

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



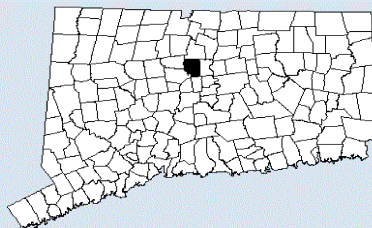
West Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	9,502
Per Pupil Expenditures ¹	\$17,245
Total Expenditures ¹	\$173,688,332

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,647	48.9	48.4
Male	4,855	51.1	51.6
American Indian or Alaska Native	12	0.1	0.3
Asian	1,042	11.0	5.2
Black or African American	824	8.7	12.7
Hispanic or Latino of any race	1,813	19.1	26.9
Native Hawaiian or Other Pacific Islander	12	0.1	0.1
Two or More Races	439	4.6	3.8
White	5,360	56.4	51.1
English Learners	627	6.6	8.3
Eligible for Free or Reduced-Price Meals	2,562	27.0	43.3
Students with Disabilities ³	1,315	13.8	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	365	8.1	75	1.6
Male	396	8.4	203	4.1
Black or African American	83	10.3	61	7.1
Hispanic or Latino of any race	257	14.9	108	5.7
White	303	5.8	85	1.6
English Learners	98	15.1	25	3.7
Eligible for Free or Reduced-Price Meals	379	15.6	180	6.4
Students with Disabilities	232	17.8	104	6.8
District	761	8.2	278	2.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 581

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	654.2
Paraprofessional Instructional Assistants	92.1
Special Education	
Teachers and Instructors	102.1
Paraprofessional Instructional Assistants	263.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.1
School Level	41.4
Library/Media	
Specialists (Certified)	18.0
Support Staff	10.8
Instructional Specialists Who Support Teachers	48.2
Counselors, Social Workers and School Psychologists	65.4
School Nurses	21.9
Other Staff Providing Non-Instructional Services/Support	435.0

¹ In 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	21	2.2	1.2
Black or African American	27	2.8	4.0
Hispanic or Latino of any race	42	4.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	880	90.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.4

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	50	80.6	69	89.6
Hispanic or Latino of any race	109	79.6	116	87.9
White	375	86.0	384	93.9
English Learners	18	56.3	20	74.1
Eligible for Free or Reduced-Price Meals	169	82.4	178	93.7
Students with Disabilities	75	72.1	90	71.4
District	663	84.9	701	92.6
State		75.8		84.8

² College-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	132	56.9
Emotional Disturbance	28	43.1
Intellectual Disability	9	26.5
Learning Disability	319	80.8
Other Health Impairment	207	74.2
Other Disabilities	44	45.8
Speech/Language Impairment	122	86.5
District	861	69.3
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	244	2.6	2.0
Emotional Disturbance	65	0.7	1.1
Intellectual Disability	35	0.4	0.5
Learning Disability	395	4.2	5.7
Other Health Impairment	282	3.0	3.3
Other Disabilities	131	1.4	1.1
Speech/Language Impairment	178	1.9	1.8
All Disabilities	1,330	14.0	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	38	2.9	8.2
Private Schools or Other Settings	134	10.1	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$105,354,916	\$10,460	\$10,923
Support services - students	\$12,758,688	\$1,330	\$1,277
Support services - instruction	\$7,595,708	\$792	\$682
Support services - general administration	\$2,911,437	\$303	\$467
Support services - school based administration	\$12,496,606	\$1,303	\$1,021
Central and other support services	\$5,006,949	\$522	\$679
Operation and maintenance of plant	\$16,576,753	\$1,728	\$1,718
Student transportation services	\$9,496,136	\$1,775	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,491,139	\$155	\$163
Minor school construction	.	.	\$59
Total	\$173,688,332	\$17,245	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$14,537,370	32.9	28.5
Instructional Aide Salaries	\$5,082,620	11.5	10.1
Other Salaries	\$2,575,556	5.8	11.1
Employee Benefits	\$8,176,414	18.5	13.0
Purchased Services Other Than Transportation	\$797,516	1.8	5.7
Special Education Tuition	\$8,259,329	18.7	22.5
Supplies	\$201,543	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$4,518,949	10.2	8.0
Equipment	\$27,290	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$44,176,587	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.4	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	82.0
State	15.3
Federal	2.0
Tuition & Other	0.6

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	59	89.8
Hispanic or Latino of any race	154	91.6
English Learners	25	84.0
Eligible for Free or Reduced-Price Meals	240	91.3
Students with Disabilities	112	72.3
District	775	94.2
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	83.0	93.2
Male	79.2	92.0
Black or African American	75.9	92.7
Hispanic or Latino of any race	64.2	85.4
White	86.5	94.7
English Learners	51.9	*
Eligible for Free or Reduced-Price Meals	67.4	88.9
Students with Disabilities	52.6	73.7
District	81.1	92.6
State	71.5	87.5

³ College 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.

⁴ College 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	71.7%	100%	60.4%
	Oral	68.5%	100%	57.6%
Chronic Absenteeism	All Students	8.2%	<=5%	12.2%
	High Needs Students	15.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	88.7%	75%	80.4%
On-track to High School Graduation		95.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.0%	75%	71.5%
Arts Access		43.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	92.0%	2.0%	10.9%	N

¹ If 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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 collaboration, CT Core Standards, best instructional practices; data teams, the SRBI process, and support for professional learning. Recent areas of focus have included a Welcoming Schools Initiative, Culturally Relevant Student Centered Instructional Practice, and expansion and improvements to our special education programming.

Our Welcoming Schools Initiative which was led by and supported through our district Equity and Diversity Council (EDC) engaged family and staff in a close examination of district structures that enable and support systemic equity and build strong school communities. In addition, the EDC has a Family Engagement Subcommittee made up of parents, teachers, and administrators to review our practices and make recommendations for continuous improvement. This group has informed changes to enhance our curriculum, communication structures, access to information in multiple languages, summer and school-year events for Open Choice families, and parent partnership programs. 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.

Our ongoing focus on culturally relevant student-centered instructional practice has invited partnerships with parent and community groups such as WHAASCO, ADL, and many more. We continue to review and refine our curriculum and educational resources to ensure all students can see themselves reflected within their educational experience. Projects such as Witness Stones, Black History Month, Human Rights Day, MLK celebration and others serve to showcase efforts at culturally responsive teaching.

The District maintains a focus on the effective integration between general and special education. District leadership monitors delivery of educational services and inclusion practices. Recent changes to programming include the addition of vocational training within our Post-Secondary Transition Program, the development and implementation of a School Engagement Program (targeting truancy), training in trauma-informed practice, and refinement to our delivery of specialized instruction to support IEP goals and objectives.

District structures enable a through line for strategic efforts from the district to the classroom. 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. Our early release Wednesday model provides dedicated professional learning time to support district, school, and grade-level initiatives as well as individual professional learning goals.

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 400 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 880 students and a magnet enrollment of 381 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 have begun our own Future Educators of Diversity Program. We are an active participant in the Open Choice program with 207 Choice students enrolled.

-Our curriculum is filled with an array of experiences 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 supporting programs and providing resources. 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, training in Culturally Responsive Pedagogy and Trauma Informed Practice, Summer Connections and ESOL Summer Programs, and the Alternative 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.