

STRATEGIC SCHOOL PROFILE 2006-07**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).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 15.6%
2000 Population: 63,589	Public School Enrollment as % of Total Student Population: 89.8%
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 2005-06 School Year: 409
Number of Public Schools: 16	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 40
Number of Nonpublic Schools: 15	

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.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2006-07	14.3	5.2	27.3
	2002-03	13.2	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	17.6	6.6	12.8
	2001-02	16.6	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	91.4	93.9	88.6
	2001-02	90.5	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	85.0	91.1	79.3
	2001-02	85.7	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	12.4	16.0	20.2
	2001-02	20.3	N/A	29.1

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	10,117
5-Year Enrollment Change	6.1%
Projected 2011 Enrollment	
Elementary	4,738
Middle School	2,313
High School	3,060
Prekindergarten, Other	154

Race/Ethnicity	Number	Percent
American Indian	28	0.3
Asian American	987	9.8
Black	1,013	10.0
Hispanic	1,364	13.5
White	6,725	66.5
Total Minority 2006-07	3,392	33.5
Total Minority 2001-02	2,761	29.0

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.


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 strong 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 1100 students and a magnet enrollment of 150 students. Our district has actively recruited minority staff members and participated in two CREC Minority Job Fairs this year. We are an active participant in the Open Choice program with 77 Open Choice students enrolled. 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. Professional development for faculty has focused on cultural sensitive instruction, curriculum and reducing racial bias and prejudice.

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 ESOL Academy and Summer Prep, the Alternative High School, the Alternative Middle School, and the home-school liaisons.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers		763.5
Administrators		40.2
Department Chairs		14.0
Library/Media Staff		17.0
Other Professionals		94.5
% Minority 2006-07		4.9
% Minority 2001-02		4.3
# Non-Certified Instructional		182.3

Average Class Size		District	DRG	State
Grade K	2006-07	19.6	18.8	18.2
	2001-02	20.3	N/A	18.3
Grade 2	2006-07	20.2	19.6	19.5
	2001-02	19.6	N/A	19.6
Grade 5	2006-07	22.1	22.4	21.2
	2001-02	21.4	N/A	21.5
Grade 7	2006-07	19.3	21.0	20.8
	2001-02	22.0	N/A	21.9
High School	2006-07	19.4	20.1	20.0
	2001-02	21.5	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	12.9	14.5	14.4
% with Master's Degree or Above	82.5	84.5	78.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	988	989	987
Middle School	1,010	1,019	1,016
High School	951	976	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	3.3	3.5	3.2
Students Per Teacher	13.3	14.0	13.5
Teachers Per Administrator	14.1	14.3	13.9

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.

STUDENT PERFORMANCE

SAT[®] I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			Lowest %	Highest %
% of Graduates Tested	91.2	86.6	74.7	23.8	100.0
Mathematics: Average Score	538	550	510	284	604
Mathematics: % Scoring 600 or More	32.6	35.7	23.9	0.0	55.6
Critical Reading: Average Score	534	550	505	346	595
Critical Reading: % Scoring 600 or More	30.3	36.4	21.3	0.0	48.5
Writing: Average Score	N/A	538	504	337	595
Writing: % Scoring 600 or More	N/A	32.0	20.3	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	39.0	36.1	0.0	85.0

STUDENT PERFORMANCE, continued

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	67.5	52.3	13.1	86.4
	Writing	72.6	60.8	20.0	88.9
	Mathematics	71.5	59.4	15.0	91.3
Grade 4	Reading	65.9	57.0	14.1	91.3
	Writing	76.9	65.1	20.0	90.2
	Mathematics	73.1	62.3	17.9	100.0
Grade 5	Reading	75.9	61.4	19.5	92.3
	Writing	77.8	64.6	25.0	95.5
	Mathematics	78.8	66.0	23.5	93.3
Grade 6	Reading	79.6	64.3	16.7	96.3
	Writing	72.3	63.0	20.8	93.6
	Mathematics	76.3	63.9	10.2	92.8
Grade 7	Reading	79.0	65.9	3.8	96.8
	Writing	74.8	60.4	0.0	95.0
	Mathematics	70.0	60.3	7.7	92.0
Grade 8	Reading	78.7	66.6	4.8	94.0
	Writing	73.7	64.0	0.0	94.6
	Mathematics	75.6	60.8	4.5	95.7

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. Results for fewer than 20 students are not presented.



For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal: The CAPT is administered to Grade 10 students. 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	62.0	45.6	2.8	87.2
Writing Across the Disciplines	68.3	52.9	0.0	87.4
Mathematics	56.8	45.2	0.0	86.3
Science	63.9	44.4	0.0	84.5




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. Results for fewer than 20 students are not presented.

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this district, go to www.sde.ct.gov and click on "No Child Left Behind."

STUDENT PERFORMANCE, continued

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	95.8	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	4.3	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	1.1	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	2.2	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	639	93.1	82.7
	2001	581	93.4	79.1
Employed or in Military	2006	47	6.9	12.9
	2001	39	6.3	17.1
Unemployed	2006	0	0.0	0.8
	2001	0	0.0	0.7

SPECIAL EDUCATION**DISTRICT OVERVIEW**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,196
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	11.7%
Total PK-12 Special Education Expenditures, 2005-06	\$22,249,150
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	20.1%
Enrollment in District PK-12 Special Education Programs	1180
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	94.0
Paraprofessional Instructional Assistants	96.8



Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	78	0.8	0.7	0.6
Learning Disability	368	3.6	3.8	4.0
Intellectual Disability	29	0.3	0.3	0.5
Emotional Disturbance	82	0.8	0.7	1.0
Speech Impairment	328	3.2	2.3	2.3
Other Health Impairment*	200	2.0	2.1	1.9
Other Disabilities**	111	1.1	0.6	0.9
Total	1,196	11.7	10.4	11.2

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

SPECIAL EDUCATION, continued

Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	22.2	15.3	67.5	52.3
Writing	35.5	21.0	72.6	60.8
Mathematics	40.6	23.8	71.5	59.4
Grade 4 Reading	20.0	16.5	65.9	57.0
Writing	31.8	21.2	76.9	65.1
Mathematics	32.9	25.7	73.1	62.3
Grade 5 Reading	25.8	19.5	75.9	61.4
Writing	24.2	20.7	77.8	64.6
Mathematics	30.3	24.6	78.8	66.0
Grade 6 Reading	36.5	20.1	79.6	64.3
Writing	29.8	18.6	72.3	63.0
Mathematics	40.7	20.8	76.3	63.9
Grade 7 Reading	14.5	21.4	79.0	65.9
Writing	15.8	16.3	74.8	60.4
Mathematics	10.7	18.1	70.0	60.3
Grade 8 Reading	35.8	23.3	78.7	66.6
Writing	27.5	20.5	73.7	64.0
Mathematics	27.2	19.5	75.6	60.8

For more detailed CMT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal: The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	16.7	11.3	62.0	45.6
Writing Across the Disciplines	21.1	12.7	68.3	52.9
Mathematics	15.8	12.8	56.8	45.2
Science	23.4	14.7	63.9	44.4

For more detailed CAPT results, go to www.ctreports.com. Results for fewer than 20 students are not presented.

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	14.3
	% With Accommodations	85.7
CAPT	% Without Accommodations	13.3
	% With Accommodations	86.7
% Assessed Using Skills Checklist		8.1

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	88.2	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	1.4	3.8

DISTRICT REVENUES/EXPENDITURES 2005-06

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	\$64,945	\$6,504	\$6,882	\$6,677	\$6,888
Instructional Supplies and Equipment	\$1,486	\$149	\$247	\$231	\$249
Improvement of Instruction and Educational Media Services	\$6,375	\$639	\$415	\$422	\$402
Student Support Services	\$6,619	\$663	\$720	\$761	\$719
Administration and Support Services	\$11,214	\$1,123	\$1,186	\$1,143	\$1,197
Plant Operation and Maintenance	\$12,566	\$1,258	\$1,206	\$1,215	\$1,199
Transportation	\$4,024	\$378	\$560	\$515	\$558
Costs for Students Tuitioned Out	\$2,629	N/A	N/A	N/A	N/A
Other	\$1,079	\$108	\$135	\$148	\$132
Total	\$110,937	\$11,030	\$11,595	\$11,357	\$11,558
Additional Expenditures					
Land, Buildings, and Debt Service	\$11,140	\$1,116	\$1,866	\$1,286	\$1,834
Adult Education	\$363	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	83.2	14.2	2.4	0.2
Without School Construction	85.6	11.5	2.7	0.2

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	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,842	3.8	\$9,121	6.2	\$9,520	5.1
Salaries and Benefits	\$7,612	4.7	\$7,562	6.3	\$7,850	5.3
Supplies	\$382	-5.0	\$510	6.3	\$547	6.6
Equipment	\$80	-52.9	\$147	-19.2	\$124	-6.8
High School						
Total	\$9,923	4.9	\$10,342	4.1	\$10,074	4.5
Salaries and Benefits	\$8,581	4.9	\$8,410	3.8	\$8,120	4.7
Supplies	\$329	0.0	\$619	4.6	\$625	6.8
Equipment	\$93	-25.0	\$181	-3.7	\$150	-1.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In response to our Spring 2006 CMT and CAPT scores, we embarked on a systemic district-wide approach to improving student achievement. At the district level, we undertook a detailed analysis of the data. Building leaders received reports on their schools performance relative to our internal goals and the performance of individual teachers. Classroom teachers received reports showing the achievement of their students on the 2006 CMT and CAPT. Individual schools met during professional development time (every Wednesday at the elementary and middle school level) under the leadership of the building principals, department supervisors, and curriculum specialists to review those results and extend the data analysis to the classroom level.

All schools that did not meet their internal goals were required to develop detailed school improvement plans at both the building and classroom levels. The plans needed to address four key areas: curriculum and instruction, time on task, interim assessments and supervision of instruction. The resulting plans that were developed were tied into the performance objectives that each principal established with their evaluator. The classroom level plans were tied into the objectives for each teacher. Central Office staff met with building leadership in the month of November to review the plans and determine where additional assistance was needed. In addition to interim assessments developed by the buildings and classroom teachers, the district offered a comprehensive set of interim assessment in math, reading, and writing.

We were very pleased with the results of this intensive school improvement initiative. Our CMT scores increased substantially from an average of 70.4% in 2006 to 74.4% in 2007. Our CAPT scores increased significantly as well, growing from an average of 59.3% in 2006 to 62.8% in 2007. Our goals for the CMT scores are 78% at goal and 66% at goal. In the 2006-07 school year we closed half the gap between our 2006 scores and our internal goal levels of performance. We will continue our school improvement process in the 2007-08 with focus on the remaining under performing schools and the under performing groups of students to continue the effort to reach our internal goals for the CMT and CAPT scores.

In the area of special education we maintained our focus on priority areas including addressing student achievement, disproportionality and overrepresentation of minorities in special education, IEP development and LRE/inclusion practices. The district increased the access to the general education classroom and curriculum for students identified as intellectually disabled (ID). The district increased the number and scope of its co-taught classes at the secondary level. The district implemented a web-based program (IEP Direct) to improve the development of student's IEP's. This program strengthens the alignment of the student's IEP goals and objectives with the Connecticut standards and general education curriculum. Other initiatives included the collaboration with general education to develop a district-wide response to intervention (RTI) model, increased consultation for Autistic Spectrum Disorders providing parent training through our special education PTA (SEPTA), development of a handbook for para-educators, and the expansion of the district's elementary ABA programs.

All of the schools in our district have completed the school improvement planning process. The process began with the formation of the school improvement planning team which consisted of 20 individuals – approximately half parents and half teachers. This group initially met over a two day period to review the district's strategic plan and achievement data relevant to each individual school. During the two days, the team developed a mission statement for the school, analyzed the schools strengths and weaknesses, developed a series of objectives for the school and suggested tactics to help achieve those. While this process was completed several years ago, the parental involvement in the planning and improvement process continues through the implementation of the action plans developed as a consequence of that process. In addition, we survey the parent community in each school every other year to measure their perception of the school and instructional climate.

To view Strategic School Profiles on the internet, go to www.sde.ct.gov and click on Connecticut Education Data and Research. Additional education data are also available at this site.

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

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