.5	2574	53.9	1096	53.6
Eligible for Free or Reduced-Price Meals	1881	60.0	1872	50.3	751	48.2
Not Eligible for Free or Reduced-Price Meals	1118	68.1	1110	57.6	488	57.5
Students with Disabilities	521	46.9	519	39.4	218	38.5
Students without Disabilities	2478	66.4	2463	55.9	1021	54.7
High Needs	2047	59.2	2039	49.7	826	47.3
Non-High Needs	952	71.4	943	60.3	413	61.0
District	2999	63.1	2982	53.0	1239	51.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.5	75.9	64.7	81.9	1,468	75.5
Curl Up	62.9	58.3	62.8	71.8	1,468	62.9
Push Up	40.7	41.0	46.7	63.9	1,468	45.6
Mile Run/PACER	75.3	54.2	41.9	31.0	1,468	54.6
All Tests - District	27.9	23.9	25.6	25.0	1,468	25.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

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

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	107	74.8	71.9	Yes	74.4
Hispanic or Latino	114	76.3	66.3	Yes	69.4
English Language Learners	*	*	72.4	Yes	74.8
Eligible for Free or Reduced-Price Meals	272	71.3	67.3	Yes	70.3
Students with Disabilities	49	42.9	62.7	No	66.2
District	424	73.6	74.5	No	76.6
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	66.8	63	16.7
Male	47.5	37	10.2
Black or African American	61.7	15	8.2
Hispanic or Latino	43.4	10	4.7
White	62.1	61	20.8
English Language Learners	24.5	0	0.0
Eligible for Free or Reduced-Price Meals	50.5	23	5.8
Students with Disabilities	*	0	0.0
District	57.4	100	13.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.3	84.8
Male	56.1	76.1
Black or African American	68.7	73.7
Hispanic or Latino	56.7	77.1
White	64.1	86.2
English Language Learners	50.0	*
Eligible for Free or Reduced-Price Meals	60.2	79.7
Students with Disabilities	35.5	*
District	63.9	80.9
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	63.1	75	84.1	100	84.1	67.9
	High Needs Students	59.2	75	78.9	100	78.9	56.7
Math Performance Index	All Students	53.0	75	70.7	100	70.7	59.3
	High Needs Students	49.7	75	66.2	100	66.2	47.8
Science Performance Index	All Students	51.9	75	69.2	100	69.2	56.5
	High Needs Students	47.3	75	63.1	100	63.1	45.9
Chronic Absenteeism	All Students	16.3%	<=5%	27.5	50	55.0	10.6%
	High Needs Students	18.6%	<=5%	22.8	50	45.6	17.3%
Preparation for CCR	% Taking Courses	46.4%	75%	30.9	50	61.9	66.1%
	% Passing Exams	13.5%	75%	9.0	50	18.0	37.3%
On-track to High School Graduation		81.7%	94%	43.5	50	86.9	85.6%
4-year Graduation All Students (2014 Cohort)		73.6%	94%	78.3	100	78.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		71.4%	94%	75.9	100	75.9	77.6%
Postsecondary Entrance (Class of 2014)		63.9%	75%	85.2	100	85.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		81.9% 25.7%	75%	8.6	50	17.2	87.6% 51.0%
Arts Access		40.5%	60%	33.7	50	67.5	45.7%
Accountability Index				847.6	1250	67.8	

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	71.4	59.2	12.2	17.3	
Math Performance Index Gap	60.3	49.7	10.6	19.6	
Science Performance Index Gap	61.0	47.3	13.6	17.2	
Graduation Rate Gap	85.4%	71.4%	14.0%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	98.3
Math	All Students	97.9
	High Needs Students	97.8
Science	All Students	98.6
	High Needs Students	98.8

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: 50.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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.

The West Haven Board of Education continues to concentrate its efforts on aligning our PK-12 curriculum in the areas of language arts and mathematics, in the Connecticut State 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 K – 2 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 in most cases, 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.

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 an emphasis on using the School Governance Council as the communication vehicle. 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the 2014-2015 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 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.

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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.

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.