

STRATEGIC SCHOOL PROFILE 2002-03**West Hartford School District
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: HARTFORD	Public School Enrollment as a Percent of Town Population: 15.0%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 87.2%
1990-2000 Population Growth: 5.8%	Percent of Adults without a High School Diploma in 2000: 18.8%
2000 Per Capita Income: \$33,468	Adult Education Enrollment in 2001-02 School Year: 465
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 2001-02 School Yr.: 26
Number of Nonpublic Schools: 17	

 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
% of Students Eligible for Free/Reduced-Price Meals	2002-03	13.2	4.9	25.4
% of K-12 Students with Non-English Home Language	2002-03	16.6	6.3	12.2
	1998-99	16.4	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2002-03	90.0	93.1	87.5
	1997-98	87.8	90.7	85.2
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2002-03	85.3	88.4	75.9
	1997-98	73.5	86.1	70.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2002-03	18.7	22.2	25.7
	1997-98	16.8	25.2	30.3

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range	PK-12
Total January Enrollment	9,627
5-Year Oct. Enrollment Change	9.4%
Projected Oct. 2007 Enrollment	
Elementary	4,592
Middle School	2,345
High School	3,083
Prekindergarten, Other	93

Race/Ethnicity (Jan.)	Number	Percent
American Indian	23	0.2
Asian American	798	8.3
Black	914	9.5
Hispanic	1,148	11.9
White	6,744	70.1
Other	0	0.0
Total Minority 2002-03	2,883	29.9
Total Minority 1997-98	2,175	24.7

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 15 percentage points of the state average. During our 184 day school year, there are innumerable opportunities during regular instructional time and in the students' 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. Over 100 students attend interdistrict magnet schools, charter schools, and vocational technical schools. Over 2000 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 185 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 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), Summer Academy and Summer Prep, the Alternative High School, and the home-school liaisons.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size					
# of Certified Staff		District		ERG		State	
Teachers	729.3	Grade K	2002-03	19.2	18.8	18.3	19.0
Administrators	48.5	Grade 2	2002-03	19.3	19.9	19.5	19.5
Library/Media Staff	16.0	Grade 5	2002-03	21.0	21.7	21.6	20.5
Other Professionals	91.2	Grade 7	2002-03	22.4	22.6	21.6	21.7
% Minority 2002-03	4.5	High School	2002-03	20.3	20.8	21.7	21.9
% Minority 1997-98	3.0	High School	1997-98	22.2	21.5	21.9	20.1
# Non-Certified Instructional	163.7	High School	1997-98	20.6	20.4	20.1	20.1

Professional Staff Experience and Training		District		ERG		State	
Average Number of Years Experience in Connecticut		11.7		13.0		13.5	
% with Master's Degree or Above		73.3		81.4		77.8	
% Trained as Mentors, Assessors, or Cooperating Teachers		33.1		27.7		25.0	

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	984	983	986
Middle School	1,021	1,013	1,006
High School	978	987	1,000

*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	4.3	4.3	4.0
Students Per Teacher	13.2	14.0	13.7
Teachers Per Administrator	15.0	13.9	13.8

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	36.5	42.3	34.8

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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Grade 4 Reading	74	74.3	75.6	55.9
Writing	75	76.1	78.2	61.5
Mathematics*	81	80.9	81.0	60.4
All Three Tests	60.9	64.2	63.3	42.1
Grade 6 Reading	78	77.7	81.2	64.1
Writing	75	72.5	76.9	60.8
Mathematics	77	77.9	79.2	61.0
All Three Tests	63.2	63.1	65.5	46.2
Grade 8 Reading	75	81.2	85.4	68.1
Writing	72	73.0	77.0	60.0
Mathematics	68	74.1	77.1	56.1
All Three Tests	56.8	61.8	66.3	45.2
Participation Rate	94.4	97.2	97.8	96.5

*Includes results based on an alternate form of the CMT due to an administrative irregularity



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

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. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Reading Across the Disciplines	66	61.4	69.0	47.0
Writing Across the Disciplines	65	65.0	72.1	52.8
Mathematics	61	55.7	67.0	45.1
Science	68	60.9	64.0	43.2
All Four Tests	42.0	41.2	45.2	26.6
Participation Rate	90.6	95.4	96.6	93.2



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SAT [®] I: Reasoning Test	Class of 1997	Class of 2002		
	District	District	ERG	State
% of Graduates Tested	94.1	89.1	91.8	76.8
Mathematics: Average Score	548	548	544	503
Mathematics: % Scoring 600 or More	34.6	34.6	33.1	22.3
Verbal: Average Score	551	543	535	502
Verbal: % Scoring 600 or More	34.6	34.5	29.0	20.4

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2002	8.6	4.3	10.8
2001-02 Annual Rate for Grades 9 through 12	2.1	1.1	2.4
1996-97 Annual Rate for Grades 9 through 12	2.5	1.5	3.9

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2002	615	92.1	89.9	79.7
	1997	432	90.7	87.5	75.6
Employed or in Military	2002	50	7.5	7.6	16.3
	1997	29	6.1	8.0	18.6
Unemployed	2002	0	0.0	0.4	0.9
	1997	0	0.0	0.5	1.4

DISTRICT REVENUES/EXPENDITURES 2001-02

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	ERG	State
Instructional Staff and Services	\$51,172	\$5,369	\$5,790	\$5,480	\$5,786
Instructional Supplies and Equipment	\$1,393	\$146	\$254	\$222	\$256
Improvement of Instruction and Educational Media Services	\$5,734	\$602	\$383	\$465	\$376
Student Support Services	\$5,379	\$564	\$548	\$624	\$544
Administration and Support Services	\$8,842	\$928	\$997	\$1,019	\$1,006
Plant Operation and Maintenance	\$9,054	\$950	\$946	\$937	\$938
Transportation	\$3,431	\$336	\$446	\$398	\$445
Costs for Students Tuitioned Out	\$1,807	N/A	N/A	N/A	N/A
Other	\$524	\$55	\$119	\$116	\$117
Total	\$87,336	\$9,081	\$9,703	\$9,435	\$9,663
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,996	\$629	\$1,025	\$855	\$1,059
Adult Education	\$358	\$625	N/A	\$632	\$776

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	88.3	9.3	2.0	0.3
Without School Construction	89.1	8.4	2.2	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	\$7,493	2.5	\$7,586	4.4	\$8,015	4.5
Salaries and Benefits	\$6,440	3.2	\$6,287	5.7	\$6,589	5.2
Supplies	\$386	18.4	\$385	-5.6	\$425	-1.2
Equipment	\$58	-40.8	\$129	-6.5	\$130	-6.5
High School						
Total	\$8,262	3.2	\$9,143	4.5	\$8,899	3.7
Salaries and Benefits	\$7,117	4.1	\$7,405	5.1	\$7,142	3.9
Supplies	\$306	2.3	\$487	-5.3	\$495	-3.1
Equipment	\$79	-36.3	\$143	-12.3	\$173	4.2

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 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.

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 continued to perform well on the 3rd generation CMT's given in Fall 2002. On average 76% of students reached goal on the CMT. The 2002 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, character education, 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 our Educational Reference Group (ERG B) 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 2003 had 11 finalists in the National Merit Scholarship competition and 31 letters of commendation. Our Advanced Placement (AP) program is among the strongest in the state and our participation rate is among the highest in the state. In May of 2003, 604 students took 1047 AP exams in 22 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. During this school year I *Giovani Solisti* was recognized by *DownBeat Magazine* for their excellence as Chamber Music group. 16 Conard and Hall students were selected to All-State music ensembles. 2 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 . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
