

STRATEGIC SCHOOL PROFILE 2000-01**West Hartford School District****DAVID SKLARZ, Superintendent**

Telephone: 860-523-3500



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2000.

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 14.6%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 87.6%
1990-2000 Population Growth: 5.8%	Percent of Adults without a High School Diploma in 1990: 12.6%
1998 Per Capita Income: \$34,040	Adult Education Enrollment in 1999-2000 School Year: 488
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 1999-2000 School Yr.: 42
Number of Nonpublic Schools: 15	

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	9.5	4.3	23.6
% of K-12 Students with Non-English Home Language	2000-01	17.2	6.4	12.5
	1998-99	16.4	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2000-01	91.0	92.3	87.0
	1995-96	89.0	90.5	85.5
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2000-01	88.5	89.3	74.7
	1995-96	78.8	88.1	69.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2000-01	16.4	23.6	31.7
	1995-96	18.6	27.7	29.9

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	9,390
5-Year Enrollment Change	10.8%
Projected 2005 Enrollment	
Elementary	4,505
Middle School	2,332
High School	2,961
Prekindergarten, Other	40

Race/Ethnicity	Number	Percent
American Indian	19	0.2
Asian American	718	7.6
Black	797	8.5
Hispanic	1,065	11.3
White	6,791	72.3
Total Minority 2000-01	2,599	27.7
Total Minority 1995-96	1,860	21.9

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

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 10 percentage points of the state average. During our 184 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 strengthened its participation in a variety of areas. 51 students attend interdistrict magnet schools, charter schools, and vocational technical schools. Over 1500 students participate in state, federal, or locally funded inter-district programs. West Hartford has three magnet elementary schools with a total enrollment of over 1100 students and a magnet enrollment of 235 students. Over 6000 students have participated in locally funded intra-district programs and projects. Our district has actively recruited minority staff members and participated in the CREC Minority Job Fair at the Learning Corridor this year.

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 for the homeless.

The school board has taken an active role in funding 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), Summer Academy, the Alternative High School, and the home-school liaisons.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	675.5
Administrators	38.4
Library/Media Staff	17.0
Other Professionals	67.5
% Minority 2000-01	4.2
% Minority 1995-96	1.8
# Non-Certified Instructional	145.2

Average Class Size		District	ERG	State
Grade K	2000-01	19.3	18.9	18.1
	1995-96	19.1	19.6	19.6
Grade 2	2000-01	19.7	19.9	19.5
	1995-96	19.8	20.2	20.6
Grade 5	2000-01	20.8	22.5	21.7
	1995-96	23.3	22.0	21.9
Grade 7	2000-01	21.2	21.4	21.9
	1995-96	21.9	20.8	21.7
High School	2000-01	20.1	19.8	20.0
	1995-96	21.5	20.3	20.3

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.1	13.5	14.0
% with Master's Degree or Above	72.6	79.7	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	31.2	27.2	25.0

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	984	982	979
Middle School	1,003	1,008	1,007
High School	981	994	999

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.8	4.7	4.7
Students Per Teacher	13.9	14.3	14.1
Teachers Per Administrator	17.6	14.1	13.5

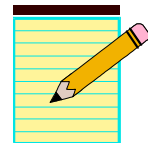
STUDENT PERFORMANCE



Physical Fitness	District	ERG	State
% Passing All 4 Tests	39.7	41.4	34.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District	ERG	State
Grade 4 Reading	74	75	56.9
Grade 4 Writing	75	73	57.5
Grade 4 Mathematics	81	78	60.2
Grade 4 All Three Tests	60.9	58.8	40.2
Grade 6 Reading	78	79	62.1
Grade 6 Writing	75	77	61.1
Grade 6 Mathematics	77	75	57.5
Grade 6 All Three Tests	63.2	61.8	43.7
Grade 8 Reading	75	83	66.4
Grade 8 Writing	72	76	60.4
Grade 8 Mathematics	68	74	54.8
Grade 8 All Three Tests	56.8	63.1	43.5
Participation Rate	94.4	96.9	92.8



The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Mastery Test Index, Third Generation	District	ERG	State
Grade 4 Reading	83.4	84.2	69.2
Grade 4 Writing	87.9	86.7	76.5
Grade 4 Mathematics	90.7	89.7	78.1
Grade 6 Reading	86.3	87.3	73.0
Grade 6 Writing	87.5	89.2	79.3
Grade 6 Mathematics	88.3	87.9	75.4
Grade 8 Reading	82.9	89.4	76.1
Grade 8 Writing	83.9	87.7	76.9
Grade 8 Mathematics	81.5	87.5	73.6

Results on the Third Generation test are not comparable to test results of previous years.

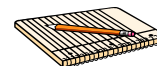


STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	District	ERG	State
Reading Across the Disciplines	66	62	42.2
Writing Across the Disciplines	65	65	48.7
Mathematics	61	63	44.6
Science	68	61	43.4
All Four Tests	42.0	36.4	22.6
Participation Rate	90.6	93.8	90.1

Results on the Second Generation test are not comparable to test results of previous years.




Connecticut Academic Performance Test Index, Second Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index, Second Generation	District	ERG	State
Reading Across the Disciplines	85.7	83.6	70.9
Writing Across the Disciplines	84.6	84.7	74.8
Mathematics	81.4	83.5	70.3
Science	86.3	84.4	72.2

Results on the Second Generation test are not comparable to test results of previous years.

Scholastic Assessment Test	Class of 1996	Class of 2000		
	District	District	ERG	State
% of Graduates Tested	93.6	91.5	92.0	77.8
Mathematics: Average Score	535	555	544	503
Mathematics: % Scoring 600 or More	32.6	38.2	32.8	22.0
Verbal: Average Score	535	544	534	501
Verbal: % Scoring 600 or More	31.8	34.7	27.9	20.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2000	9.6	5.1	12.2
1999-2000 Annual Rate for Grades 9 through 12	1.7	1.1	3.1
1995-1996 Annual Rate for Grades 9 through 12	2.1	1.7	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2000	488	90.2	89.3	78.5
	1995	454	90.8	84.9	75.4
Employed or in Military	2000	45	8.3	8.3	17.6
	1995	42	8.4	11.0	18.5
Unemployed	2000	0	0.0	0.1	0.7
	1995	0	0.0	0.4	1.6

DISTRICT REVENUES/EXPENDITURES 1999-2000

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	All ERG Districts	All Districts
Instructional Staff and Services	\$47,004	\$5,197	\$5,309	\$5,065	\$5,305
Instructional Supplies and Equipment	\$1,328	\$147	\$245	\$220	\$247
Improvement of Instruction and Educational Media Services	\$4,537	\$502	\$339	\$403	\$331
Student Support Services	\$4,482	\$496	\$496	\$550	\$494
Administration and Support Services	\$7,868	\$870	\$899	\$905	\$906
Plant Operation and Maintenance	\$8,752	\$968	\$886	\$877	\$880
Transportation	\$3,206	\$331	\$400	\$355	\$402
Costs for Students Tuitioned Out	\$1,785	N/A	N/A	N/A	N/A
Other	\$429	\$47	\$107	\$105	\$105
Total	\$79,389	\$8,733	\$8,891	\$8,659	\$8,863
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,797	\$973	\$989	\$991	\$1,016
Adult Education	\$334	\$685	N/A	\$570	\$727

Revenue Sources, % 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
With School Construction	86.4	11.6	1.8	0.2
Without School Construction	91.2	6.5	2.0	0.2

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,302	3.9	\$6,938	2.5	\$7,340	4.5
Salaries and Benefits	\$6,193	4.4	\$5,778	2.9	\$6,013	4.4
Supplies	\$369	0.8	\$360	3.7	\$397	4.7
Equipment	\$49	-7.5	\$119	6.3	\$129	-4.4
High School						
Total	\$8,139	0.5	\$8,093	5.4	\$7,987	1.6
Salaries and Benefits	\$6,946	1.0	\$7,065	5.1	\$6,790	1.2
Supplies	\$338	2.7	\$469	12.2	\$477	0.6
Equipment	\$69	-12.7	\$160	18.5	\$188	2.7

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 staff are also allocated based on the educational needs of the students.

Instructional Supplies: Many textbooks and supplies are purchased centrally. In addition each building receives a per-pupil allocation for locally identified instructional needs.

Building Operating Expenses: The operating and maintenance expenses at each building are centrally funded to insure an adequately maintained school and a safe and appropriate environment for instruction.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Our students performed well on the new 3rd generation CMT's given in fall, 2000. On average 75% of students reached goal on the CMT. The 2000 results represented the highest average percentage of West Hartford students reaching state defined mastery standards ever. The investments that the district has made in revised curricula, early reading intervention programs, class size, and additional instructional support staff have yielded handsome returns. While the various measures of educational need in our district, percentage of students eligible for free and reduced lunch, percentage of students with non-English home language are two to three times higher than the measures for our ERG as a whole, the 4th and 6th grade CMT scores for West Hartford were equal to that of the ERG.

Our SAT scores remain consistently strong, ranking us among the top 15 school districts in the state. The Class of 2001 had 8 finalists in the National Merit Scholarship competition and 36 letters of commendation. Our Advanced Placement (AP) program is among the strongest in the state and our participation rate is the highest in the state. In May of 2001, 614 students took 1080 AP exams in 24 different subjects at our high schools. Typically, over 40% of our graduating seniors take at least one AP exam during their high school years. The CAPT results were not released by the state in time for inclusion in this narrative.

The district's commitment to the fine and performing arts was nationally recognized this year when the district received School Board Award for excellence in arts education from the Kennedy Center for the Performing Arts. This Kennedy Center award, sponsored in partnership with the National School Board Association, was awarded to West Hartford above all other districts nationwide for its arts curriculum and its commitment to provide a variety of arts experiences through after school and co-curricular programs. During this school year I Giovanni Solisti was recognized by DownBeat Magazine as the high school winner for Classical Instrumental Chamber Music group. 32 Conard and Hall students were selected to All-State music ensembles. 5 students received Gold Key awards in the CT regional Scholastic Art Awards.

Smith School was recognized by the U.S. Department of Education as a 2000-01 National Blue Ribbon School for its excellence in school leadership, teaching, curriculum, students achievement, and parental involvement.

The administration, faculty and staff are constantly reviewing the results of the state and local testing to look for areas of improvement. Currently our standardized test scores are high and we look to raise them higher especially at the middle school level.

Strategic School Profiles may be viewed on the internet at www.csde.state.ct.us/public/der/datacentral . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
