

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



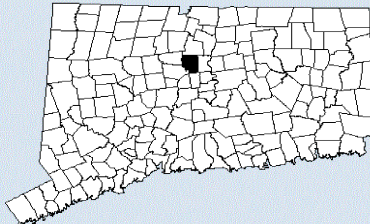
West Hartford School District

Mr. Thomas Moore, Superintendent • 860-561-6600 • www.whps.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	9,205
Per Pupil Expenditures ¹	\$17,865
Total Expenditures ¹	\$177,151,611

¹ Expenditure data reflect the 2019-20 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	4,670	50.7	51.5
American Indian or Alaska Native	11	0.1	0.3
Asian	1,002	10.9	5.2
Black or African American	852	9.3	12.7
Hispanic or Latino of any race	1,702	18.5	27.8
Native Hawaiian or Other Pacific Islander	16	0.2	0.1
Two or More Races	390	4.2	4.0
White	5,232	56.8	49.9
English Learners	571	6.2	8.3
Eligible for Free or Reduced-Price Meals	2,435	26.5	42.7
Students with Disabilities ³	1,359	14.8	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	25	0.5
Male	380	8.3	95	2.0
Black or African American	127	15.3	24	2.7
Hispanic or Latino of any race	290	17.2	36	2.0
White	227	4.4	46	0.9
English Learners	108	18.1	8	1.3
Eligible for Free or Reduced-Price Meals	433	19.3	71	2.7
Students with Disabilities	251	17.8	46	2.8
District	728	8.1	120	1.3
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 367

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	658.2
Paraprofessional Instructional Assistants	100.3
Special Education	
Teachers and Instructors	105.0
Paraprofessional Instructional Assistants	236.6
Administrators, Coordinators and Department Chairs	
District Central Office	20.1
School Level	35.9
Library/Media	
Specialists (Certified)	18.0
Support Staff	9.9
Instructional Specialists Who Support Teachers	50.7
Counselors, Social Workers and School Psychologists	71.4
School Nurses	20.9
Other Staff Providing Non-Instructional Services/Support	416.6

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.1	0.1
Asian	21	2.1	1.3
Black or African American	33	3.4	4.1
Hispanic or Latino of any race	43	4.4	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	884	90.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.6	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	48	80.0	61	88.4
Hispanic or Latino of any race	94	77.7	133	91.1
White	398	89.8	440	97.1
English Learners	9	*	28	84.8
Eligible for Free or Reduced-Price Meals	136	81.0	178	93.7
Students with Disabilities	63	74.1	137	88.4
District	656	87.7	783	95.1
State		75.9		85.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	129	58.1
Emotional Disturbance	27	38.0
Intellectual Disability	11	36.7
Learning Disability	315	78.6
Other Health Impairment	207	72.6
Other Disabilities	45	44.1
Speech/Language Impairment	136	84.5
District	870	68.4
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	237	2.6	2.1
Emotional Disturbance	71	0.8	1.1
Intellectual Disability	30	0.3	0.5
Learning Disability	403	4.4	5.8
Other Health Impairment	287	3.1	3.3
Other Disabilities	140	1.5	1.2
Speech/Language Impairment	190	2.1	1.9
All Disabilities	1,358	14.7	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	43	3.2	8.3
Private Schools or Other Settings	126	9.3	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$110,437,562	\$11,137	\$11,205
Support services - students	\$13,856,858	\$1,468	\$1,346
Support services - instruction	\$8,722,190	\$924	\$698
Support services - general administration	\$3,004,636	\$318	\$464
Support services - school based administration	\$12,726,426	\$1,349	\$1,037
Central and other support services	\$3,300,852	\$350	\$691
Operation and maintenance of plant	\$15,507,942	\$1,643	\$1,692
Student transportation services	\$8,346,005	\$1,374	\$1,159
Food services	.	.	\$21
Enterprise operations	\$1,249,141	\$132	\$151
Total	\$177,151,611	\$17,865	\$17,838

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$15,128,241	33.7	29.6
Instructional Aide Salaries	\$5,571,939	12.4	11.1
Other Salaries	\$3,328,227	7.4	9.5
Employee Benefits	\$7,412,478	16.5	13.5
Purchased Services Other Than Transportation	\$1,409,573	3.1	5.4
Special Education Tuition	\$7,878,086	17.6	22.5
Supplies	\$233,021	0.5	0.5
Property Services	\$35,328	0.1	0.3
Purchased Services For Transportation	\$3,821,008	8.5	7.2
Equipment	\$33,564	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$44,851,465	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.3	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	81.4
State	15.4
Federal	2.1
Tuition & Other	1.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	70	88.6
Hispanic or Latino of any race	143	83.9
English Learners	38	65.8
Eligible for Free or Reduced-Price Meals	224	87.5
Students with Disabilities	113	63.7
District	739	91.9
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.9	513	67.3
Male	90.7	462	57.1
Black or African American	86.0	38	29.5
Hispanic or Latino	87.6	98	36.7
White	95.3	641	71.5
English Learners	69.4	7	14.3
Eligible for Free or Reduced-Price Meals	87.4	144	40.2
Students with Disabilities	65.0	13	5.4
District	92.7	975	62.1
State	85.0		36.0

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	84.5	94.2
Male	79.4	87.9
Black or African American	71.6	88.9
Hispanic or Latino of any race	64.8	76.8
White	87.2	93.7
English Learners	65.5	*
Eligible for Free or Reduced-Price Meals	72.5	84.5
Students with Disabilities	60.9	76.5
District	81.7	91.0
State	67.4	84.9

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	8.1%	<=5%	19.0%
	High Needs Students	16.9%	<=5%	30.2%
Preparation for CCR	% Taking Courses	91.6%	75%	80.6%
	% Passing Exams	62.1%	75%	36.0%
On-track to High School Graduation		95.3%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		91.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.2%	94%	85.2%
Postsecondary Entrance (Class of 2020)		81.7%	75%	67.4%
Arts Access		42.6%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	91.2%	2.8%	9.8%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

WHPS leverages its District Development Plan to support multi-year efforts toward systemic improvement. Strategic efforts are grounded in collaboration, core standards, best instructional practices; data teams, the SRBI process, and support for professional learning. Recent areas of focus include family engagement initiatives, culturally relevant and student-centered instructional practice, social emotional learning and social justice education, and expansion and improvements to our special education programming.

Our Office of Equity Advancement has developed structures to engage and support families and our school community under our Vision for Equity and Anti-Racism. District and school teams have coordinated efforts for grants for student engagement and community partnerships, panel discussions on social justice in collaboration with university partners, and parent partnership activities related to family outreach, communications, curriculum review, professional learning and other forms of community engagement. Activities and approaches are framed within the "One Community. One Year." theme of the Community Outreach Advisory on Reopening Schools. A community-wide campaign invited students, families, educators and community partners to submit multi-media PSAs that reflect the diversity of our community.

The Office of Equity Advancement partners with several parent-led community organizations which have influenced both practices related to diversity in curricula, enrichment programming, policy, BIPOC student parent engagement and more. Newly formed One Community for Equity parent network, coupled with parent equity work and focus groups, have provided rich opportunities for collaboration and shared learning about issues of equity, race, racism, inclusion and other social justice topics. A monthly diverse speaker workshop series featured presentations and break-out discussions on talking to children about racism, social wellness and healing, racial and gender identity.

The District maintains a focus on the effective integration between general and special education. District leadership monitors delivery of educational services and inclusion practices. Recent changes to programming include: the addition of a district supported community bookstore as an additional vocational training location for our Post-Secondary Transition students; enhancements to alternative programs (STRIVE and School Engagement) to increase active engagement and social and emotional well-being; training for clinicians in SEL interventions; and refinement to our assessments and delivery of specialized instruction to support IEP goals and objectives.

District structures enable a through line for strategic efforts from the district to the classroom. Building leaders design improvement plans based on their school's performance relative to student metrics (graduation rates, AP results, literacy, math, and science state assessments, DRA, LAS Links, etc.) and teacher performance. Classroom teachers receive reports on the achievement of their students. Teachers meet weekly during dedicated professional development time to review results and extend data analysis to the classroom level. Our early release Wednesday model provides dedicated professional learning time to support district, school, and grade-level initiatives as well as individual professional learning goals.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a diverse community, West Hartford is one of the few towns in the state whose percent of minority students and students eligible for free and reduced lunch both closely resemble the state average. During our 182-day school year, there are innumerable opportunities within a 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, the district has strong participation in a variety of programs that promote reduced racial, ethnic, and economic isolation. Approximately 425 students attend inter-district magnet, charter, and vo-tech schools. West Hartford has two magnet elementary schools with a total enrollment of 852 students and a magnet enrollment of 367 students. Our district has actively recruited minority staff members and participated in CREC Minority Job Fairs, UCONN Job Fairs as well as hosting our own career fair. We have begun our own Future Educators of Diversity Program. We are an active participant in the Open Choice program with 205 Choice students enrolled.

The district has established an Office of Equity Advancement that reports directly to the Superintendent and partners with the Office of Curriculum and Instruction to support educational initiatives to reduce racial, ethnic and economic isolation. The district sponsors grant and town funded positions serving as outreach coordinators to support families of English learners and liaisons to town services.

The school board has taken an active role in supporting programs, providing resources and has recently passed a policy statement on educational equity. The Board continues to support magnet schools, HANOC, The Bridge Family Center, Graustein Memorial Fund Discovery Project, Summer Academy, Hello! West Hartford, West Hartford Celebration of Dr. Martin Luther King, an LGBTQ Advisory, Equity and Diversity Council, community conversations regarding diversity, the elimination of school mascots, training in Culturally Responsive Pedagogy and Trauma Informed Practice, Summer Connections and ESOL Summer Programs, and the Alternative High School programs.

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Equitable Allocation of Resources among District Schools

During the budgeting process, we carefully evaluate the needs of each school and program. Funding decisions are based on key criteria, some of which are uniform, while others are based on special needs at the building level.

Staffing Levels: Student-teacher ratios are established at the district level. Staff are allocated based on the enrollment and, at the high school, 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.

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.