

STRATEGIC SCHOOL PROFILE 2010-11**West Hartford School District**

KAREN L. LIST, Superintendent

Location: 28 South Main Street
West Hartford,
Connecticut

Telephone: (860) 561-6651

Website: www.whps.org/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 63,589

1990-2000 Population Growth: 5.8%

Number of Public Schools: 16

Per Capita Income in 2000: \$33,468

Percent of Adults without a High School Diploma in 2000*: 9.9%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.9%

District Enrollment as % of Estimated. Student Population: 90.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

| | |
|-------------------------------|--------|
| Enrollment on October 1, 2010 | 10,207 |
| 5-Year Enrollment Change | 2.7% |

DISTRICT GRADE RANGE

| | |
|-------------|---------|
| Grade Range | PK - 12 |
|-------------|---------|

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|------|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 1,900 | 18.6 | 8.4 | 34.1 |
| K-12 Students Who Are Not Fluent in English | 570 | 5.7 | 2.0 | 5.6 |
| Students Identified as Gifted and/or Talented* | 994 | 9.7 | 6.4 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 1,101 | 10.8 | 10.1 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 640 | 91.7 | 91.3 | 80.2 |
| Homeless | 12 | 0.1 | 0.0 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 92 | 8.6 | 12.1 | 13.2 |

*61.3 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 25 | 0.2 |
| Asian American | 1,078 | 10.6 |
| Black | 915 | 9.0 |
| Hispanic | 1,542 | 15.1 |
| Pacific Islander | 4 | 0.0 |
| White | 6,366 | 62.4 |
| Two or more races | 277 | 2.7 |
| Total Minority | 3,841 | 37.6 |

Percent of Minority Professional Staff: 5.4%

Open Choice:

112 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

18.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 68.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school 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 182-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 programs that promote reduced racial, ethnic, and economic isolation. Over 100 students attend inter-district magnet schools, charter schools, and vocational technical schools. Over 300 students participate in state, federal, or locally funded inter-district programs. West Hartford has two magnet elementary schools with a total enrollment of 600 students and a magnet enrollment of 140 students. Our district has actively recruited minority staff members and participated in CREC Minority Job Fairs this year. We are an active participant in the Open Choice program with 112 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 to combat hunger. 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/West Hartford Early Childhood Partnership, Summer Connections and Summer ESOL Program, and the Alternative Middle and High School programs.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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 Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading | 71.5 | 58.4 | 66.9 |
| Writing | 74.0 | 61.1 | 66.5 |
| Mathematics | 76.4 | 63.0 | 72.0 |
| Grade 4 Reading | 77.7 | 62.5 | 69.9 |
| Writing | 77.8 | 65.5 | 59.8 |
| Mathematics | 81.4 | 67.0 | 69.5 |
| Grade 5 Reading | 73.5 | 61.4 | 61.3 |
| Writing | 80.5 | 66.8 | 66.9 |
| Mathematics | 83.3 | 72.5 | 63.2 |
| Grade 6 Reading | 86.0 | 76.0 | 61.3 |
| Writing | 79.2 | 65.2 | 70.2 |
| Mathematics | 82.8 | 71.3 | 62.5 |
| Grade 7 Reading | 86.6 | 77.8 | 54.8 |
| Writing | 70.7 | 58.9 | 59.5 |
| Mathematics | 79.5 | 68.4 | 57.7 |
| Grade 8 Reading | 81.8 | 74.7 | 45.9 |
| Writing | 72.5 | 64.8 | 44.6 |
| Mathematics | 78.8 | 66.6 | 54.8 |
| Science | 74.0 | 63.1 | 49.0 |

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 school, 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|--------------------------------|----------|-------|--|
| Reading Across the Disciplines | 68.4 | 44.7 | 84.8 |
| Writing Across the Disciplines | 79.6 | 61.2 | 75.9 |
| Mathematics | 62.2 | 49.5 | 63.9 |
| Science | 69.0 | 47.0 | 81.2 |

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
| | 63.1 | 51.0 | 74.1 |

| SAT® I: Reasoning Test Class of 2010 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|-----------------|--------------|---|
| % of Graduates Tested | | 82.8 | 70.6 | |
| Average Score | Mathematics | 533 | 510 | 69.5 |
| | Critical Reading | 539 | 505 | 79.4 |
| | Writing | 539 | 510 | 77.1 |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|--|-----------------|--------------|---|
| Graduation Rate, Adjusted Cohort Rate 2010 | 92.0 | 81.8 | 72.5 |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 1.4 | 2.8 | 33.8 |

| Activities of Graduates | District | State |
|--|-----------------|--------------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 91.5 | 84.8 |
| % Employed (Civilian Employment and in Armed Services) | 7.0 | 9.1 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 647.22 |
| Paraprofessional Instructional Assistants | 62.80 |
| Special Education | |
| Teachers and Instructors | 97.80 |
| Paraprofessional Instructional Assistants | 158.00 |
| Library/Media Specialists and/or Assistants | 29.40 |
| Staff Devoted to Adult Education | 1.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 15.45 |
| School Level | 40.37 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 15.00 |
| Counselors, Social Workers, and School Psychologists | 58.50 |
| School Nurses | 21.40 |
| Other Staff Providing Non-Instructional Services and Support | 447.63 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors | District | DRG | State |
|--|-----------------|------------|--------------|
| Average Years of Experience in Education | 13.0 | 14.4 | 13.9 |
| % with Master's Degree or Above | 84.2 | 86.1 | 79.0 |

| Average Class Size | District | DRG | State |
|---------------------------|-----------------|------------|--------------|
| Grade K | 19.4 | 17.5 | 18.4 |
| Grade 2 | 20.4 | 19.8 | 19.9 |
| Grade 5 | 21.4 | 22.1 | 21.2 |
| Grade 7 | 20.4 | 21.3 | 20.6 |
| High School | 20.2 | 20.2 | 19.3 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 977 | 992 | 992 |
| Middle School | 1,009 | 1,019 | 1,017 |
| High School | 924 | 987 | 1,010 |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | 2.7 | 3.1 | 3.1 |
| Middle School | 1.9 | 2.3 | 2.4 |
| High School | 2.4 | 2.5 | 2.2 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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 | \$75,278 | \$7,392 | \$8,232 | \$7,924 | \$8,237 |
| Instructional Supplies and Equipment | \$2,033 | \$200 | \$299 | \$277 | \$300 |
| Improvement of Instruction and Educational Media Services | \$6,149 | \$604 | \$477 | \$512 | \$463 |
| Student Support Services | \$8,700 | \$854 | \$875 | \$936 | \$872 |
| Administration and Support Services | \$15,057 | \$1,478 | \$1,433 | \$1,373 | \$1,459 |
| Plant Operation and Maintenance | \$13,088 | \$1,285 | \$1,421 | \$1,384 | \$1,410 |
| Transportation | \$5,647 | \$509 | \$701 | \$623 | \$692 |
| Costs for Students Tuitioned Out | \$5,048 | N/A | N/A | N/A | N/A |
| Other | \$1,188 | \$117 | \$161 | \$162 | \$159 |
| Total | \$132,187 | \$12,701 | \$13,878 | \$13,518 | \$13,780 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$7,016 | \$689 | \$1,622 | \$1,178 | \$1,616 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$28,981,912 | 21.9 | 20.5 | 21.5 |

Revenue Sources, % of Expenditures 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 |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 81.2 | 13.2 | 5.2 | 0.4 |
| Excluding School Construction | 81.4 | 12.7 | 5.5 | 0.4 |

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 ensure an adequately maintained school and a safe and appropriate environment for instruction.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 1,106 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 10.7% |

| 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 | 140 | 1.4 | 1.2 | 1.1 |
| Learning Disability | 323 | 3.1 | 3.3 | 3.9 |
| Intellectual Disability | 26 | 0.3 | 0.3 | 0.4 |
| Emotional Disturbance | 54 | 0.5 | 0.5 | 1.0 |
| Speech Impairment | 211 | 2.0 | 1.8 | 2.2 |
| Other Health Impairment* | 231 | 2.2 | 2.2 | 2.1 |
| Other Disabilities** | 121 | 1.2 | 0.7 | 0.9 |
| Total | 1,106 | 10.7 | 10.0 | 11.6 |

*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

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|--|-----------------|--------------|
| % Who Graduated in 2009-10 with a Standard Diploma | 85.5 | 62.5 |
| 2009-10 Annual Dropout Rate for Students Aged 14 to 21 | 2.8 | 3.9 |

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | 49.8 | 33.0 | 79.4 | 68.6 |
| | Writing | 28.4 | 19.3 | 75.8 | 63.7 |
| | Mathematics | 48.9 | 33.4 | 80.4 | 68.2 |
| | Science | 30.1 | 21.2 | 70.9 | 61.5 |
| CAPT | Reading Across the Disciplines | 39.1 | 14.1 | 68.4 | 44.7 |
| | Writing Across the Disciplines | 38.8 | 17.3 | 79.6 | 61.2 |
| | Mathematics | 28.1 | 15.8 | 62.2 | 49.5 |
| | Science | 27.2 | 13.1 | 69.0 | 47.0 |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

| Participation in State Assessments of Students with Disabilities Attending District Schools | | |
|---|--------------------------|------|
| CMT | % Without Accommodations | 19.9 |
| | % With Accommodations | 80.1 |
| CAPT | % Without Accommodations | 7.9 |
| | % With Accommodations | 92.1 |
| % Assessed Using Skills Checklist | | 11.9 |

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.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

| K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools | | |
|---|-------|---------|
| Placement | Count | Percent |
| Public Schools in Other Districts | 7 | 0.6 |
| Private Schools or Other Settings | 83 | 7.5 |

| Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers | | | | |
|--|-------------------|---------------------|------|-------|
| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | 800 | 72.3 | 78.0 | 74.1 |
| 40.1 to 79.0 Percent of Time | 194 | 17.5 | 14.9 | 14.9 |
| 0.0 to 40.0 Percent of Time | 112 | 10.1 | 7.1 | 11.0 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In 2010-11 we continued our multi-year effort to build a systemic district-wide approach to improving student achievement. As a district identified as “in need of improvement” we updated our District Improvement Plan (DIP) that focused on four key areas – setting Priority Standards, deployment of Effective Teaching Strategies, development of Common Formative Assessments, and implementation of Data-Based Decision Making. This plan was developed with the input of teachers, administrators and parents. Implementation of the plan began in 2007-08 and continued in 2010-11 with a focus on Effective Teaching Strategies and Common Formative Assessment. In addition to the DIP efforts we continued the successful strategies that resulted in our highest CMT and CAPT scores ever in 2010-11. 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 2010 CMT and CAPT. Individual schools met during professional development time (every Wednesday) 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 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 October 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. Our CMT scores in 2011 were the highest ever - averaging 78.6% in 2010 compared to 77.7% in 2010. Our CAPT were also the highest ever - growing from an average of 67.6% in 2010 to 69.9% in 2011. Our goals for the CMT scores are 78% at mastery and our goals for CAPT are 68% at mastery. The district’s educational programs for students with disabilities maintained their focus on the integration between general and special education. To this end, the district developed a departmental Development and Performance Plan (DDP) as a blueprint and data driven process that builds upon the district’s previous work to guide our collective practice to improve the access and achievement for all students. The DDP is based on the district’s mission and model of Continuous Improvement, and incorporates the SRBI framework/initiative and the expectations, recommendations and requirements of an Independent EDC Report, the State Performance Plan, and the District’s Annual Performance Report (SPP/APR). The impact/results of the district’s work to integrate the “silos” of general and special education is evidenced in the district’s achieving AYP and Safe Harbor for all students in special education programs. The development of SRBI Behavioral Tiered Intervention, the planning and implementation of PBIS in one middle and two elementary schools, the effective implementation of cross-categorical programs at the elementary level, and conducting a review of co-teaching and instructional teaming across levels are all efforts to reach and meet the needs of all children. Additionally, the district focused on: Assistive Technology pilot using ipads was developed and we conducted a self-study of our Post-secondary program. The district has continued its collaboration in providing Professional Development in SRBI Behavioral Intervention, Progress Monitoring, (Aimsweb) Data-driven Decision Making, Common Core State Standards, PBIS, revised LD Guidelines, and Inclusion practices for staff, parents and para-educators.
