

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



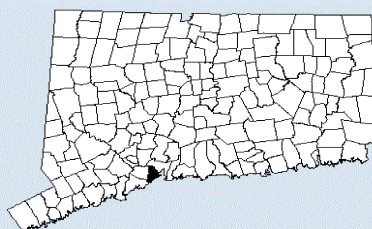
West Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,842
Per Pupil Expenditures ¹	\$13,592
Total Expenditures ¹	\$95,726,473

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,838	48.6	48.3
Male	3,004	51.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	222	3.8	4.9
Black or African American	1,310	22.4	12.8
Hispanic or Latino	2,037	34.9	23.0
Pacific Islander	*	*	0.0
Two or More Races	198	3.4	2.7
White	2,059	35.2	55.9
English Learners	755	12.9	6.4
Eligible for Free or Reduced-Price Meals	3,832	65.6	38.0
Students with Disabilities ¹	982	16.8	13.7

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	313	11.2	138	4.8
Male	339	11.5	287	9.3
Black or African American	148	11.3	160	11.8
Hispanic or Latino	240	11.8	157	7.5
White	228	11.6	91	4.4
English Learners	62	7.8	41	5.1
Eligible for Free or Reduced-Price Meals	521	14.0	356	8.9
Students with Disabilities	181	20.1	112	10.3
District	652	11.4	425	7.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 516

Number of school-based arrests: 27

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	373.5
Paraprofessional Instructional Assistants	61.2
Special Education	
Teachers and Instructors	75.0
Paraprofessional Instructional Assistants	91.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.5
School Level	26.5
Library/Media	
Specialists (Certified)	6.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	34.0
Counselors, Social Workers and School Psychologists	33.5
School Nurses	16.1
Other Staff Providing Non-Instructional Services/Support	249.4

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	2	0.4	1.0
Black or African American	18	3.2	3.5
Hispanic or Latino	13	2.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	529	94.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.4

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	24	25.8	50	51.5
Hispanic or Latino	28	30.8	66	57.4
White	48	41.7	98	60.9
English Learners	7	26.9	9	36.0
Eligible for Free or Reduced-Price Meals	57	32.6	113	55.9
Students with Disabilities	12	42.9	33	50.8
District	109	33.6	231	58.2
State		61.2		73.9

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	30	33.0
Emotional Disturbance	18	28.6
Intellectual Disability	7	35.0
Learning Disability	302	90.4
Other Health Impairment	89	69.0
Other Disabilities	58	40.8
Speech/Language Impairment	149	90.3
District	653	69.2
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	98	1.4	1.6
Emotional Disturbance	63	0.9	1.0
Intellectual Disability	20	0.3	0.5
Learning Disability	336	4.9	4.6
Other Health Impairment	130	1.9	2.8
Other Disabilities	176	2.6	1.0
Speech/Language Impairment	196	2.9	1.9
All Disabilities	1,019	14.9	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	49,060,089	8,381	9,387
Instructional Supplies and Equipment	1,595,250	273	318
Improvement of Instruction and Educational Media Services	2,611,100	446	541
Student Support Services	4,452,071	761	1,048
Administration and Support Services	6,250,627	1,068	1,790
Plant Operation and Maintenance	15,499,756	2,648	1,608
Transportation	5,244,584	726	845
Costs of Students Tuitioned Out	9,282,170	N/A	N/A
Other	1,730,826	296	194
Total	95,726,473	13,592	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,210,364	1,061	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,610,527	32.1	35.1
Noncertified Personnel	3,653,914	13.6	14.5
Purchased Services	609,950	2.3	5.5
Tuition to Other Schools	8,955,117	33.3	21.6
Special Ed. Transportation	1,456,315	5.4	8.3
Other Expenditures	3,569,103	13.3	15.0
Total Expenditures	26,854,926	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	45.7	44.5
State	49.4	50.3
Federal	4.1	4.3
Tuition & Other	0.9	0.9

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	*	*	*	*	0	N/A
Asian	118	71.7	118	70.6	43	64.0
Black or African American	648	58.9	646	52.4	299	49.3
Hispanic or Latino	1002	60.4	1002	56.3	444	51.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	96	65.2	96	59.7	42	55.2
White	1031	67.9	1032	62.6	449	59.0
English Learners	409	54.9	409	52.6	130	43.6
Non-English Learners	2493	64.7	2492	59.3	1147	55.2
Eligible for Free or Reduced-Price Meals	1847	60.5	1845	55.8	796	51.2
Not Eligible for Free or Reduced-Price Meals	1055	68.4	1056	62.8	481	58.8
Students with Disabilities	504	48.2	503	43.9	224	43.8
Students without Disabilities	2398	66.5	2398	61.4	1053	56.2
High Needs	2032	59.6	2031	54.9	890	50.7
Non-High Needs	870	72.2	870	66.4	387	61.7
District	2902	63.3	2901	58.4	1277	54.1

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			
Grade 4			
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	79.9	79.4	74.7	83.1	1,597	79.0
Curl Up	60.0	63.3	68.9	81.5	1,597	67.6
Push Up	59.3	39.0	52.0	71.1	1,597	54.6
Mile Run/PACER	64.7	61.8	48.0	38.2	1,597	54.1
All Tests - District	27.6	23.8	33.0	34.8	1,597	29.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	107	76.6	74.4	Yes	76.8
Hispanic or Latino	130	77.7	69.4	Yes	72.5
English Learners	41	80.5	74.8	Yes	77.2
Eligible for Free or Reduced-Price Meals	295	73.6	70.3	Yes	73.2
Students with Disabilities	47	57.4	66.2	No	69.7
District	424	77.6	76.6	Yes	78.8
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	94.2	74	20.4
Male	91.3	46	12.8
Black or African American	94.7	22	11.6
Hispanic or Latino	92.2	18	8.7
White	91.3	61	22.1
English Learners	92.2	0	0.0
Eligible for Free or Reduced-Price Meals	92.6	34	9.0
Students with Disabilities	66.7	0	0.0
District	92.8	120	16.6
State	95.6		40.7

⁵College 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
- 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.9	89.1
Male	48.8	86.4
Black or African American	61.9	87.7
Hispanic or Latino	59.6	82.4
White	68.1	89.3
English Learners	58.1	*
Eligible for Free or Reduced-Price Meals	58.3	88.2
Students with Disabilities	31.0	*
District	65.3	87.9
State	71.9	88.3

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 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	63.3	75	42.2	50	84.5	67.7
	High Needs Students	59.6	75	39.7	50	79.4	56.7
Math Performance Index	All Students	58.4	75	38.9	50	77.8	61.4
	High Needs Students	54.9	75	36.6	50	73.2	49.9
Science Performance Index	All Students	54.1	75	36.0	50	72.1	57.5
	High Needs Students	50.7	75	33.8	50	67.6	47.0
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	63.8%
	High Needs Students	59.5%	100%	59.5	100	59.5	58.3%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	65.0%
	High Needs Students	67.5%	100%	67.5	100	67.5	57.4%
Chronic Absenteeism	All Students	11.4%	<=5%	37.3	50	74.5	9.6%
	High Needs Students	13.9%	<=5%	32.1	50	64.2	15.6%
Preparation for CCR	% Taking Courses	47.2%	75%	31.4	50	62.9	67.6%
	% Passing Exams	16.6%	75%	11.1	50	22.2	40.7%
On-track to High School Graduation		86.1%	94%	45.8	50	91.6	85.1%
4-year Graduation All Students (2015 Cohort)		77.6%	94%	82.5	100	82.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		66.6%	94%	70.8	100	70.8	78.6%
Postsecondary Entrance (Class of 2015)		65.3%	75%	87.1	100	87.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.7% 29.6%	75%	19.7	50	39.4	89.2% 50.5%
Arts Access		40.6%	60%	33.8	50	67.6	47.5%
Accountability Index				936.6	1350	69.4	

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	72.2	59.6	12.6	16.5	
Math Performance Index Gap	66.4	54.9	11.4	18.9	
Science Performance Index Gap	61.7	50.7	11.0	17.2	
Graduation Rate Gap	89.9%	66.6%	23.3%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	98.5
Science	All Students	98.0
	High Needs Students	97.7

³Minimum participation standard is 95%.

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: 54.6

State: 51.4

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 2015-2016 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. .