

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



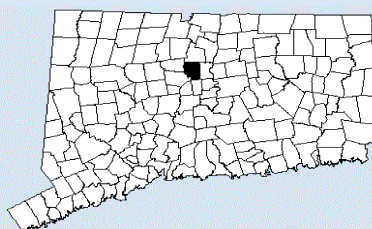
West Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	9,757
Per Pupil Expenditures ¹	\$15,041
Total Expenditures ¹	\$153,864,660

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	4,770	48.9	48.3
Male	4,987	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	1,106	11.3	4.9
Black or African American	783	8.0	12.8
Hispanic or Latino	1,687	17.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	399	4.1	2.7
White	5,766	59.1	55.9
English Learners	492	5.0	6.4
Eligible for Free or Reduced-Price Meals	2,071	21.2	38.0
Students with Disabilities ¹	1,182	12.1	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	259	5.5	111	2.3
Male	253	5.2	311	6.2
Black or African American	55	7.2	89	11.4
Hispanic or Latino	178	10.6	162	9.4
White	202	3.6	133	2.3
English Learners	44	8.1	26	4.8
Eligible for Free or Reduced-Price Meals	217	10.9	223	10.3
Students with Disabilities	147	13.1	136	10.2
District	512	5.3	422	4.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 159

Number of school-based arrests: 17

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	667.3
Paraprofessional Instructional Assistants	86.3
Special Education	
Teachers and Instructors	91.6
Paraprofessional Instructional Assistants	202.0
Administrators, Coordinators and Department Chairs	
District Central Office	16.3
School Level	41.3
Library/Media	
Specialists (Certified)	18.0
Support Staff	10.8
Instructional Specialists Who Support Teachers	45.8
Counselors, Social Workers and School Psychologists	60.1
School Nurses	23.4
Other Staff Providing Non-Instructional Services/Support	464.1

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	3	0.3	0.1
Asian	16	1.7	1.0
Black or African American	22	2.3	3.5
Hispanic or Latino	36	3.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	892	92.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
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	8.0	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	32	45.7	50	64.1
Hispanic or Latino	70	47.3	84	72.4
White	309	68.7	407	85.0
English Learners	9	32.1	*	*
Eligible for Free or Reduced-Price Meals	84	52.8	116	70.3
Students with Disabilities	40	45.5	60	58.3
District	489	62.9	640	81.6
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	118	61.1
Emotional Disturbance	32	45.7
Intellectual Disability	8	28.6
Learning Disability	255	83.1
Other Health Impairment	217	83.8
Other Disabilities	41	44.6
Speech/Language Impairment	146	89.6
District	817	73.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	210	2.1	1.6
Emotional Disturbance	70	0.7	1.0
Intellectual Disability	28	0.3	0.5
Learning Disability	307	3.1	4.6
Other Health Impairment	263	2.7	2.8
Other Disabilities	105	1.1	1.0
Speech/Language Impairment	192	1.9	1.9
All Disabilities	1,175	11.9	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	86,195,070	8,846	9,387
Instructional Supplies and Equipment	2,510,593	258	318
Improvement of Instruction and Educational Media Services	6,999,327	718	541
Student Support Services	10,271,373	1,054	1,048
Administration and Support Services	18,279,660	1,876	1,790
Plant Operation and Maintenance	13,667,892	1,403	1,608
Transportation	7,399,747	675	845
Costs of Students Tuitioned Out	7,161,452	N/A	N/A
Other	1,379,546	142	194
Total	153,864,660	15,041	15,762

Additional Expenditures

Land, Buildings, and Debt Service	7,813,060	802	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	14,009,359	38.2	35.1
Noncertified Personnel	4,516,756	12.3	14.5
Purchased Services	406,737	1.1	5.5
Tuition to Other Schools	6,432,152	17.5	21.6
Special Ed. Transportation	3,126,706	8.5	8.3
Other Expenditures	8,209,869	22.4	15.0
Total Expenditures	36,701,579	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.5	82.1
State	18.0	15.3
Federal	2.0	2.1
Tuition & Other	0.4	0.5

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	570	77.1	570	72.7	259	67.0
Black or African American	397	63.3	395	53.8	174	53.8
Hispanic or Latino	854	62.9	849	55.0	333	55.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	*	*	*	*	66	65.2
White	3048	79.7	3039	73.0	1294	70.7
English Learners	320	59.8	319	53.7	89	46.3
Non-English Learners	4770	76.2	4755	69.3	2040	67.1
Eligible for Free or Reduced-Price Meals	1036	61.8	1031	54.2	434	55.3
Not Eligible for Free or Reduced-Price Meals	4054	78.6	4043	71.9	1695	69.0
Students with Disabilities	666	52.5	658	45.6	291	46.7
Students without Disabilities	4424	78.6	4416	71.7	1838	69.3
High Needs	1563	60.6	1554	53.5	637	53.8
Non-High Needs	3527	81.6	3520	74.8	1492	71.6
District	5090	75.2	5074	68.3	2129	66.2

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	83.4	71.4	75.3	83.2	2,781	78.2
Curl Up	86.3	83.1	89.2	88.8	2,781	86.7
Push Up	77.3	74.2	82.5	82.6	2,781	79.0
Mile Run/PACER	83.4	73.2	78.2	75.5	2,781	77.5
All Tests - District	59.1	55.2	54.7	55.4	2,781	56.1
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	86	89.5	83.6	Yes	84.9
Hispanic or Latino	132	87.1	83.0	Yes	84.3
English Learners	45	84.4	85.0	No	86.1
Eligible for Free or Reduced-Price Meals	210	86.7	80.5	Yes	82.2
Students with Disabilities	107	67.3	76.4	No	78.6
District	738	93.2	91.5	Yes	91.8
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	97.2	482	63.3
Male	95.1	490	61.3
Black or African American	93.9	45	30.4
Hispanic or Latino	94.7	87	33.0
White	96.8	686	73.8
English Learners	84.1	*	*
Eligible for Free or Reduced-Price Meals	96.0	106	32.7
Students with Disabilities	56.6	8	15.1
District	96.2	972	62.2
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	85.9	92.4
Male	80.5	91.0
Black or African American	70.1	86.3
Hispanic or Latino	68.1	80.3
White	88.6	94.2
English Learners	72.5	75.0
Eligible for Free or Reduced-Price Meals	71.3	83.0
Students with Disabilities	59.5	80.0
District	83.2	91.7
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	75.2	75	50.0	50	100.0	67.7
	High Needs Students	60.6	75	40.4	50	80.8	56.7
Math Performance Index	All Students	68.3	75	45.5	50	91.0	61.4
	High Needs Students	53.5	75	35.6	50	71.3	49.9
Science Performance Index	All Students	66.2	75	44.2	50	88.3	57.5
	High Needs Students	53.8	75	35.9	50	71.7	47.0
ELA Academic Growth	All Students	62.5%	100%	62.5	100	62.5	63.8%
	High Needs Students	53.7%	100%	53.7	100	53.7	58.3%
Math Academic Growth	All Students	65.8%	100%	65.8	100	65.8	65.0%
	High Needs Students	56.2%	100%	56.2	100	56.2	57.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.3	50	98.6	9.6%
	High Needs Students	10.4%	<=5%	39.2	50	78.4	15.6%
Preparation for CCR	% Taking Courses	72.3%	75%	48.2	50	96.4	67.6%
	% Passing Exams	62.2%	75%	41.5	50	83.0	40.7%
On-track to High School Graduation		94.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.2%	94%	99.2	100	99.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.2%	94%	95.9	100	95.9	78.6%
Postsecondary Entrance (Class of 2015)		83.2%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 56.1%	75%	37.4	50	74.8	89.2% 50.5%
Arts Access		47.7%	60%	39.7	50	79.4	47.5%
Accountability Index				1090.1	1350	80.7	

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	60.6	14.4	16.5	
Math Performance Index Gap	74.8	53.5	21.4	18.9	
Science Performance Index Gap	71.6	53.8	17.8	17.2	
Graduation Rate Gap	94.0%	90.2%	3.8%	15.3%	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	99.1
	High Needs Students	98.7
Math	All Students	98.8
	High Needs Students	98.2
Science	All Students	99.0
	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: 56.9

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

WHPS leverages its District Development Plan to support multi-year efforts toward systemic improvement. Our strategic efforts are grounded in the use of Collaborative Inquiry Teams, CT Core Standards, Formative Assessment practices; Data Teams, the SRBI process, and support for Professional Learning. Building leaders design improvement plans based on student metrics (graduation rates, AP participation and performance, literacy, mathematics, and science state assessments, DRA 2, LAS Links, etc.) and teacher performance. Classroom teachers receive reports on the achievement of their students. Individual schools meet during weekly dedicated professional development time under the leadership of principals and curriculum leaders to extend data analysis to the classroom level.

The District maintains a focus on the effective integration between general and special education. Our Educational Planning Committee 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 continued work on the development of the systemic implementation of the Universal Design for Learning (UDL) framework in addition to ongoing support for SRBI incorporating state standards into IEPs, and instructional practices to appropriately meet the needs of all students. Professional development priorities focused on differentiating instruction using the UDL framework, implementation of co-teaching models at the secondary level, 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. Outside support agencies are engaged when appropriate to provide secondary supports and interventions to address habitual trancies.

Nearly 3000 families responded to a survey measuring the strength of our partnerships with families and ongoing efforts to engage parents in our schools. Results indicated roughly 90% parents feel that schools provide a safe and welcoming environment and featured opportunities for involvement. Between 80-90% of parents responded favorably regarding communication with teachers and administrators. Survey results were disaggregated by school and provided important data to support building efforts. Efforts beyond our typical open house, curriculum nights, and parent conferences included Kindergarten transition nights, middle and high school and special education transition events, family and parent education events, Special Education Parent Teacher Organization meetings, Family International events, Cultural Celebrations, Hello! West Hartford Partnership, Cultural Council Presentations, Unified Theater, Parent Leadership Training Institute, English for Families Program, and Real Dads Forever.

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 482 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 650 students and a magnet enrollment of 192 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 166 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 – with 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 individual school and program. Funding decisions are based on key criteria, and special needs at the building level are considered.

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

Capital Improvements: We invested \$45 million in combined state and local funds to build a brand new Charter Oak Elementary with expanded openings for PreK and additional magnet students. .