

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



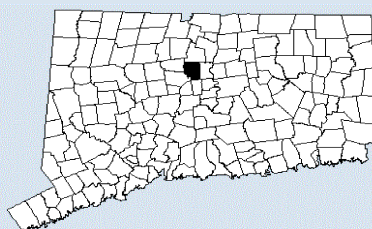
West Hartford School District

Ms. Karen List, Superintendent • 860-561-6600 • www.whps.org/

District Information

Grade Range	PK-12
Number of Schools	24
Enrollment	9,919
Per Pupil Expenditures ¹	\$13,996
Total Expenditures ¹	\$145,977,484

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,842	48.8	48.3
Male	5,077	51.2	51.6
American Indian	*	*	0.2
Asian	1,116	11.3	4.6
Black or African American	833	8.4	12.9
Hispanic or Latino	1,565	15.8	21.2
Pacific Islander	*	*	0.0
White	6,077	61.3	58.4
Two or More Races	302	3.0	2.3
English Language Learners	506	5.1	5.7
Eligible for Free or Reduced-Price Meals	2,020	20.4	37.3
Students with Disabilities ¹	1,145	11.5	12.8

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	226	4.8	101	2.0
Male	271	5.4	282	5.5
Black or African American	57	7.0	113	13.4
Hispanic or Latino	146	9.6	123	7.7
White	236	4.0	113	1.8
English Language Learners	50	9.8	19	3.6
Eligible for Free or Reduced-Price Meals	197	10.2	202	9.5
Students with Disabilities	141	12.5	118	8.9
District	497	5.1	383	3.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 98

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	656.2
Paraprofessional Instructional Assistants	76.1
Special Education	
Teachers and Instructors	99.5
Paraprofessional Instructional Assistants	176.5
Administrators, Coordinators and Department Chairs	
District Central Office	18.0
School Level	38.6
Library/Media	
Specialists (Certified)	18.0
Support Staff	10.9
Instructional Specialists Who Support Teachers	37.8
Counselors, Social Workers and School Psychologists	58.7
School Nurses	22.4
Other Staff Providing Non-Instructional Services/Support	426.8

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 (%)
Asian	14	1.5	1.0
Black or African American	18	1.9	3.5
Hispanic	27	2.8	3.6
Native American	2	0.2	0.1
White	898	93.6	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.4
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	14	18.7
Hispanic or Latino	15	12.5	39	35.5
White	171	40.0	297	62.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	20	12.0	38	25.5
Students with Disabilities	*	*	7	7.1
District	225	30.9	407	54.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	107	62.2
Emotional Disturbance	24	40.0
Intellectual Disability	11	36.7
Learning Disability	241	79.0
Other Health Impairment	195	81.6
Other Disabilities	38	43.2
Speech/Language Impairment	142	79.8
District	758	70.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	183	1.8	1.4
Emotional Disturbance	60	0.6	1.0
Intellectual Disability	31	0.3	0.4
Learning Disability	305	3.0	4.2
Other Health Impairment	243	2.4	2.5
Other Disabilities	108	1.1	1.0
Speech/Language Impairment	200	2.0	1.9
All Disabilities	1,130	11.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	1.5	2.8
Private Schools or Other Settings	85	7.5	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	82,378,054	8,214	8,769
Instructional Supplies and Equipment	1,727,315	172	275
Improvement of Instruction and Educational Media Services	7,380,386	736	487
Student Support Services	9,556,805	953	965
Administration and Support Services	16,925,637	1,688	1,600
Plant Operation and Maintenance	13,359,514	1,332	1,472
Transportation	6,648,724	593	786
Costs of Students Tuitioned Out	6,731,324	N/A	N/A
Other	1,269,725	127	178
Total	145,977,484	13,996	14,642

Additional Expenditures

Land, Buildings, and Debt Service	5,608,054	559	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	13,018,793	39.8	35.6
Noncertified Personnel	3,997,843	12.2	14.5
Purchased Services	140,521	0.4	5.0
Tuition to Other Schools	6,090,033	18.6	21.4
Special Ed. Transportation	2,730,888	8.4	8.5
Other Expenditures	6,706,550	20.5	14.9
Total Expenditures	32,684,628	100.0	100.0

PK-12 Expenditures Used for Special Education	22.4	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.8	82.5
State	14.5	14.7
Federal	2.6	2.7
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	72.2	70.4	72.0	68.9	.	.	.	.
Hispanic or Latino	70.4	73.0	74.4	70.9	.	.	.	.
English Language Learners	65.9	70.1	67.7	60.4	.	.	.	.
Eligible for Free or Reduced-Price Meals	68.0	70.8	72.5	69.6	.	.	.	.
Students with Disabilities	61.2	60.3	58.9	51.0	.	.	.	.
High Needs	68.0	69.5	70.1	65.7	.	.	.	.
District	86.6	87.1	87.9	86.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	67.3	74.6	68.9	68.8	.	.	.	.
Hispanic or Latino	70.2	73.9	71.6	70.1	.	.	.	.
English Language Learners	41.3	.	.	44.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.4	71.5	69.0	67.7	.	.	.	.
Students with Disabilities	59.7	61.5	57.7	51.4	.	.	.	.
High Needs	64.9	68.7	66.5	63.8	.	.	.	.
District	84.9	86.4	84.7	82.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.6	85.8	75.4	82.5	2,838	84.1
Curl Up	89.5	90.7	91.0	93.6	2,838	91.2
Push Up	85.7	85.9	78.1	79.0	2,838	82.2
Mile Run/PACER	88.9	86.2	78.4	74.6	2,838	82.2
All Tests - District	72.8	69.9	56.6	56.4	2,838	64.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	94	89.4	81.0	Yes	82.3
Hispanic or Latino	139	83.5	80.2	Yes	81.6
English Language Learners	46	69.6	82.7	No	83.9
Eligible for Free or Reduced-Price Meals	216	84.3	77.2	Yes	78.8
Students with Disabilities	88	78.4	72.0	Yes	74.2
District	835	93.2	90.9	Yes	91.2
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.7	416	57.5
Male	81.9	390	51.5
Black or African American	73.5	29	17.9
Hispanic or Latino	71.7	84	36.5
White	88.3	589	65.4
English Language Learners	60.0	*	*
Eligible for Free or Reduced-Price Meals	74.1	75	23.7
Students with Disabilities	39.2	7	13.7
District	84.3	806	54.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.3	93.6
Male	81.7	89.0
Black or African American	80.7	77.1
Hispanic or Latino	67.7	86.0
White	87.7	94.0
English Language Learners	73.8	90.0
Eligible for Free or Reduced-Price Meals	72.1	86.5
Students with Disabilities	63.7	81.1
District	84.5	91.4
State	72.7	88.5

⁷College 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.

⁸College 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

District Profile and Performance Report for School Year 2013-14

West Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2013-14, we continued our multi-year effort to build a systemic approach to improving student achievement. Our District Performance Plan is grounded in the use of Collaborative Inquiry Teams, CT Core Standards, Formative Assessment 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 participation and performance, Science CMT and CAPT, DRA 2, LAS Links, etc.) and teacher performance. Classroom teachers received reports on the achievement of their students. Individual schools met during professional development time (every Wednesday) under the leadership of principals and curriculum leaders to review results and extend data analysis to the classroom level.

The District maintained its focus on the effective integration between general and special education. The Pupil Services Department revised its Department and Performance Plan (DDP) building upon our 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. This 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 conducted a comprehensive review of its psychological and social work services and the Early Learning Center (ELC). The ELC also completed their self-study/process for NAEYC re-accreditation. Professional development is a priority and is focused on improving SRBI intervention, PBIS implementation, differentiating instruction using Universal Design for Learning (UDL), progress monitoring, data driven instruction, standard-based IEPs, and the effective integration of CCSS 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 trancies.

Over 2500 families responded to a survey measuring the strength of our partnerships with families and ongoing efforts to engage parents in the improvement of our schools. Results indicated over 90% parents feel that schools provide a safe and welcoming environment and featured opportunities for involvement. Between 80-90% of parents responded favorably regarding communication with teachers and administrators. Survey results were disaggregated by school and provided important data to support building efforts. Efforts included Family International Nights/Breakfasts, Cultural Celebrations, Hello! West Hartford Partnership, Cultural Council Presentations, Parent Leadership Training Institute, "World Book Night", Real Dads Forever.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 450 students attend inter-district magnet schools, charter schools, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 650 students and a magnet enrollment of 193 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 135 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, HANOC, The Bridge Family Center, 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.

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Equitable Allocation of Resources among District Schools

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.