

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



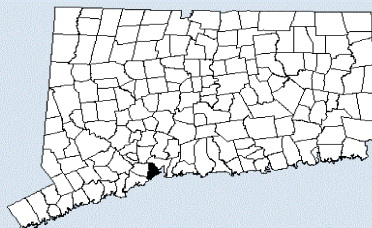
West Haven School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	5,786
Per Pupil Expenditures ¹	\$14,416
Total Expenditures ¹	\$100,721,381

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,765	47.8	48.4
Male	3,021	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	233	4.0	5.1
Black or African American	1,340	23.2	12.9
Hispanic or Latino	2,100	36.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	163	2.8	2.9
White	1,935	33.4	54.8
English Learners	752	13.0	6.8
Eligible for Free or Reduced-Price Meals	3,819	66.0	35.9
Students with Disabilities ¹	1,002	17.3	14.3

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	316	11.5	107	3.8
Male	331	11.2	240	7.8
Black or African American	149	11.2	132	9.5
Hispanic or Latino	232	11.2	129	6.0
White	227	12.1	70	3.6
English Learners	51	6.4	17	2.1
Eligible for Free or Reduced-Price Meals	482	13.2	286	7.2
Students with Disabilities	199	21.7	98	8.9
District	647	11.4	347	5.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 316

Number of school-based arrests: 28

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	369.0
Paraprofessional Instructional Assistants	47.4
Special Education	
Teachers and Instructors	72.0
Paraprofessional Instructional Assistants	114.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.5
School Level	25.5
Library/Media	
Specialists (Certified)	7.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	33.5
Counselors, Social Workers and School Psychologists	32.5
School Nurses	16.1
Other Staff Providing Non-Instructional Services/Support	240.5

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	1.0
Black or African American	18	3.3	3.6
Hispanic or Latino	14	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	516	94.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.6

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	22	25.9	47	43.5
Hispanic or Latino	38	33.9	55	55.0
White	58	47.2	82	63.1
English Learners	*	*	11	42.3
Eligible for Free or Reduced-Price Meals	61	29.3	99	51.3
Students with Disabilities	14	33.3	32	52.5
District	130	37.4	203	55.3
State		63.6		77.5

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	23	24.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	311	91.2
Other Health Impairment	89	71.2
Other Disabilities	66	45.5
Speech/Language Impairment	142	92.2
District	652	69.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	102	1.5	1.7
Emotional Disturbance	66	1.0	1.0
Intellectual Disability	20	0.3	0.5
Learning Disability	341	5.0	4.9
Other Health Impairment	126	1.9	2.9
Other Disabilities	190	2.8	1.1
Speech/Language Impairment	185	2.7	1.8
All Disabilities	1,030	15.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	50,664,434	8,804	9,663
Instructional Supplies and Equipment	1,858,137	323	321
Improvement of Instruction and Educational Media Services	3,119,967	542	578
Student Support Services	5,182,074	900	1,103
Administration and Support Services	6,901,142	1,199	1,861
Plant Operation and Maintenance	15,684,749	2,725	1,637
Transportation	5,448,564	764	877
Costs of Students Tuitioned Out	10,094,567	N/A	N/A
Other	1,767,747	307	201
Total	100,721,381	14,416	16,236

Additional Expenditures

Land, Buildings, and Debt Service	5,643,347	981	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	9,096,897	32.5	34.6
Noncertified Personnel	3,307,620	11.8	14.6
Purchased Services	472,017	1.7	5.8
Tuition to Other Schools	9,679,068	34.5	21.8
Special Ed. Transportation	1,740,251	6.2	8.5
Other Expenditures	3,726,292	13.3	14.7
Total Expenditures	28,022,145	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	46.1	45.5
State	49.6	49.9
Federal	3.8	4.0
Tuition & Other	0.5	0.6

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	*	*	*	*	*	*
Asian	114	74.9	114	73.6	47	57.1
Black or African American	664	59.7	663	55.2	267	46.9
Hispanic or Latino	1029	60.9	1028	57.6	401	48.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	95	66.8	95	60.3	31	56.2
White	1006	67.8	1005	63.1	413	56.4
English Learners	561	59.0	561	57.2	188	45.5
Non-English Learners	2354	64.9	2351	60.3	976	52.5
Eligible for Free or Reduced-Price Meals	1853	60.5	1851	56.6	737	48.8
Not Eligible for Free or Reduced-Price Meals	1062	69.5	1061	65.1	427	55.9
Students with Disabilities	472	46.2	472	43.9	200	40.7
Students without Disabilities	2443	67.2	2440	62.7	964	53.6
High Needs	2052	60.0	2049	56.2	830	48.5
Non-High Needs	863	72.8	863	67.9	334	58.7
District	2915	63.8	2912	59.7	1164	51.4

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	87.9	82.9	79.2	84.7	1,714	83.8
Curl Up	80.0	63.8	76.1	75.7	1,714	73.6
Push Up	82.0	52.1	60.2	71.7	1,714	66.2
Mile Run/PACER	60.5	62.3	54.8	55.6	1,714	58.6
All Tests - District	41.7	31.1	38.1	47.9	1,714	39.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	121	76.9
Hispanic or Latino	138	71.7
English Learners	34	82.4
Eligible for Free or Reduced-Price Meals	316	72.2
Students with Disabilities	75	62.7
District	465	77.4
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	83	24.0
Male	90.8	62	16.8
Black or African American	92.7	24	12.4
Hispanic or Latino	93.4	27	12.7
White	92.9	75	29.6
English Learners	92.2	*	*
Eligible for Free or Reduced-Price Meals	94.3	52	13.0
Students with Disabilities	65.0	*	*
District	93.1	145	20.3
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.6	90.5
Male	52.2	81.3
Black or African American	64.2	90.6
Hispanic or Latino	58.3	78.7
White	64.2	88.0
English Learners	43.3	*
Eligible for Free or Reduced-Price Meals	58.3	85.1
Students with Disabilities	36.7	*
District	63.5	87.2
State	72.0	88.5

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

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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	63.8	75	42.5	50	85.0	67.1
	High Needs Students	60.0	75	40.0	50	80.0	55.9
Math Performance Index	All Students	59.7	75	39.8	50	79.6	62.2
	High Needs Students	56.2	75	37.5	50	74.9	50.5
Science Performance	All Students	51.4	75	34.3	50	68.5	55.3
	High Needs Students	48.5	75	32.3	50	64.6	45.2
ELA Academic Growth	All Students	55.9%	100%	55.9	100	55.9	55.4%
	High Needs Students	54.3%	100%	54.3	100	54.3	49.8%
Math Academic Growth	All Students	62.7%	100%	62.7	100	62.7	61.7%
	High Needs Students	60.5%	100%	60.5	100	60.5	53.7%
Chronic Absenteeism	All Students	11.4%	<=5%	37.3	50	74.6	9.9%
	High Needs Students	13.2%	<=5%	33.5	50	67.1	15.8%
Preparation for CCR	% Taking Courses	46.6%	75%	31.0	50	62.1	70.7%
	% Passing Exams	20.3%	75%	13.5	50	27.0	43.5%
On-track to High School Graduation		89.8%	94%	47.8	50	95.5	87.8%
4-year Graduation All Students (2016 Cohort)		77.4%	94%	82.4	100	82.4	87.4%
6-year Graduation - High Needs Students (2014)		75.9%	94%	80.8	100	80.8	82.0%
Postsecondary Entrance (Class of 2016)		63.5%	75%	84.6	100	84.6	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.3% 39.2%	75%	26.1	50	52.3	92.0% 51.6%
Arts Access		39.8%	60%	33.2	50	66.4	50.5%
Accountability Index				929.9	1350	68.9	

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	72.8	60.0	12.8	16.7	
Math Performance Index Gap	67.9	56.2	11.7	18.7	
Science Performance Index Gap	58.7	48.5	10.3	16.6	
Graduation Rate Gap	85.7%	75.9%	9.8%	12.0%	N

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	98.7
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	98.3
Science	All Students	96.7
	High Needs Students	96.0

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: 50 State: 50.2

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. Most recently we have incorporated a Truancy Committee composed of state and local agencies to address student needs prior to failures.

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 2016-2017 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.