

**STRATEGIC SCHOOL PROFILE 2005-06****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).
 

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**COMMUNITY DATA**

County: Hartford	Public School Enrollment as a Percent of Town Population: 15.5%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 89.4%
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 2004-05 School Year: 410
Number of Public Schools: 16	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 43
Number of Nonpublic Schools: 15	

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 District Reference Group (DRG): B DRG 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**

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	14.2	4.9	26.9
	2002-03	13.2	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	17.4	6.4	12.6
	2000-01	17.2	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	90.1	93.1	88.0
	2000-01	91.0	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	84.0	90.0	79.2
	2000-01	88.5	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	16.7	16.9	21.7
	2000-01	16.4	N/A	31.7

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

Enrollment		Race/Ethnicity	Number	Percent
Grade Range	PK-12	American Indian	27	0.3
Total Enrollment	9,986	Asian American	945	9.5
5-Year Enrollment Change	6.3%	Black	986	9.9
Projected 2010 Enrollment		Hispanic	1,319	13.2
Elementary	4,789	White	6,709	67.2
Middle School	2,476	Total Minority 2005-06	3,277	32.8
High School	3,247	Total Minority 2000-01	2,599	27.7
Prekindergarten, Other	162			

## 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. Nearly 100 students attend interdistrict magnet schools, charter schools and vocational technical schools. Over 300 students participate in state, federal or locally funded inter-district programs. West Hartford has three magnet elementary schools with a total enrollment of over 1000 students and a magnet enrollment of 140 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 raises 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)



# of Certified Staff	
Teachers	741.4
Administrators	38.4
Department Chairs	12.7
Library/Media Staff	18.0
Other Professionals	94.3
% Minority 2005-06	5.5
% Minority 2000-01	4.2
# Non-Certified Instructional	167.1

Average Class Size		District	DRG	State
Grade K	2005-06	20.2	19.0	18.3
	2000-01	19.3	N/A	18.1
Grade 2	2005-06	19.5	20.0	19.7
	2000-01	19.7	N/A	19.5
Grade 5	2005-06	22.4	22.1	21.2
	2000-01	20.8	N/A	21.7
Grade 7	2005-06	20.8	21.1	21.1
	2000-01	21.2	N/A	21.9
High School	2005-06	18.8	19.9	20.3
	2000-01	20.1	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	11.7	12.8	13.1
% with Master's Degree or Above	71.5	83.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	33.7	32.9	28.5

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	991	989	986
Middle School	1,015	1,022	1,015
High School	951	977	1,002

\*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	DRG	State
Students Per Academic Computer	3.5	3.7	3.4
Students Per Teacher	13.5	14.2	13.6
Teachers Per Administrator	14.5	14.3	13.8

**STUDENT PERFORMANCE**

Physical Fitness	District	State
% Passing All 4 Tests	36.9	35.6

**Connecticut Mastery Test, Fourth 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 % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	60.5	54.4	10.3	91.3
	Writing	68.4	61.0	13.6	100.0
	Mathematics	66.8	56.3	13.6	90.0
Grade 4	Reading	71.5	57.8	17.5	89.7
	Writing	68.6	62.8	29.9	91.1
	Mathematics	68.9	58.8	22.4	92.3
Grade 5	Reading	75.9	60.9	19.5	92.0
	Writing	76.1	65.0	25.0	90.8
	Mathematics	73.2	60.7	18.2	89.9
Grade 6	Reading	74.3	63.6	26.6	92.8
	Writing	69.7	62.2	25.9	94.4
	Mathematics	70.5	58.6	12.5	95.1
Grade 7	Reading	78.9	66.7	26.9	95.0
	Writing	67.5	60.0	25.5	89.8
	Mathematics	68.1	57.0	19.2	93.0
Grade 8	Reading	76.0	66.7	13.3	93.6
	Writing	62.8	62.4	2.7	96.4
	Mathematics	69.3	58.3	0.0	93.6



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 % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	59.1	46.5	0.0	83.1
Writing Across the Disciplines	59.0	52.4	0.0	86.3
Mathematics	57.9	46.3	0.0	82.3
Science	61.2	44.6	0.0	85.3



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SAT <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	91.5	86.0	74.9
Mathematics: Average Score	555	542	512
Mathematics: % Scoring 600 or More	38.2	35.3	24.6
Verbal: Average Score	544	542	510
Verbal: % Scoring 600 or More	34.7	34.8	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	4.1	7.4
2004-2005 Annual Rate for Grades 9 through 12	1.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	1.7	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	652	95.2	82.3
	2000	488	90.2	78.5
 Employed or in Military	2005	32	4.7	13.9
	2000	45	8.3	17.6
 Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

## DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$61,452	\$6,187	\$6,555	\$6,212	\$6,555
Instructional Supplies and Equipment	\$1,974	\$199	\$259	\$225	\$260
Improvement of Instruction and Educational Media Services	\$6,698	\$674	\$402	\$465	\$391
Student Support Services	\$6,362	\$641	\$656	\$737	\$656
Administration and Support Services	\$10,491	\$1,056	\$1,144	\$1,120	\$1,153
Plant Operation and Maintenance	\$11,156	\$1,123	\$1,120	\$1,152	\$1,113
Transportation	\$3,712	\$352	\$523	\$487	\$522
Costs for Students Tuitioned Out	\$2,189	N/A	N/A	N/A	N/A
Other	\$990	\$100	\$124	\$148	\$122
<b>Total</b>	<b>\$105,023</b>	<b>\$10,517</b>	<b>\$11,031</b>	<b>\$10,755</b>	<b>\$10,994</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$12,080	\$1,216	\$1,473	\$1,027	\$1,467
Adult Education	\$323	N/A	N/A	N/A	N/A

**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	82.4	15.0	2.4	0.3
Without School Construction	85.7	11.4	2.6	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		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$8,516	5.4	\$8,587	\$9,062	5.1
Salaries and Benefits	\$7,270	5.5	\$7,114	\$7,454	4.7
Supplies	\$402	-2.4	\$480	\$513	12.7
Equipment	\$170	49.1	\$182	\$133	16.7
High School					
Total	\$9,456	3.5	\$9,933	\$9,640	3.5
Salaries and Benefits	\$8,181	4.2	\$8,103	\$7,759	3.1
Supplies	\$329	-1.8	\$592	\$585	11.6
Equipment	\$124	1.6	\$188	\$152	14.3

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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 evaluates 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.

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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 performed well on the new 4th generation CMT's given in the spring of 2006. On average 70.4% of students reached goal on the three CMT tests given at the six grade levels: 3 through 8. Scores on the 10th grade CAPT were satisfactory with an overall average of 59.3% at goal on the 4 tests. While our performance was substantially above the state average, we believe that we can significantly improve these scores with a focus on curriculum and instruction, supervision, increased time-on-task and interim assessments. The investments that the district has made in revised curricula, early reading intervention programs, class size, character education and additional instructional support staff are important components of our improvement efforts.

The Class of 2006 had 7 finalists in the National Merit Scholarship competition and 39 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 2006, 775 students took 1377 AP exams in 22 different subjects at our high schools. Typically, nearly 50% of our graduating seniors takes and scores a 3 or higher on at least one AP exam during their high school years.

Among students who are concentrators in career and technical education programs, we saw substantial improvement in the percentage passing the state assessments – overall pass rates increased to 60% in 2006 above the state average of 51%.

We continued to receive recognition for our strong fine and performing arts programs. During this school year *DownBeat Magazine* recognized one West Hartford performing groups, *I Giovani Solisti*, and two solo performances on drums and violin. 12 Conard and Hall students were selected to All-State music ensembles. 5 students received Gold and Silver Key awards in the CT regional Scholastic Art Awards and 1 student received a Silver 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 <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school district website, see <a href="http://www.whps.org/">www.whps.org/</a>
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