

STRATEGIC SCHOOL PROFILE 2004-05**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: 15.4%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 88.0%
1990-2000 Population Growth: 5.8%	Percent of Adults without a High School Diploma in 2000: 9.9%
2000 Per Capita Income: \$33,468	Adult Education Enrollment in 2003-04 School Year: 410
Number of Public Schools: 15	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 31
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
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	12.1	4.8	26.6
	2002-2003	13.2	4.9	25.4
% of K-12 Students with Non-English Home Language	2004-2005	16.4	6.6	12.5
	1999-2000	17.3	6.2	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	91.4	93.2	89.0
	1999-2000	89.4	91.8	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	81.5	90.4	77.0
	1999-2000	84.6	88.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	13.1	19.4	22.1
	1999-2000	22.4	24.4	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	9,940
5-Year Enrollment Change	9.9%
Projected 2009 Enrollment	
Elementary	4,734
Middle School	2,479
High School	3,213
Prekindergarten, Other	162

Race/Ethnicity	Number	Percent
American Indian	28	0.3
Asian American	913	9.2
Black	951	9.6
Hispanic	1,249	12.6
White	6,799	68.4
Total Minority 2004-2005	3,141	31.6
Total Minority 1999-2000	2,430	26.9

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 15 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. Over 100 students attend interdistrict magnet schools, charter schools, and vocational technical schools. Over 1000 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 162 students. 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 raise money for the homeless.

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, Hillcrest Area Neighborhood Outreach Center (HANOC), The Bridge Family Center, William Casper Graustein Memorial Fund Discovery Project, Summer Academy and Summer Prep, the Alternative High School, and the home-school liaisons.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				
				District	ERG	State
# of Certified Staff		Grade K	2004-2005	19.3	18.8	18.5
Teachers	727.0		1999-2000	18.5	19.0	18.5
Administrators	37.0	Grade 2	2004-2005	20.2	19.7	19.5
Department Chairs	14.7		1999-2000	19.5	20.3	19.8
Library/Media Staff	17.0	Grade 5	2004-2005	21.0	22.3	21.3
Other Professionals	88.2		1999-2000	21.4	22.1	21.8
% Minority 2004-2005	5.2	Grade 7	2004-2005	20.0	21.1	20.9
% Minority 1999-2000	4.3		1999-2000	20.5	21.3	21.9
# Non-Certified Instructional	167.2	High School	2004-2005	21.6	20.7	20.2
			1999-2000	20.2	20.4	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	11.7	12.7	13.2
% with Master's Degree or Above	72.1	82.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	34.5	31.3	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	991	995	987
Middle School	1,014	1,017	1,014
High School	976	989	1,003

*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	3.8	3.7	3.6
Students Per Teacher	13.7	14.1	13.8
Teachers Per Administrator	14.1	14.2	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	37.5	43.4	35.2

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 Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	67.9	71.4	52.8
Writing	76.7	78.3	63.3
Mathematics	75.2	75.5	56.8
All Three Tests	57.4	60.0	41.2
Grade 6 Reading	72.7	79.3	60.5
Writing	75.2	79.0	61.3
Mathematics	75.4	81.0	60.9
All Three Tests	60.2	67.1	45.3
Grade 8 Reading	78.3	82.4	64.9
Writing	74.6	78.5	60.7
Mathematics	69.3	76.9	55.7
All Three Tests	61.3	66.9	45.2
Participation Rate	98.8	99.3	99.0



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, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	65.1	71.2	48.9
Writing Across the Disciplines	67.2	75.3	55.2
Mathematics	62.2	69.3	47.8
Science	69.3	69.1	47.3
All Four Tests	45.8	50.7	29.2
Participation Rate	98.6	99.0	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	92.6	88.6	88.9	74.8
Mathematics: Average Score	544	542	548	508
Mathematics: % Scoring 600 or More	35.2	33.3	34.5	23.3
Verbal: Average Score	543	539	540	508
Verbal: % Scoring 600 or More	34.4	32.9	30.1	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	5.2	3.6	8.8
2003-04 Annual Rate for Grades 9 through 12	1.1	0.6	1.8
1998-99 Annual Rate for Grades 9 through 12	2.5	1.2	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	637	93.0	90.8	81.5
	1999	515	90.7	88.8	78.3
Employed or in Military	2004	45	6.6	6.0	14.1
	1999	48	8.4	8.2	17.1
Unemployed	2004	0	0.0	0.1	0.8
	1999	0	0.0	0.3	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

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	\$57,470	\$5,857	\$6,287	\$5,976	\$6,282
Instructional Supplies and Equipment	\$1,758	\$179	\$242	\$221	\$242
Improvement of Instruction and Educational Media Services	\$6,343	\$646	\$398	\$468	\$387
Student Support Services	\$6,070	\$619	\$616	\$684	\$615
Administration and Support Services	\$9,704	\$989	\$1,092	\$1,136	\$1,101
Plant Operation and Maintenance	\$10,895	\$1,110	\$1,031	\$1,062	\$1,025
Transportation	\$3,571	\$341	\$485	\$452	\$487
Costs for Students Tuitioned Out	\$2,328	N/A	N/A	N/A	N/A
Other	\$838	\$85	\$122	\$131	\$120
Total	\$98,977	\$9,998	\$10,518	\$10,338	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,932	\$808	\$1,149	\$1,042	\$1,171
Adult Education	\$360	\$878	N/A	\$806	\$1,057

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	85.3	12.2	2.1	0.4
Without School Construction	87.2	10.1	2.3	0.4

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	\$8,083	1.7	\$8,255	4.7	\$8,620	3.8
Salaries and Benefits	\$6,888	-0.3	\$6,864	4.9	\$7,120	4.0
Supplies	\$412	19.1	\$456	7.8	\$455	5.6
Equipment	\$114	83.9	\$125	6.8	\$114	-8.8
High School						
Total	\$9,135	1.8	\$9,682	-0.3	\$9,316	1.3
Salaries and Benefits	\$7,852	0.9	\$7,895	-0.1	\$7,529	1.7
Supplies	\$335	2.1	\$564	5.0	\$524	4.0
Equipment	\$122	90.6	\$155	11.5	\$133	-13.1

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 performed well on the 3rd generation CMT's given in Fall 2004. On average 74% of students reached goal on the three CMT tests given at the three grade levels; 4, 6, and 8. These results represent a slight increase from 2003. Comparisons are made difficult because essentially all special education students and English language learner students (ELL) were included in the testing in 2004 but not in 2003. Looking at comparable student populations, in 2003 we had 80.5% of our non-special education, non ELL students at goal. In 2004, that percentage increased to 81.4%. The continuing 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.

The performance of the district's 10th graders on the 2005 CAPT was the highest ever with an overall 3 percentage point increase from 2004 - on average 65.9% of students passed the CAPT tests across the four subject areas.

The Class of 2005 had 21 finalists in the National Merit Scholarship competition and 28 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 2005, 721 students took 1229 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.

We continued to receive recognition for our strong fine and performing arts programs. During this school year DownBeat Magazine recognized three West Hartford performing groups - I Giovani Solisti, Conard Vocal Jazz Quintet, King Philip Beaux String. Thirteen Conard and Hall students were selected to All-State music ensembles. Four students received Gold Key awards in the CT regional Scholastic Art Awards and 2 students received Gold Key awards in the National Scholastic Art Awards.

The administration, faculty and staff continually review the results of the state and local testing to look for areas of improvement. 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.

For the school district website, see www.whps.org

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