

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



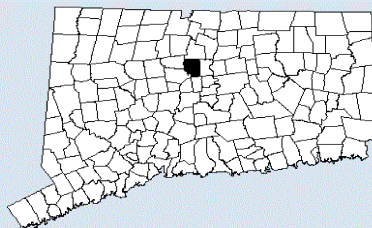
West Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	9,765
Per Pupil Expenditures ¹	\$15,482
Total Expenditures ¹	\$156,816,322

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	4,783	49.0	48.4
Male	4,982	51.0	51.6
American Indian or Alaska Native	10	0.1	0.3
Asian	1,109	11.4	5.1
Black or African American	787	8.1	12.9
Hispanic or Latino	1,780	18.2	24.0
Pacific Islander	8	0.1	0.1
Two or More Races	426	4.4	2.9
White	5,645	57.8	54.8
English Learners	523	5.4	6.8
Eligible for Free or Reduced-Price Meals	2,070	21.2	35.9
Students with Disabilities ¹	1,208	12.4	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	303	6.5	109	2.3
Male	290	6.0	300	5.9
Black or African American	69	9.1	90	11.3
Hispanic or Latino	211	12.1	143	7.9
White	228	4.1	138	2.4
English Learners	74	12.9	26	4.5
Eligible for Free or Reduced-Price Meals	264	13.3	215	9.8
Students with Disabilities	187	15.7	135	9.6
District	593	6.2	409	4.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 317

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	669.5
Paraprofessional Instructional Assistants	84.7
Special Education	
Teachers and Instructors	93.8
Paraprofessional Instructional Assistants	187.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.8
School Level	42.3
Library/Media	
Specialists (Certified)	18.0
Support Staff	10.4
Instructional Specialists Who Support Teachers	47.1
Counselors, Social Workers and School Psychologists	60.9
School Nurses	22.5
Other Staff Providing Non-Instructional Services/Support	442.5

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	1	0.1	0.1
Asian	17	1.7	1.0
Black or African American	24	2.5	3.6
Hispanic or Latino	37	3.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.1	0.1
White	901	91.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	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	40	61.5	60	83.3
Hispanic or Latino	75	61.5	117	81.8
White	330	74.8	419	89.0
English Learners	8	38.1	19	67.9
Eligible for Free or Reduced-Price Meals	102	65.0	122	81.9
Students with Disabilities	43	43.9	67	58.8
District	538	71.8	694	86.9
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	107	52.5
Emotional Disturbance	33	44.0
Intellectual Disability	7	25.0
Learning Disability	231	78.3
Other Health Impairment	203	74.1
Other Disabilities	39	40.2
Speech/Language Impairment	129	85.4
District	749	66.6
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	223	2.3	1.7
Emotional Disturbance	75	0.8	1.0
Intellectual Disability	29	0.3	0.5
Learning Disability	296	3.0	4.9
Other Health Impairment	281	2.9	2.9
Other Disabilities	114	1.2	1.1
Speech/Language Impairment	184	1.9	1.8
All Disabilities	1,202	12.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	87,139,086	8,982	9,663
Instructional Supplies and Equipment	2,375,629	245	321
Improvement of Instruction and Educational Media Services	7,401,561	763	578
Student Support Services	10,429,051	1,075	1,103
Administration and Support Services	18,767,835	1,934	1,861
Plant Operation and Maintenance	13,786,248	1,421	1,637
Transportation	7,799,188	724	877
Costs of Students Tuitioned Out	7,712,753	N/A	N/A
Other	1,404,971	145	201
Total	156,816,322	15,482	16,236

Additional Expenditures

Land, Buildings, and Debt Service	26,084,102	2,689	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	14,780,602	38.5	34.6
Noncertified Personnel	4,894,275	12.8	14.6
Purchased Services	432,515	1.1	5.8
Tuition to Other Schools	7,062,128	18.4	21.8
Special Ed. Transportation	3,285,274	8.6	8.5
Other Expenditures	7,927,450	20.7	14.7
Total Expenditures	38,382,244	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.2	81.3
State	25.4	15.9
Federal	1.9	2.2
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	593	77.6	593	75.4	249	66.9
Black or African American	399	64.5	398	56.5	187	52.6
Hispanic or Latino	856	63.9	854	57.0	382	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	200	76.1	200	70.9	102	67.0
White	3049	80.2	3043	74.7	1322	69.1
English Learners	454	63.8	453	59.5	179	52.6
Non-English Learners	4649	76.9	4641	71.3	2067	66.1
Eligible for Free or Reduced-Price Meals	1012	62.0	1009	55.6	442	53.7
Not Eligible for Free or Reduced-Price Meals	4091	79.1	4085	73.9	1804	67.7
Students with Disabilities	593	51.5	589	45.0	283	48.6
Students without Disabilities	4510	78.9	4505	73.5	1963	67.3
High Needs	1556	61.6	1551	55.7	686	53.3
Non-High Needs	3547	82.0	3543	76.6	1560	70.1
District	5103	75.7	5094	70.3	2246	65.0

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	73.6	74.4	72.1	2,904	77.1
Curl Up	88.3	89.9	81.1	87.2	2,904	86.6
Push Up	80.6	83.5	77.0	77.4	2,904	79.6
Mile Run/PACER	82.6	80.7	77.8	72.2	2,904	78.3
All Tests - District	64.1	57.8	49.1	47.8	2,904	54.7
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	77	90.9
Hispanic or Latino	118	88.1
English Learners	27	70.4
Eligible for Free or Reduced-Price Meals	211	86.7
Students with Disabilities	101	76.2
District	775	93.9
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	96.9	470	63.3
Male	95.7	520	64.6
Black or African American	94.2	43	31.4
Hispanic or Latino	94.3	102	38.5
White	97.4	683	74.9
English Learners	87.8	*	*
Eligible for Free or Reduced-Price Meals	96.1	119	38.9
Students with Disabilities	75.9	12	5.7
District	96.3	990	64.0
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	85.0	93.8
Male	83.8	89.9
Black or African American	66.3	77.2
Hispanic or Latino	72.1	84.0
White	89.7	94.7
English Learners	73.9	86.2
Eligible for Free or Reduced-Price Meals	70.9	88.1
Students with Disabilities	71.6	83.0
District	84.4	91.9
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	75.7	75	50.0	50	100.0	67.1
	High Needs Students	61.6	75	41.1	50	82.1	55.9
Math Performance Index	All Students	70.3	75	46.8	50	93.7	62.2
	High Needs Students	55.7	75	37.2	50	74.3	50.5
Science Performance	All Students	65.0	75	43.3	50	86.6	55.3
	High Needs Students	53.3	75	35.6	50	71.1	45.2
ELA Academic Growth	All Students	61.6%	100%	61.6	100	61.6	55.4%
	High Needs Students	51.4%	100%	51.4	100	51.4	49.8%
Math Academic Growth	All Students	68.0%	100%	68.0	100	68.0	61.7%
	High Needs Students	55.3%	100%	55.3	100	55.3	53.7%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.2	9.9%
	High Needs Students	13.0%	<=5%	34.0	50	68.1	15.8%
Preparation for CCR	% Taking Courses	79.6%	75%	50.0	50	100.0	70.7%
	% Passing Exams	64.0%	75%	42.6	50	85.3	43.5%
On-track to High School Graduation		92.3%	94%	49.1	50	98.2	87.8%
4-year Graduation All Students (2016 Cohort)		93.9%	94%	99.9	100	99.9	87.4%
6-year Graduation - High Needs Students (2014)		90.3%	94%	96.1	100	96.1	82.0%
Postsecondary Entrance (Class of 2016)		84.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.6% 54.7%	75%	36.5	50	72.9	92.0% 51.6%
Arts Access		45.6%	60%	38.0	50	75.9	50.5%
Accountability Index				1084.1	1350	80.3	

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	61.6	13.4	16.7	
Math Performance Index Gap	75.0	55.7	19.3	18.7	
Science Performance Index Gap	70.1	53.3	16.8	16.6	
Graduation Rate Gap	94.0%	90.3%	3.7%	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	99.0
	High Needs Students	98.2
Math	All Students	98.8
	High Needs Students	97.9
Science	All Students	98.9
	High Needs Students	97.9

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: 57.7

State: 50.2

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 during 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 began work on 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 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 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 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 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.

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.