

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



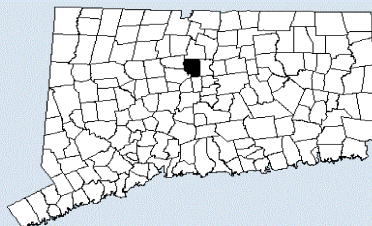
West Hartford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	9,794
Per Pupil Expenditures ¹	\$14,394
Total Expenditures ¹	\$148,030,022

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,798	49.0	48.3
Male	4,996	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	1,112	11.4	4.7
Black or African American	801	8.2	12.9
Hispanic or Latino	1,573	16.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	344	3.5	2.5
White	5,935	60.6	57.2
English Language Learners	556	5.7	6.3
Eligible for Free or Reduced-Price Meals	2,074	21.2	37.6
Students with Disabilities ¹	1,172	12.0	13.3

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	249	5.3	103	2.1
Male	259	5.3	276	5.4
Black or African American	58	7.4	96	11.9
Hispanic or Latino	160	10.0	131	7.8
White	225	3.9	124	2.1
English Language Learners	45	7.8	31	5.3
Eligible for Free or Reduced-Price Meals	220	11.0	194	8.8
Students with Disabilities	136	12.4	119	9.1
District	508	5.3	379	3.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 112

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.

District Profile and Performance Report for School Year 2014-15

West Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	669.5
Paraprofessional Instructional Assistants	70.7
Special Education	
Teachers and Instructors	90.0
Paraprofessional Instructional Assistants	181.5
Administrators, Coordinators and Department Chairs	
District Central Office	16.8
School Level	40.6
Library/Media	
Specialists (Certified)	17.0
Support Staff	10.8
Instructional Specialists Who Support Teachers	39.4
Counselors, Social Workers and School Psychologists	60.5
School Nurses	21.4
Other Staff Providing Non-Instructional Services/Support	414.6

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	2	0.2	0.1
Asian	15	1.6	1.0
Black or African American	22	2.3	3.5
Hispanic or Latino	32	3.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	890	92.6	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	36	46.8	66	78.6
Hispanic or Latino	59	49.6	88	76.5
White	312	66.2	368	84.4
English Language Learners	8	36.4	17	58.6
Eligible for Free or Reduced-Price Meals	80	51.6	117	69.2
Students with Disabilities	44	47.8	62	58.5
District	487	62.8	602	82.2
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	118	62.4
Emotional Disturbance	35	50.0
Intellectual Disability	11	39.3
Learning Disability	252	84.8
Other Health Impairment	212	83.5
Other Disabilities	47	52.8
Speech/Language Impairment	146	85.9
District	821	74.8
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

West Hartford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	198	2.0	1.5
Emotional Disturbance	70	0.7	1.0
Intellectual Disability	28	0.3	0.5
Learning Disability	297	3.0	4.4
Other Health Impairment	258	2.6	2.6
Other Disabilities	102	1.0	1.0
Speech/Language Impairment	206	2.1	1.9
All Disabilities	1,159	11.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	46	4.0	8.1
Private Schools or Other Settings	79	6.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	83,075,607	8,417	9,134
Instructional Supplies and Equipment	1,732,500	176	334
Improvement of Instruction and Educational Media Services	7,918,810	802	498
Student Support Services	9,791,723	992	1,001
Administration and Support Services	17,467,245	1,770	1,694
Plant Operation and Maintenance	13,425,659	1,360	1,572
Transportation	7,000,077	634	813
Costs of Students Tuitioned Out	6,324,184	N/A	N/A
Other	1,294,217	131	186
Total	148,030,022	14,394	15,289

Additional Expenditures

Land, Buildings, and Debt Service	5,422,444	549	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	13,607,918	39.4	35.1
Noncertified Personnel	4,435,009	12.8	14.2
Purchased Services	328,636	1.0	5.2
Tuition to Other Schools	5,727,557	16.6	22.0
Special Ed. Transportation	2,791,271	8.1	8.6
Other Expenditures	7,681,005	22.2	14.9
Total Expenditures	34,571,396	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.8	82.3
State	14.6	15.0
Federal	2.2	2.3
Tuition & Other	0.4	0.4

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 2014-15

West Hartford School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) for the Smarter Balanced and Connecticut Alternate Assessment (CTAA) is the test performance in a given subject for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 75 because in a district with a DPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	585	77.9	584	70.9	247	65.7
Black or African American	390	65.1	383	52.0	192	54.2
Hispanic or Latino	734	64.9	733	53.8	363	53.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	177	78.0	177	68.6	90	69.0
White	3061	80.2	3037	71.5	1412	69.2
English Language Learners	327	60.2	327	52.4	106	45.5
Non-English Language Learners	4633	77.5	4600	68.2	2204	66.1
Eligible for Free or Reduced-Price Meals	965	64.3	957	54.0	437	53.6
Not Eligible for Free or Reduced-Price Meals	3995	79.3	3970	70.3	1873	67.8
Students with Disabilities	636	55.5	631	45.6	310	47.8
Students without Disabilities	4324	79.5	4296	70.3	2000	67.8
High Needs	1491	62.7	1481	53.1	686	52.3
Non-High Needs	3469	82.3	3446	73.2	1624	70.5
District	4960	76.4	4927	67.2	2310	65.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.3	76.2	76.4	79.8	2,839	79.7
Curl Up	90.2	90.1	78.6	90.7	2,839	87.5
Push Up	82.2	81.6	74.1	81.8	2,839	80.0
Mile Run/PACER	86.2	81.1	70.0	73.1	2,839	77.9
All Tests - District	63.3	62.5	56.5	55.8	2,839	59.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

West Hartford School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	71	94.4	82.3	Yes	83.6
Hispanic or Latino	113	90.3	81.6	Yes	83.0
English Language Learners	*	*	83.9	No	85.0
Eligible for Free or Reduced-Price Meals	190	92.1	78.8	Yes	80.5
Students with Disabilities	92	67.4	74.2	No	76.4
District	741	94.1	91.2	Yes	91.5
State ⁴		87.0			

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 2013-14 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	83.1	459	60.2
Male	78.4	396	53.2
Black or African American	67.7	34	21.1
Hispanic or Latino	58.1	81	34.6
White	88.4	615	67.8
English Language Learners	41.2	8	15.7
Eligible for Free or Reduced-Price Meals	63.6	86	26.5
Students with Disabilities	44.0	7	14.0
District	80.8	855	56.7
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.5	95.4
Male	81.0	90.4
Black or African American	71.2	86.5
Hispanic or Latino	71.8	91.5
White	85.2	93.4
English Language Learners	82.9	87.9
Eligible for Free or Reduced-Price Meals	74.8	90.4
Students with Disabilities	63.6	87.9
District	83.1	93.0
State	72.6	88.8

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 2014-15

West Hartford School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.4	75	100.0	100	100.0	67.9
	High Needs Students	62.7	75	83.6	100	83.6	56.7
Math Performance Index	All Students	67.2	75	89.6	100	89.6	59.3
	High Needs Students	53.1	75	70.8	100	70.8	47.8
Science Performance Index	All Students	65.1	75	86.8	100	86.8	56.5
	High Needs Students	52.3	75	69.8	100	69.8	45.9
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	10.6%
	High Needs Students	10.2%	<=5%	39.5	50	79.0	17.3%
Preparation for CCR	% Taking Courses	72.2%	75%	48.1	50	96.3	66.1%
	% Passing Exams	56.7%	75%	37.8	50	75.6	37.3%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		94.1%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.0%	94%	95.8	100	95.8	77.6%
Postsecondary Entrance (Class of 2014)		83.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.0% 59.7%	75%	39.8	50	79.6	87.6% 51.0%
Arts Access		45.4%	60%	37.9	50	75.7	45.7%
Accountability Index				1098.9	1250	87.9	

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?					Y
ELA Performance Index Gap	75.0	62.7	12.3	17.3	
Math Performance Index Gap	73.2	53.1	20.2	19.6	
Science Performance Index Gap	70.5	52.3	18.2	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.5
	High Needs Students	95.8
Math	All Students	94.9
	High Needs Students	95.1
Science	All Students	99.7
	High Needs Students	99.0

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

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: 59.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

West Hartford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

WHPS leverages its development plan to support multi-year efforts toward systemic improvement. Strategic efforts are grounded in 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 school performance relative to student metrics (graduation rates, AP participation and performance, state assessments, DRA2, LAS Links, etc.) and teacher performance. Classroom teachers receive student achievement reports for planning and intervention. Staff meet during weekly dedicated PD time under the leadership of principals and curriculum leaders to review results and extend data analysis to the classroom level.

The District maintains a focus on the effective integration of general and special education services. An Educational Planning Committee monitors delivery of services and inclusion practices. Efforts to diminish the silos between general and special education contributed to very positive achievement on the Annual Performance Report on the State Performance Plan. We continued work on the systemic implementation of the Universal Design for Learning (UDL) framework in addition to ongoing support for the SRBI Framework, Tiered Interventions, implementation of PBIS across the majority of schools, incorporating state standards into IEPs, and instructional practices to appropriately meet the needs of all students. A comprehensive review of Early Childhood Education program and psychological and social work services was conducted. Our Early Learning Center gained NAEYC re-accreditation. Professional development priorities focused on differentiating instruction using the UDL framework, effective teaching strategies to support ELs, intervention programs, 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 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 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 truantries.

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 again indicated over 90% parents feel that schools provide a safe and welcoming environment and provide opportunities for involvement. Between 80-90% of parents responded favorably regarding school communication. Schools receive disaggregated survey results to support building efforts. Outreach beyond our typical open house, curriculum nights, and parent conferences included middle and high school and special education transition events, Special Education Parent Teacher Organization meetings, Family International events, Cultural Celebrations, Hello! West Hartford Partnership, Cultural Council Presentations, Unified Theater, Parent Leadership Training Institute, and the English for Families Program.

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 are both within 15 percentage points of the state average. During our 182 day school year, there are innumerable opportunities during 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 540 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 689 students and a magnet enrollment of 243 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 are an active participant in the Open Choice program with 143 Choice students enrolled.

Our curriculum is filled with an array of experiences and activities designed to increase awareness of diversity of individuals and cultures. Every student is touched by one of these activities during the school year – with 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 funding and supporting many of the programs that have seen great success. 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, 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 Middle and High School programs.

District Profile and Performance Report for School Year 2014-15

West Hartford School District

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. 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.