

**STRATEGIC SCHOOL PROFILE 2001-02****West Hartford School District****DAVID SKLARZ, Superintendent**

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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 2001.

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**COMMUNITY DATA**

County: HARTFORD	Public School Enrollment as a Percent of Town Population: 14.8%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 87.7%
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 2000-01 School Year: 577
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 39
Number of Nonpublic Schools: 15	

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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.

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	13.2	4.6	22.2
	2000-01	9.5	4.3	23.6
% of K-12 Students with Non-English Home Language	2001-02	16.6	6.5	12.8
	1998-99	16.4	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	90.5	93.3	86.9
	1996-97	86.6	90.4	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	85.7	88.5	75.1
	1996-97	77.7	87.8	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	20.3	24.1	29.1
	1996-97	15.2	25.9	30.2

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	9,531
5-Year Enrollment Change	9.8%
Projected 2006 Enrollment	
Elementary	4,476
Middle School	2,358
High School	3,136
Prekindergarten, Other	45

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	21	0.2
Asian American	768	8.1
Black	851	8.9
Hispanic	1,121	11.8
White	6,770	71.0
Total Minority 2001-02	2,761	29.0
Total Minority 1996-97	2,029	23.5

## 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. 103 students attend interdistrict magnet schools, charter schools, and vocational technical schools. Over 2300 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 207 students. Over 6500 students have participated in locally funded intra-district programs and projects. Our district has actively recruited minority staff members and participated in two CREC Minority Job Fairs 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), the summer school, the Alternative High School, and the home-school liaisons.

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	698.3
Administrators	50.6
Library/Media Staff	17.0
Other Professionals	99.9
% Minority 2001-02	4.3
% Minority 1996-97	2.0
# Non-Certified Instructional	162.6

Average Class Size		District	ERG	State
Grade K	2001-02	20.3	18.7	18.3
	1996-97	20.2	19.3	19.2
Grade 2	2001-02	19.6	20.2	19.6
	1996-97	18.4	20.4	20.5
Grade 5	2001-02	21.4	21.8	21.5
	1996-97	21.5	22.0	21.7
Grade 7	2001-02	22.0	21.5	21.9
	1996-97	23.5	21.6	22.2
High School	2001-02	21.5	20.7	19.9
	1996-97	20.7	21.4	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	11.7	13.0	13.7
% with Master's Degree or Above	75.8	80.0	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	27.9	26.5	23.9

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	984	979	982
Middle School	1,002	1,008	1,009
High School	976	987	998

\*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	4.1	4.4	4.4
Students Per Teacher	13.6	14.2	14.0
Teachers Per Administrator	13.8	14.1	13.5

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	36.1	41.7	34.4

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** 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, 3 <sup>rd</sup> Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	74	74	76	57.9
Writing	75	77	76	61.2
Mathematics	81	81	79	61.0
All Three Tests	60.9	63.3	60.6	42.8
Grade 6 Reading	78	75	83	63.6
Writing	75	76	78	60.0
Mathematics	77	81	80	61.0
All Three Tests	63.2	64.6	66.3	45.4
Grade 8 Reading	75	75	84	66.3
Writing	72	70	75	58.8
Mathematics	68	68	76	55.4
All Three Tests	56.8	56.9	63.9	44.0
Participation Rate	94.4	95.5	97.6	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

## 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 10<sup>th</sup> grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




Conn. Academic Performance Test, 2 <sup>nd</sup> Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	66	60	64	44.8
Writing Across the Disciplines	65	62	68	51.0
Mathematics	61	58	65	44.1
Science	68	63	60	43.2
All Four Tests	42.0	36.3	38.8	23.7
Participation Rate	90.6	94.0	95.3	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT <sup>®</sup> I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	93.6	91.2	92.8	77.6
Mathematics: Average Score	535	538	537	503
Mathematics: % Scoring 600 or More	32.6	32.6	30.3	22.1
Verbal: Average Score	535	534	529	502
Verbal: % Scoring 600 or More	31.8	30.3	26.4	20.5

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	7.7	4.2	11.2
2000-01 Annual Rate for Grades 9 through 12	2.2	1.1	3.0
1995-96 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	2001	581	93.4	89.3	79.1
	1996	485	91.8	87.4	75.8
 Employed or in Military	2001	39	6.3	7.4	17.1
	1996	23	4.3	9.0	18.7
 Unemployed	2001	0	0.0	0.9	0.7
	1996	0	0.0	0.2	1.4

## DISTRICT REVENUES/EXPENDITURES 2000-01

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	\$48,697	\$5,186	\$5,495	\$5,207	\$5,495
Instructional Supplies and Equipment	\$1,360	\$145	\$247	\$232	\$250
Improvement of Instruction and Educational Media Services	\$5,602	\$597	\$359	\$448	\$351
Student Support Services	\$4,783	\$509	\$524	\$580	\$521
Administration and Support Services	\$8,324	\$886	\$938	\$953	\$946
Plant Operation and Maintenance	\$8,762	\$933	\$943	\$947	\$936
Transportation	\$2,998	\$296	\$417	\$370	\$418
Costs for Students Tuitioned Out	\$1,982	N/A	N/A	N/A	N/A
Other	\$646	\$69	\$115	\$110	\$112
<b>Total</b>	<b>\$83,155</b>	<b>\$8,805</b>	<b>\$9,261</b>	<b>\$9,017</b>	<b>\$9,228</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$10,890	\$1,160	\$1,118	\$1,010	\$1,136
Adult Education	\$336	\$582	N/A	\$541	\$712

**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	87.9	10.1	1.7	0.2
Without School Construction	90.6	7.1	2.0	0.3

**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	\$7,308	0.1	\$7,268	4.8	\$7,669	4.5
Salaries and Benefits	\$6,239	0.7	\$5,949	3.0	\$6,263	4.2
Supplies	\$326	-11.7	\$408	13.3	\$430	8.3
Equipment	\$98	100.0	\$138	16.0	\$139	7.8
High School						
Total	\$8,009	-1.6	\$8,752	N/A	\$8,585	N/A
Salaries and Benefits	\$6,838	-1.6	\$7,045	N/A	\$6,873	N/A
Supplies	\$299	-11.5	\$514	N/A	\$511	N/A
Equipment	\$124	79.7	\$163	N/A	\$166	N/A

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## **EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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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.

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## **EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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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 continued to perform well on the 3rd generation CMT's given in Fall 2001. On average 75% of students reached goal on the CMT. The 2001 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. It is important to note that some of the key measures of educational need - percentage of students eligible for free and reduced lunch, percentage of students with non-English home language - are two to three times higher in West Hartford than they are for the ERG as a whole. And yet, when we look at the students' performance on the 4th and 6th grade, the CMT scores for West Hartford were about equal to the ERG average.

The Class of 2002 had 10 finalists in the National Merit Scholarship competition and 38 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 2002, 622 students took 1156 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.

We continued to receive recognition for our strong fine and performing arts programs K-12. This year, West Hartford was recognized as one of the top 100 Music Education Communities by the American Music Conference. In the 2000-01 school year, 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 both I Giovani Solisti and the Hall Jazz 2 Combo were recognized by DownBeat Magazine for their excellence. 39 Conard and Hall students were selected to All-State music ensembles. 7 students received Gold Key awards in the CT regional Scholastic Art Awards.

The administration, faculty and staff continually review 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. Specific details and initiatives for each school can be found in the individual school profiles.

Strategic School Profiles may be viewed on the internet at [www.state.ct.us/sde](http://www.state.ct.us/sde). A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

