

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



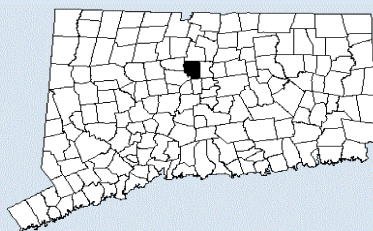
West Hartford School District

Mr. Thomas Moore, Superintendent • 860-561-6600 • www.whps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	9,738
Per Pupil Expenditures ¹	\$16,230
Total Expenditures ¹	\$163,213,716

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,788	49.2	48.4
Male	4,950	50.8	51.6
American Indian or Alaska Native	10	0.1	0.3
Asian	1,103	11.3	5.1
Black or African American	777	8.0	12.8
Hispanic or Latino	1,815	18.6	24.8
Pacific Islander	12	0.1	0.1
Two or More Races	457	4.7	3.3
White	5,564	57.1	53.6
English Learners	569	5.8	7.2
Eligible for Free or Reduced-Price Meals	2,067	21.2	36.7
Students with Disabilities ¹	1,246	12.8	14.8

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	288	6.2	97	2.0
Male	295	6.1	293	5.9
Black or African American	65	8.7	83	10.6
Hispanic or Latino	195	11.2	156	8.5
White	233	4.3	107	1.9
English Learners	85	14.5	31	5.3
Eligible for Free or Reduced-Price Meals	294	12.5	218	8.6
Students with Disabilities	199	16.7	119	8.4
District	583	6.2	390	4.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 255

Number of school-based arrests: 21

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	658.6
Paraprofessional Instructional Assistants	89.3
Special Education	
Teachers and Instructors	97.2
Paraprofessional Instructional Assistants	204.0
Administrators, Coordinators and Department Chairs	
District Central Office	16.8
School Level	42.4
Library/Media	
Specialists (Certified)	18.0
Support Staff	11.8
Instructional Specialists Who Support Teachers	43.9
Counselors, Social Workers and School Psychologists	64.5
School Nurses	22.9
Other Staff Providing Non-Instructional Services/Support	454.0

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	1	0.1	0.1
Asian	19	2.0	1.1
Black or African American	23	2.4	3.7
Hispanic or Latino	34	3.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	889	92.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.5

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	42	68.9	57	87.7
Hispanic or Latino	90	58.4	108	89.3
White	370	82.6	424	92.0
English Learners	10	43.5	10	*
Eligible for Free or Reduced-Price Meals	132	65.0	165	86.8
Students with Disabilities	49	54.4	89	73.6
District	593	76.4	710	91.5
State		69.3		80.1

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	110	51.9
Emotional Disturbance	31	43.7
Intellectual Disability	6	21.4
Learning Disability	247	76.2
Other Health Impairment	211	75.1
Other Disabilities	33	33.3
Speech/Language Impairment	119	82.1
District	757	65.3
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	232	2.4	1.8
Emotional Disturbance	71	0.7	1.1
Intellectual Disability	28	0.3	0.5
Learning Disability	324	3.3	5.2
Other Health Impairment	285	2.9	3.1
Other Disabilities	114	1.2	1.1
Speech/Language Impairment	174	1.8	1.8
All Disabilities	1,228	12.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	46	3.7	8.3
Private Schools or Other Settings	96	7.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	90,885,564	9,361	9,847
Instructional Supplies and Equipment	2,610,755	269	287
Improvement of Instruction and Educational Media Services	7,380,222	760	589
Student Support Services	11,241,239	1,158	1,120
Administration and Support Services	19,124,492	1,970	1,905
Plant Operation and Maintenance	14,124,695	1,455	1,648
Transportation	8,473,090	798	904
Costs of Students Tuitioned Out	7,928,235	N/A	N/A
Other	1,445,424	149	208
Total	163,213,716	16,230	16,535

Additional Expenditures

Land, Buildings, and Debt Service	12,613,343	1,299	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	15,738,629	37.6	33.8
Noncertified Personnel	5,260,909	12.6	14.5
Purchased Services	544,666	1.3	5.5
Tuition to Other Schools	7,305,270	17.4	23.4
Special Ed. Transportation	3,783,158	9.0	8.7
Other Expenditures	9,238,376	22.1	14.1
Total Expenditures	41,871,008	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.1	80.8
State	19.1	16.2
Federal	2.2	2.4
Tuition & Other	0.6	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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	517	78.3	516	76.3
Black or African American	397	65.4	396	57.6
Hispanic or Latino	898	61.8	893	56.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	223	75.2	222	70.7
White	2966	80.5	2962	75.3
English Learners	437	62.0	434	58.9
Non-English Learners	4574	76.7	4565	71.5
Eligible for Free or Reduced-Price Meals	1207	62.4	1203	56.6
Not Eligible for Free or Reduced-Price Meals	3804	79.6	3796	74.7
Students with Disabilities	592	51.4	591	45.5
Students without Disabilities	4419	78.7	4408	73.7
High Needs	1670	61.9	1665	56.6
Non-High Needs	3341	82.2	3334	77.3
District	5011	75.4	4999	70.4

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	88.4	77.1	80.6	66.2	2,846	78.3
Curl Up	84.4	88.3	83.8	70.0	2,846	81.7
Push Up	78.9	79.9	76.6	62.8	2,846	74.7
Mile Run/PACER	85.3	81.7	77.5	68.7	2,846	78.4
All Tests - District	60.5	56.4	54.8	37.2	2,846	52.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	72	90.3
Hispanic or Latino	149	84.6
English Learners	33	78.8
Eligible for Free or Reduced-Price Meals	200	86.5
Students with Disabilities	116	67.2
District	775	93.2
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	514	68.3
Male	96.1	498	62.3
Black or African American	93.7	40	31.7
Hispanic or Latino	94.9	108	39.3
White	97.2	691	76.0
English Learners	90.0	7	17.5
Eligible for Free or Reduced-Price Meals	96.2	172	43.8
Students with Disabilities	76.8	16	7.6
District	96.4	1,012	65.2
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.0	95.8
Male	76.9	91.2
Black or African American	73.9	90.9
Hispanic or Latino	63.4	78.2
White	83.7	96.1
English Learners	43.8	*
Eligible for Free or Reduced-Price Meals	64.9	83.6
Students with Disabilities	57.0	79.4
District	79.8	93.6
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.4	75	50.0	50	100.0	67.6
	High Needs Students	61.9	75	41.3	50	82.6	57.5
Math Performance Index	All Students	70.4	75	46.9	50	93.9	62.7
	High Needs Students	56.6	75	37.7	50	75.4	52.0
ELA Academic Growth	All Students	63.6%	100%	63.6	100	63.6	60.7%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.6%
Math Academic Growth	All Students	66.1%	100%	66.1	100	66.1	61.9%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.4%
Chronic Absenteeism	All Students	6.2%	<=5%	47.7	50	95.3	10.7%
	High Needs Students	12.5%	<=5%	35.0	50	70.0	16.6%
Preparation for CCR	% Taking Courses	84.0%	75%	50.0	50	100.0	74.8%
	% Passing Exams	65.2%	75%	43.5	50	86.9	44.8%
On-track to High School Graduation		93.6%	94%	49.8	50	99.5	87.5%
4-year Graduation All Students (2017 Cohort)		93.2%	94%	99.1	100	99.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.6%	94%	96.4	100	96.4	81.8%
Postsecondary Entrance (Class of 2017)		79.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 52.4%	75%	34.9	50	69.9	96.6% 50.1%
Arts Access		44.9%	60%	37.4	50	74.8	51.2%
Accountability Index				1010.5	1250	80.8	

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?					Y
ELA Performance Index Gap	75.0	61.9	13.1	15.9	
Math Performance Index Gap	75.0	56.6	18.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.6%	3.4%	12.7%	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	99.2
	High Needs Students	98.8
Math	All Students	99.0
	High Needs Students	98.6
Science	All Students	98.6
	High Needs Students	98.0

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: 59.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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West Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

WHPS leverages its District Development Plan to support multi-year efforts toward systemic improvement. Our strategic efforts are grounded in collaboration, CT Core Standards, best instructional practices; data teams, the SRBI process, and support for professional learning. Building leaders design improvement plans based on their school's performance relative to student metrics (graduation rates, AP results, literacy, mathematics, and science state assessments, DRA, LAS Links, etc.) and teacher performance. Classroom teachers receive reports on the achievement of their students. Teachers meet during weekly dedicated professional development time to review results and extend data analysis to the classroom level. The District maintains a focus on the effective integration between general and special education. District leadership monitors delivery of educational services and inclusion practices. Efforts to diminish the "silos" between general and special education enabled WHPS to continue very positive achievement on the District's Annual Performance Report on the State Performance Plan. The District expanded its work training for the systemic implementation of Collaborative Proactive Solutions (CPS) behavioral intervention framework. We continue to support Tiered Interventions, incorporating state standards into IEPs, and instructional practices to appropriately meet the needs of all students. Professional development priorities focused on research-based instructional strategies, effective teaching strategies to support ELs, progress monitoring intervention programs, and inclusion practices for students, staff, parents and para-educators. West Hartford recognizes the importance of regular school attendance and historically has low truancy and absence rates. Schools work closely with parents to emphasize the link between attendance, growth and performance. The District follows state guidelines to address the cause for truancy by involving school administrators, counselors, nursing and other support staff. The need for special education services are considered as outlined by state regulations and 504 guidelines. Outside support agencies are engaged when appropriate to provide secondary supports and interventions to address habitual truancy. Nearly 3000 families responded to a survey measuring the strength of our partnerships and ongoing efforts to engage parents in the improvement of our schools. Results again indicated roughly 90% parents feel that schools provide a safe and welcoming environment and featured opportunities for involvement. A district Equity and Diversity Council has a Family Engagement Subcommittee made up of teachers, administrators, and parents to review our practices and make recommendations for continuous improvement. This group has informed changes to enhance our communication structures, access to information in multiple languages, summer welcome events for Open Choice families, and parent partnership programs in which new or Open Choice families are paired with other families to serve as a support and build networks within the school community. We maintain strong partnerships with community agencies such as The Bridge, NCCJ, Community of Concern, and local higher education institutions to support families, students, and educational programming.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a diverse community, West Hartford is one of the few towns in the state whose percent of minority students and students eligible for free and reduced lunch both closely resemble the state average. During our 182-day school year, there are innumerable opportunities within a student's normal instructional settings for interactions between students of different races, ethnicity, and socio-economic groups. Beyond the day-to-day activities available to all students, the district has strong participation in a variety of programs that promote reduced racial, ethnic, and economic isolation. Approximately 430 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 893 students and a magnet enrollment of 360 students. Our district has actively recruited minority staff members and participated in CREC Minority Job Fairs, UCONN Job Fairs as well as hosting our own career fair. We are an active participant in the Open Choice program with 196 Choice students enrolled. Our curriculum is filled with an array of experiences and activities designed to increase awareness of diversity of individuals and cultures. Every student is touched by one of these activities during the school year. Activities include a district mentoring program, elementary cultural theme days, middle school international celebrations, and high school student led activities and clubs such as Human Rights Day, ADL presentations, the African American Symposium, and projects such as Empty Bowls that support efforts to combat hunger. The school board has taken an active role in funding and supporting many of the programs that have seen great success. The Board continues to support magnet schools, HANOC, The Bridge Family Center, Graustein Memorial Fund Discovery Project, Summer Academy, Hello! West Hartford, West Hartford Celebration of Dr. Martin Luther King, an LGBTQ Advisory, Equity and Diversity Council, Native American speakers, community conversations regarding diversity, the elimination of school mascots, SERC training in Culturally Responsive Pedagogy, District Cultural Council sponsored performances, Summer Connections and ESOL Summer Programs, and the Alternative Middle and High School programs.

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Equitable Allocation of Resources among District Schools

During the budgeting process, we carefully evaluate the needs of each school and program. Funding decisions are based on key criteria, some of which are uniform, while others are based on special needs at the building level.

Staffing Levels: Student-teacher ratios are established at the district level. Staff are allocated based on the enrollment and, at the high school, the number of students taking a particular course. There are reduced student-teacher ratios at two of our elementary schools based on the educational needs of those students.

Instructional Supplies: Many textbooks and supplies are purchased centrally. In addition, each building receives a per-pupil allocation for locally identified instructional needs.

Building Operating Expenses: The operating and maintenance expenses at each building are centrally funded to insure an adequately maintained school and a safe and appropriate environment for instruction.