

STRATEGIC SCHOOL PROFILE 2012-13**West Hartford School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 63,589

1990-2000 Population Growth: 5.8%

Number of Public Schools: 16

Per Capita Income in 2000: \$33,468

Percent of Adults without a High School Diploma in 2000*: 9.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.9%

District Enrollment as % of Estimated. Student Population: 90.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 9,996
5-Year Enrollment Change 0.1%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,015	20.2	9.9	36.7
K-12 Students Who Are Not Fluent in English	515	5.2	2.0	5.8
Students Identified as Gifted and/or Talented*	1,026	10.3	7.1	3.8
PK-12 Students Receiving Special Education Services in District	1,066	10.7	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	604	85.7	91.6	79.3
Homeless	9	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	140	9.4	10.3	12.7

*43.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	25	0.3
Asian American	1,120	11.2
Black	867	8.7
Hispanic	1,545	15.5
Pacific Islander	3	0.0
White	6,139	61.4
Two or more races	297	3.0
Total Minority	3,857	38.6

Percent of Minority Professional Staff: 6.1%

Open Choice:

125 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

19.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 71.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

West Hartford is a diverse community. It is one of the few communities in the state whose percent of minority students and percent of students eligible for free and reduced lunch are both within 15 percentage points of the state average. During our 182 day school year, there are innumerable opportunities during regular instructional time and in the 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 in West Hartford, the district has strong participation in a variety of programs that promote reduced racial, ethnic, and economic isolation. Over 350 students attend inter-district magnet schools, charter schools, and vocational technical schools. Over 300 students participate in state, federal, or locally funded inter-district programs. West Hartford has two magnet elementary schools with a total enrollment of 640 students and a magnet enrollment of 150 students. Our district has actively recruited minority staff members and participated in CREC Minority Job Fairs this year. We are an active participant in the Open Choice program with 125 Open Choice students enrolled. Our curriculum is filled with an array of experiences and activities designed to increase student awareness of diversity of individuals and cultures. Every student is touched by one of these activities during the school year - whether the student is an elementary student participating in cultural theme days, a middle school student participating in an international celebration, or a high school student volunteering time and commitment for the Empty Bowls project at both high schools that raised money to combat hunger. The school board has taken an active role in funding and supporting many of the programs that have seen great success in West Hartford – both in reducing racial, ethnic, and economic isolation and in encouraging student achievement. The Board continues to support magnet schools, Hillcrest Area Neighborhood Outreach Center (HANOC), The Bridge Family Center, William Casper Graustein Memorial Fund Discovery Project, Summer Academy, Hello! West Hartford, West Hartford Celebration of Dr. Martin Luther King, State Education Resource Center (SERC) training in Culturally Responsive Pedagogy, District Cultural Council sponsored performances, and the Alternative Middle and High School programs.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.7	56.9	68.8
Writing	75.8	60.0	74.5
Mathematics	73.1	61.4	59.6
Grade 4 Reading	75.4	62.6	65.2
Writing	73.9	63.0	62.0
Mathematics	73.0	65.1	50.0
Grade 5 Reading	79.4	66.9	62.7
Writing	81.0	65.6	74.5
Mathematics	81.2	69.2	60.2
Science	76.3	62.3	59.0
Grade 6 Reading	83.6	73.3	55.7
Writing	81.0	65.1	73.5
Mathematics	76.8	67	54.8
Grade 7 Reading	89.0	78.9	65.2
Writing	74.7	64.9	57.6
Mathematics	78.4	65.4	63.9
Grade 8 Reading	81.5	76.2	45.6
Writing	75.0	67.2	45.9
Mathematics	67.1	65.0	35.8
Science	72.2	60.4	49.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	65.2	48.5	67.4
Writing Across the Disciplines	77.4	62.1	63.6
Mathematics	62.8	52.4	53.8
Science	63.7	48.8	60.9

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.4	51.1	61.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		99.2	78.5	
Average Score	Mathematics	536	503	74.4
	Critical Reading	534	499	76.7
	Writing	537	504	76.7

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.7	84.8	64.0
2011-12 Annual Dropout Rate for Grade 9 through 12	1.0	2.1	32.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.3	82.6
% Employed (Civilian Employment and in Armed Services)	4.8	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	660.65
Paraprofessional Instructional Assistants	66.00
Special Education	
Teachers and Instructors	100.65
Paraprofessional Instructional Assistants	189.50
Library/Media Specialists and/or Assistants	30.30
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	15.60
School Level	38.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	15.60
Counselors, Social Workers, and School Psychologists	59.60
School Nurses	22.40
Other Staff Providing Non-Instructional Services and Support	457.45

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.5	13.9
% with Master's Degree or Above	84.9	87.3	79.8

Average Class Size	District	DRG	State
Grade K	19.6	17.8	18.9
Grade 2	19.3	19.2	19.8
Grade 5	22.0	21.4	21.3
Grade 7	19.3	20.3	20.2
High School	18.9	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	979	973	999
Middle School	1,011	1,026	1,029
High School	926	1,000	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.5	2.6	2.7
Middle School	1.7	1.9	2.1
High School	2.2	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$79,204	\$7,848	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$1,716	\$170	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$7,206	\$714	\$475	\$553	\$471
Student Support Services	\$9,249	\$916	\$949	\$1,002	\$950
Administration and Support Services	\$16,445	\$1,629	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$12,791	\$1,267	\$1,466	\$1,432	\$1,459
Transportation	\$6,397	\$575	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$6,322	N/A	N/A	N/A	N/A
Other	\$1,235	\$122	\$170	\$175	\$170
Total	\$140,566	\$13,494	\$14,444	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,917	\$685	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$31,406,817	22.3	20.9	21.8

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.1	14.2	2.7	0.0
Excluding School Construction	82.7	14.5	2.8	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

During the budgeting process, the West Hartford Board of Education and administration carefully evaluate the needs of each individual school and program. The funding decisions are based on certain key criteria, some of which are uniform across the district, while others are based on special needs at the building level. Staffing Levels: Student-teacher ratios are established at the district level and staff are allocated among the schools based on the enrollment at that school and, at the high school level, 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. Support staffs 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,090
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	170	1.7	1.4	1.3
Learning Disability	299	2.9	3.2	4.0
Intellectual Disability	29	0.3	0.3	0.4
Emotional Disturbance	57	0.6	0.6	1.0
Speech Impairment	184	1.8	1.7	2.0
Other Health Impairment*	235	2.3	2.4	2.4
Other Disabilities**	116	1.1	0.7	1.0
Total	1,090	10.7	10.3	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	77.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	41.2	34.5	79.9	69.2
	Writing	26.0	19.9	76.9	64.4
	Mathematics	29.6	29.0	74.9	65.5
	Science	25.9	21.3	74.3	61.3
CAPT	Reading Across the Disciplines	33.3	15.7	65.2	48.5
	Writing Across the Disciplines	29.9	16.7	77.4	62.1
	Mathematics	23.8	16.8	62.8	52.4
	Science	25.3	14.6	63.7	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	20.4
	% With Accommodations	79.6
CAPT	% Without Accommodations	24.0
	% With Accommodations	76.0
% Assessed Using Skills Checklist		13.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	10	0.9
Private Schools or Other Settings	83	7.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	793	72.8	75.7	72.0
40.1 to 79.0 Percent of Time	199	18.3	16.4	16.4
0.0 to 40.0 Percent of Time	98	9.0	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In 2012-13 we continued our multi-year effort to build a systemic district-wide approach to improving student achievement. Our District Development and Performance Plan (DDPP) is grounded in a Model of Continuous Improvement representing the district's "Theory of Action." Focal areas include: Collaborative Inquiry Teams, Common Core State Standards Implementation including Rigorous Curriculum Design and Common Formative Assessments, Data Analysis and Decision Making through the SRBI process, and Support of Professional Development. In addition to the DDPP efforts we continued the successful strategies that resulted in another year of excellent CMT and CAPT scores in 2012-13. At the district level, we undertook a detailed analysis of the data. Building leaders received reports on their schools performance relative to our internal goals and the performance of individual teachers. Classroom teachers received reports showing the achievement of their students on the 2012 CMT and CAPT. Individual schools met during professional development time (every Wednesday) under the leadership of the building principals, department supervisors, and curriculum specialists to review those results and extend the data analysis to the classroom level. All schools that did not meet their internal goals were required to develop detailed school improvement plans at both the building and classroom levels. The resulting plans that were developed were tied into the performance objectives that each principal established with their evaluator. The classroom level plans were tied into the objectives for each teacher. Central Office staff met with building leadership in the month of October to review the plans and determine where additional assistance was needed. In addition to interim assessments developed by the buildings and classroom teachers, the district offered a comprehensive set of interim assessment in math, reading, and writing. Our CMT scores in 2013 were excellent - averaging 77.4% in 2013. Our CAPT were excellent as well- averaging 67.5% in 2013. Our goals for the CMT scores are 78% at mastery and our goals for CAPT are 68% at mastery. The District maintained its focus on the effective integration between general and special education. The Pupil Services Department revised its Department and Performance Plan (DDPP) in alignment with the District's Mission and Model of Continuous Improvement. The DDPP is a working document and a strategic, data-driven process that articulates its Theory of Action and builds upon the previous work to guide our collective practice to improve access and achievement for all students. The District's Educational Planning Committee (EPC) continues to monitor the district's delivery of educational services and the effective implementation of inclusion practices. The input/results of the District's work to diminish the "silos" between general and special education is evidenced in the district's achieving the highest level of determination of "Meets Requirements" on the District's Annual Performance Report (APR). The District has continued its work on the development of the SRBI Framework and Tiered Interventions, providing professional development on the implementation of PBIS for two middle and six elementary schools, and incorporating the Common Core State Standards (CCSS) into students' IEPs, and instructional practice K-12 to appropriately meet the needs of all students. The District conducted a comprehensive review of its physical and occupational therapy services. Professional development is a priority and is focused on improving SRBI intervention, differentiating instruction using Universal Design for Learning (UDL), Progress Monitoring, data driven instruction, standard-based IEPs, the effective integration of CCSS and inclusion practices for students, staff, parents and para-educators.
