

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



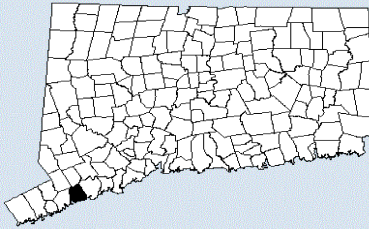
Westport School District

Dr. Elliott Landon, Superintendent • 203-341-1025 • www.westport.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,714
Per Pupil Expenditures ¹	\$20,217
Total Expenditures ¹	\$116,633,569

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,783	48.7	48.3
Male	2,931	51.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	359	6.3	4.9
Black or African American	99	1.7	12.8
Hispanic or Latino	263	4.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	185	3.2	2.7
White	4,805	84.1	55.9
English Learners	42	0.7	6.4
Eligible for Free or Reduced-Price Meals	226	4.0	38.0
Students with Disabilities ¹	600	10.5	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	67	2.4	11	0.4
Male	73	2.5	66	2.2
Black or African American	*	*	6	5.8
Hispanic or Latino	15	5.5	6	2.2
White	114	2.4	60	1.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	21	10.0	13	5.2
Students with Disabilities	38	6.4	25	3.7
District	140	2.5	77	1.3
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A student is chronically absent if he/she misses 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.

³The 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	436.6
Paraprofessional Instructional Assistants	61.1
Special Education	
Teachers and Instructors	53.0
Paraprofessional Instructional Assistants	99.5
Administrators, Coordinators and Department Chairs	
District Central Office	9.9
School Level	35.1
Library/Media	
Specialists (Certified)	11.0
Support Staff	8.5
Instructional Specialists Who Support Teachers	19.9
Counselors, Social Workers and School Psychologists	38.0
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	197.7

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	9	1.5	1.0
Black or African American	4	0.7	3.5
Hispanic or Latino	15	2.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	587	95.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.3	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	18	64.3
White	225	58.3	332	80.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	17	77.3
Students with Disabilities	14	30.4	18	41.9
District	247	56.4	387	79.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	24	51.1
Emotional Disturbance	27	55.1
Intellectual Disability	0	0
Learning Disability	208	88.1
Other Health Impairment	106	91.4
Other Disabilities	8	27.6
Speech/Language Impairment	55	73.3
District	428	76.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	0.9	1.6
Emotional Disturbance	49	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	236	4.2	4.6
Other Health Impairment	116	2.0	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	84	1.5	1.9
All Disabilities	579	10.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	65,667,758	11,420	9,387
Instructional Supplies and Equipment	3,670,181	638	318
Improvement of Instruction and Educational Media Services	3,068,704	534	541
Student Support Services	10,239,004	1,781	1,048
Administration and Support Services	11,307,290	1,966	1,790
Plant Operation and Maintenance	13,345,705	2,321	1,608
Transportation	4,887,355	838	845
Costs of Students Tuitioned Out	2,751,641	N/A	N/A
Other	1,695,931	295	194
Total	116,633,569	20,217	15,762

Additional Expenditures

Land, Buildings, and Debt Service	280,804	49	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,839,280	42.6	35.1
Noncertified Personnel	3,972,770	19.2	14.5
Purchased Services	637,677	3.1	5.5
Tuition to Other Schools	2,707,351	13.1	21.6
Special Ed. Transportation	1,234,765	6.0	8.3
Other Expenditures	3,343,257	16.1	15.0
Total Expenditures	20,735,100	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.0	96.2
State	2.6	2.3
Federal	1.2	1.3
Tuition & Other	0.2	0.2

⁴Revenue 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 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	180	86.7	180	86.1	90	75.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino	133	74.2	133	68.4	56	60.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	97	89.9	97	87.4	31	74.5
White	2553	80.8	2547	76.0	1169	69.3
English Learners	31	68.7	31	65.2	16	*
Non-English Learners	2976	81.1	2970	76.5	1347	69.5
Eligible for Free or Reduced-Price Meals	124	66.8	124	58.0	64	57.2
Not Eligible for Free or Reduced-Price Meals	2883	81.6	2877	77.2	1299	69.9
Students with Disabilities	373	61.6	370	54.5	182	53.9
Students without Disabilities	2634	83.7	2631	79.5	1181	71.7
High Needs	476	64.8	473	57.7	237	56.0
Non-High Needs	2531	84.0	2528	79.9	1126	72.1
District	3007	81.0	3001	76.4	1363	69.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.3	70.6	74.2	74.5	1,703	76.1
Curl Up	83.1	88.6	85.4	88.7	1,703	86.4
Push Up	74.8	79.2	74.5	78.5	1,703	76.7
Mile Run/PACER	80.8	91.6	81.0	69.3	1,703	80.7
All Tests - District	56.5	56.3	54.5	50.8	1,703	54.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	23	95.7	.		.
Students with Disabilities	50	90.0	86.0	Yes	87.0
District	462	98.7	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	393	85.1
Male	97.6	382	82.9
Black or African American	95.0	12	60.0
Hispanic or Latino	100.0	26	55.3
White	98.4	686	86.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.4	19	50.0
Students with Disabilities	81.3	9	28.1
District	98.5	775	84.0
State	95.6		40.7

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.6	96.8
Male	87.4	96.2
Black or African American	*	*
Hispanic or Latino	*	*
White	89.5	96.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	73.9	*
Students with Disabilities	88.6	91.8
District	88.6	96.5
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	81.0	75	50.0	50	100.0	67.7
	High Needs Students	64.8	75	43.2	50	86.4	56.7
Math Performance Index	All Students	76.4	75	50.0	50	100.0	61.4
	High Needs Students	57.7	75	38.5	50	77.0	49.9
Science Performance Index	All Students	69.3	75	46.2	50	92.4	57.5
	High Needs Students	56.0	75	37.3	50	74.6	47.0
ELA Academic Growth	All Students	63.8%	100%	63.8	100	63.8	63.8%
	High Needs Students	55.1%	100%	55.1	100	55.1	58.3%
Math Academic Growth	All Students	69.4%	100%	69.4	100	69.4	65.0%
	High Needs Students	57.4%	100%	57.4	100	57.4	57.4%
Chronic Absenteeism	All Students	2.5%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.0%	<=5%	46.0	50	92.0	15.6%
Preparation for CCR	% Taking Courses	68.7%	75%	45.8	50	91.6	67.6%
	% Passing Exams	84.0%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		99.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		98.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		98.4%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		88.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9% 54.6%	75%	36.4	50	72.7	89.2% 50.5%
Arts Access		62.5%	60%	50.0	50	100.0	47.5%
Accountability Index				1139.1	1350	84.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.8	10.2	16.5	
Math Performance Index Gap	75.0	57.7	17.3	18.9	
Science Performance Index Gap	72.1	56.0	16.2	17.2	
Graduation Rate Gap	94.0%	98.4%	-4.4%	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	96.5
Math	All Students	97.7
	High Needs Students	95.9
Science	All Students	98.7
	High Needs Students	95.6

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 68.1

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

We have actively engaged the parent community in the design and implementation of our Westport 2025 learning framework in several ways. With input from parents and community members from a Community Conversation held in the spring of 2014, a committee of teachers and administrators developed a set of Guiding Principles for the Westport Public Schools. These principles define the social, civic and ethical outcomes that we deemed essential for our students, and provide a foundation that guides all the work in the district. These Guiding Principles, the process behind their development, and a plan for implementation, were communicated with the community and individual school PTAs beginning in the spring of 2015 and have continued into the 2016-2017 school year. The school district, in partnership with the PTA and town organizations, continue to develop parent informational programs on social, emotional, and physical wellness.

Parental outreach activities were cited as an area of strength in the Staples High School (SHS) 2015-2016 New England Association of Schools and Colleges (NEASC) Report of the Visiting Committee. The report cited parents' and community members' involvement in and commitment to the core values and beliefs of inspiring learning, fostering integrity, and nurturing empathy. Likewise, the high degree of school community awareness and support for the four domains of the Westport 2025 Lens and the 21st century learning expectations were cited. Finally, the visiting committee applauded the engagement of all parents and families, including those who have been less connected with the school, as partners in the education of students through the creation of various committees that involve parents, students, and teachers in the decision-making process.

In order to continuously improve language arts instruction, a literacy coaching model was implemented in each of our five elementary schools. In addition to working with K-5 students, teachers, and administrators, literacy coaches hosted formal and informal parent presentations to provide information about the district's balanced literacy framework, as well as strategies parents can use to support their children's growth as readers and writers and foster joyful, independent, and thoughtful literacy learning for all.

The Westport Public Schools continue to make improvements to programs and services for student with disabilities. Examples include opening an additional preschool classroom to serve the needs of students significantly impacted by autism and deliver services for these students in the least restrictive environment, improving transition services for students at the high school level, providing professional development in a multisensory approach to teaching reading, and providing ongoing professional development for staff in meeting the academic and social and emotional needs of students. Consultants to the Westport Public Schools include Board Certified Behavior Analysts, Psychiatrists, and Neuropsychologists, each of whom assists Planning and Placement Teams in the educational planning for our most involved students. In addition to its Response to Intervention programs in literacy and math, Westport Public Schools has implemented a Response to Intervention model for behavior which addresses the behavioral needs of students at our elementary schools and

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Westport Public schools continue to value and seek opportunities for teachers and students to participate with others from diverse backgrounds in order to reduce racial, ethnic and economic isolation. Elementary schools continue to engage in social competency programs that support understanding and acceptance of differences among people. The high school's diversity program, which encourages respect for all people, includes the Gay-Straight Alliance and other cultural clubs. The high school has also welcomed students from Westport's "A Better Chance" program which brings academically able but less affluent students from elsewhere in the country to live in Westport and attend Staples. Multi-cultural units of study and programs celebrate diversity in all its elements. The English/Language Arts program K-12 features a balance of reading experiences, including diverse literature representing voices from various cultures, family backgrounds, and gender/sexual identities. The World Language Department offers six different languages and engages students in cultural studies as well as seeing the world from multiple perspectives on a regular basis. In addition, the district's longstanding commitment toward economic and racial diversity is embodied in the 54 students from Bridgeport who attended the Westport Public Schools in 2015-2016 through the Open Choice program, continuing to make Westport's one of the largest Open Choice programs in this area.

We also continue to have a portion of our school population coming to Westport from foreign countries, adding a multi-cultural presence to the school system. In 2015-2016 there were 325 students in our schools coming from homes in which 43 different "dominant" languages were spoken. While many students were fluent in English, 54 participated in our ESOL program. As a result, many of our teachers engage in cultural study units and celebrations of a variety of cultures. The high school benefits from Westport's partnership with the Hwa Chong Institution in Singapore. We have an active exchange program in which students from Singapore visit Staples high school and stay with several Westport families, and for the last two years we have had students attend the Asia-Pacific Youth Leadership Summit hosted on the Hwa Chong campus.

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Equitable Allocation of Resources among District Schools

The equitable distribution of resources among schools in this district is assured by the public, collaborative nature of the budget process. Basic resources are allocated to each school on the basis of enrollment; staff is assigned on the basis of enrollment and class-size policy. Principals review special needs of a school with the Superintendent and allocations are made based on school's' needs and the benefit of the system. Technology needs are reviewed on a building basis and centrally to assure that equipment is allocated appropriately. Maintenance needs are enumerated individually and handled centrally, ensuring that each school's individual needs are met. A long-range restorative maintenance program covering every school in the district was discussed publicly and adopted by the Board of Education several years ago. Our strategic plan for addressing capital needs in a multi-year plan and provides for the on-going refurbishment of classrooms and improvement of the infrastructure at all schools.