

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



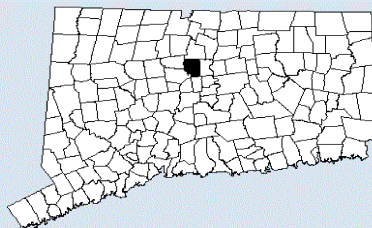
West Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	9,654
Per Pupil Expenditures ¹	\$16,582
Total Expenditures ¹	\$168,692,941

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,725	48.9	48.4
Male	4,929	51.1	51.6
American Indian or Alaska Native	11	0.1	0.3
Asian	1,051	10.9	5.2
Black or African American	778	8.1	12.8
Hispanic or Latino of any race	1,875	19.4	25.8
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	472	4.9	3.6
White	5,456	56.5	52.4
English Learners	590	6.1	7.6
Eligible for Free or Reduced-Price Meals	2,495	25.8	42.1
Students with Disabilities ³	1,282	13.3	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	308	6.7	98	2.0
Male	325	6.8	317	6.3
Black or African American	69	9.0	72	8.9
Hispanic or Latino of any race	238	13.3	166	8.5
White	248	4.7	132	2.4
English Learners	89	14.3	34	5.2
Eligible for Free or Reduced-Price Meals	347	14.0	247	8.9
Students with Disabilities	211	16.8	138	9.1
District	633	6.7	415	4.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 290

Number of school-based arrests: 34

⁴A 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.

⁵This 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	658.5
Paraprofessional Instructional Assistants	84.8
Special Education	
Teachers and Instructors	95.9
Paraprofessional Instructional Assistants	229.5
Administrators, Coordinators and Department Chairs	
District Central Office	17.8
School Level	41.4
Library/Media	
Specialists (Certified)	18.0
Support Staff	11.8
Instructional Specialists Who Support Teachers	42.8
Counselors, Social Workers and School Psychologists	62.4
School Nurses	26.9
Other Staff Providing Non-Instructional Services/Support	430.8

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	0	0.0	0.1
Asian	21	2.2	1.1
Black or African American	26	2.7	3.8
Hispanic or Latino of any race	38	4.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	873	91.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.0

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	56	80.0	57	87.7
Hispanic or Latino of any race	95	68.8	132	86.8
White	327	84.3	448	95.7
English Learners	13	46.4	15	71.4
Eligible for Free or Reduced-Price Meals	142	74.7	192	90.1
Students with Disabilities	61	70.1	97	85.1
District	591	81.0	751	93.6
State		74.5		85.2

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	112	49.8
Emotional Disturbance	28	42.4
Intellectual Disability	9	29.0
Learning Disability	254	74.5
Other Health Impairment	208	77.3
Other Disabilities	36	36.7
Speech/Language Impairment	111	81.6
District	758	65.0
State		67.6

³This 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	240	2.5	1.9
Emotional Disturbance	66	0.7	1.1
Intellectual Disability	34	0.4	0.5
Learning Disability	341	3.5	5.5
Other Health Impairment	274	2.8	3.2
Other Disabilities	119	1.2	1.1
Speech/Language Impairment	160	1.7	1.8
All Disabilities	1,234	12.8	15.0

¹This 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	34	2.8	8.2
Private Schools or Other Settings	81	6.6	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$102,149,789	\$10,041	\$10,545
Support services - students	\$12,068,873	\$1,247	\$1,373
Support services - instruction	\$7,338,631	\$758	\$644
Support services - general administration	\$2,896,433	\$299	\$462
Support services - school based administration	\$13,176,758	\$1,362	\$1,007
Central and other support services	\$3,251,533	\$336	\$671
Operation and maintenance of plant	\$17,833,522	\$1,843	\$1,629
Student transportation services	\$8,504,496	\$2,016	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,472,907	\$152	\$157
Minor school construction	.	.	\$65
Total	\$168,692,941	\$16,582	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$15,132,337	35.8	29.7
Instructional Aide Salaries	\$4,705,352	11.1	9.6
Other Salaries	\$1,871,315	4.4	10.4
Employee Benefits	\$8,046,280	19.1	13.0
Purchased Services Other Than Transportation	\$598,586	1.4	5.5
Special Education Tuition	\$7,689,341	18.2	22.6
Supplies	\$250,355	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$3,864,134	9.2	8.0
Equipment	\$60,649	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$42,218,349	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	83.5
State	13.8
Federal	2.2
Tuition & Other	0.5

⁴Revenue 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*	*	*
Asian	508	78.4	508	76.5	240	73.9
Black or African American	414	65.1	413	57.7	183	61.4
Hispanic or Latino of any race	892	62.8	887	57.3	380	62.3
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	220	74.3	220	69.9	79	73.7
White	2,820	80.5	2,815	75.7	1,249	78.5
English Learners	465	61.9	463	58.1	172	58.9
Non-English Learners	4,403	76.9	4,394	71.9	1,961	74.7
Eligible for Free or Reduced-Price Meals	1,258	63.2	1,252	57.6	543	63.0
Not Eligible for Free or Reduced-Price Meals	3,610	79.7	3,605	75.1	1,590	77.0
Students with Disabilities	641	52.7	636	46.5	236	51.2
Students without Disabilities	4,227	78.9	4,221	74.2	1,897	76.2
High Needs	1,750	62.7	1,742	57.5	732	61.3
Non-High Needs	3,118	82.6	3,115	77.9	1,401	79.8
District	4,868	75.4	4,857	70.6	2,133	73.4

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

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.1	79.3	76.6	79.2	2,782	80.5
Curl Up	85.8	90.1	85.4	86.0	2,782	86.8
Push Up	74.8	81.1	78.9	81.3	2,782	79.1
Mile Run/PACER	81.8	72.7	72.2	72.7	2,782	74.8
All Tests - District	58.9	53.5	52.6	52.9	2,782	54.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	65	90.8
Hispanic or Latino of any race	124	84.7
English Learners	13	*
Eligible for Free or Reduced-Price Meals	196	88.3
Students with Disabilities	88	58.0
District	751	93.2
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.8	499	69.3
Male	95.2	505	62.2
Black or African American	92.6	47	34.8
Hispanic or Latino of any race	94.1	110	37.9
White	96.4	666	77.8
English Learners	85.7	11	22.4
Eligible for Free or Reduced-Price Meals	95.3	183	45.4
Students with Disabilities	72.6	23	11.4
District	95.5	1,004	65.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.8	94.3
Male	81.1	85.9
Black or African American	68.3	76.5
Hispanic or Latino of any race	72.6	79.3
White	87.4	93.0
English Learners	61.3	*
Eligible for Free or Reduced-Price Meals	69.9	75.4
Students with Disabilities	56.4	73.6
District	83.4	90.0
State	71.0	87.8

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	75.4	75	50.0	50	100.0	67.7
	High Needs Students	62.7	75	41.8	50	83.5	58.1
Math Performance Index	All Students	70.6	75	47.1	50	94.1	63.1
	High Needs Students	57.5	75	38.3	50	76.7	52.7
Science Performance Index	All Students	73.4	75	49.0	50	97.9	63.8
	High Needs Students	61.3	75	40.9	50	81.8	54.2
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	59.9%
	High Needs Students	59.9%	100%	59.9	100	59.9	55.1%
Math Academic Growth	All Students	67.4%	100%	67.4	100	67.4	62.5%
	High Needs Students	60.1%	100%	60.1	100	60.1	55.2%
Progress Toward English Proficiency	Literacy	70.7%	100%	35.3	50	70.7	60.0%
	Oral	63.1%	100%	31.5	50	63.1	52.1%
Chronic Absenteeism	All Students	6.7%	<=5%	46.5	50	93.0	10.4%
	High Needs Students	13.6%	<=5%	32.9	50	65.8	16.1%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	65.5%	75%	43.7	50	87.4	42.6%
On-track to High School Graduation		94.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.2%	94%	99.2	100	99.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.6%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		83.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9% 54.4%	75%	36.3	50	72.6	96.4% 52.9%
Arts Access		44.1%	60%	36.8	50	73.5	51.9%
Accountability Index				1182.5	1450	81.5	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.7	12.3	15.4	
Math Performance Index Gap	75.0	57.5	17.5	17.6	
Science Performance Index Gap	75.0	61.3	13.7	16.1	
Graduation Rate Gap	94.0%	95.6%	-1.6%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	98.3
Math	All Students	98.8
	High Needs Students	98.0
Science	All Students	98.3
	High Needs Students	96.7

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 62.3 State: 51.5

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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 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 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, 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), 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 425 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 900 students and a magnet enrollment of 335 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, SERC training in Culturally Responsive Pedagogy, District Cultural Council sponsored performances, 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.