

STRATEGIC SCHOOL PROFILE 2007-08**Westport School District**

ELLIOTT LANDON, Superintendent
Telephone: (203) 341-1025

Location: 110 Myrtle Avenue
Westport,
Connecticut

Website: teachers.westport.k12.ct.us/westportk12ctu/

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: Fairfield	Per Capita Income in 2000: \$73,664
Town Population in 2000: 25,749	Percent of Adults without a High School Diploma in 2000*: 4.3%
1990-2000 Population Growth: 5.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%
Number of Public Schools: 8	District Enrollment as % of Estimated. Student Population: 90.1%

*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): A 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, 2007 5,668
5-Year Enrollment Change 10.5%

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	107	1.9	1.0	28.7
K-12 Students Who Are Not Fluent in English	82	1.5	0.8	5.4
Students Identified as Gifted and/or Talented*	335	5.9	6.9	4.0
PK-12 Students Receiving Special Education Services in District	566	10.0	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	334	90.8	96.8	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	2.7	7.2	20.2

*62.4% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	0.2
Asian American	216	3.8
Black	81	1.4
Hispanic	149	2.6
White	5,213	92.0
Total Minority	455	8.0

Percent of Minority Professional Staff: 3.5%

Open Choice: 38 students 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: 3.4% 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 29.

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.

The Westport Public School District continues 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. All schools benefit from the district's participation in the Westport-China teacher exchange, which has been in existence since 1997. Two full time teachers from China spend the entire year in Westport, teaching and interacting with Westport students in every school, on a planned, systematic basis. The exchange teacher we send to China shares the cultural experiences with students and staff via ongoing communication through the Internet.

The district participates in the middle school level Interdistrict Summer School Program serving Westport, Weston, Wilton, and Norwalk. It puts Westport students in contact with students from other district, including minority students, in a mutually satisfying cultural learning experience.

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 encouraged respect for all people, continues in various guises, including the Gay-Straight Alliance. Appreciation of the richness of cultural, ethnic and other differences starts when students come into the school as ninth graders and continues throughout high school. 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 special programs celebrate diversity in all its elements. These programs are especially significant in that 37 "Open Choice" students from Bridgeport attended Westport schools during the 2007-08 school year, continuing to make Westport's one of the largest Project Choice program in this area.

We continue to have a significant portion of our school population coming to Westport from foreign countries, adding a multi-cultural presence to the school system. There were 203 students in our schools coming from homes in which there were 24 different "dominant" languages. While many students were fluent in English, 92 were in our ESOL program. As a result, many of our teachers engage in cultural study units and celebrations of a variety of cultures.

STUDENT PERFORMANCE

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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.0	52.0	95.1
Writing	80.8	63.4	84.0
Mathematics	85.1	60.0	93.9
Grade 4 Reading	82.5	55.9	95.6
Writing	85.7	62.9	94.3
Mathematics	85.6	60.3	92.5
Grade 5 Reading	87.4	62.2	96.3
Writing	92.4	64.5	98.8
Mathematics	91.8	65.9	97.5
Science	79.9	54.9	87.0
Grade 6 Reading	90.7	66.3	96.4
Writing	91.9	61.9	99.4
Mathematics	94.2	66.4	99.4
Grade 7 Reading	92.0	71.1	94.2
Writing	88.9	62.0	97.4
Mathematics	94.8	63.0	100.0
Grade 8 Reading	90.1	64.8	94.3
Writing	93.2	63.4	98.7
Mathematics	91.1	60.8	96.9
Science	85.4	58.6	91.2

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 scoreable 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	87.4	45.5	99.2
Writing Across the Disciplines	89.7	57.9	96.2
Mathematics	86.3	50.1	97.7
Science	77.2	46.3	95.4

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
	40.2	36.1	60.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		97.3	77.6	
Average Score	Mathematics	582	504	96.9
	Critical Reading	583	502	98.5
	Writing	592	503	97.7

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, Class of 2007	99.2	92.6	90.8
Cumulative Four-Year Dropout Rate for Class of 2007	0.7	6.2	88.7
2006-07 Annual Dropout Rate for Grade 9 through 12	0.2	1.7	87.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.3	83.4
% Employed (Civilian Employment and in Armed Services)	1.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	438.26
Paraprofessional Instructional Assistants	50.30
Special Education	
Teachers and Instructors	49.10
Paraprofessional Instructional Assistants	83.60
Library/Media Specialists and Assistants	20.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.20
School Level	41.92
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	38.10
School Nurses	13.57
Other Staff Providing Non-Instructional Services and Support	357.07

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	12.2	12.7	13.6
% with Master's Degree or Above	88.7	85.4	75.6

Average Class Size	District	DRG	State
Grade K	19.5	18.9	18.1
Grade 2	19.5	20.5	19.3
Grade 5	21.9	21.7	20.9
Grade 7	22.0	21.4	20.5
High School	19.9	20.1	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	1,000	987
Middle School	1,019	999	1,017
High School	972	987	1,006

*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*	2.0	3.1	3.4
Middle School	1.9	2.7	2.7
High School	2.2	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$46,350	\$8,321	\$7,153	\$8,205	\$7,159
Instructional Supplies and Equipment	\$2,064	\$370	\$262	\$272	\$266
Improvement of Instruction and Educational Media Services	\$4,268	\$766	\$443	\$559	\$429
Student Support Services	\$6,036	\$1,084	\$764	\$821	\$761
Administration and Support Services	\$9,006	\$1,617	\$1,256	\$1,450	\$1,271
Plant Operation and Maintenance	\$10,693	\$1,920	\$1,329	\$1,740	\$1,322
Transportation	\$3,957	\$714	\$605	\$681	\$601
Costs for Students Tuitioned Out	\$2,466	N/A	N/A	N/A	N/A
Other	\$1,130	\$203	\$147	\$178	\$145
Total	\$85,969	\$15,409	\$12,203	\$14,330	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$13,923	\$2,500	\$1,875	\$1,844	\$1,882

Special Education Expenditures	
Total Expenditures	\$15,527,852
Percent of Total PK-12 Expenditures Used for Special Education	18.1%

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	95.7	2.8	1.2	0.3
Excluding School Construction	95.6	2.7	1.4	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.

The equitable distribution of resources among schools in this district is assured by the public, collaborative nature of 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. Upon the opening of a new elementary school in 1999 and then again in 2002, some staff transfers occurred to balance staff among new and experienced teachers. Principals review special needs of a school with the Superintendent and allocations are made based on schools' 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, assuring 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. This has provided for the on-going refurbishment of classrooms and improvement of the infrastructure at all schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	564
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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	39	0.7	0.8	0.7
Learning Disability	286	5.1	4.0	4.0
Intellectual Disability	8	0.1	0.2	0.5
Emotional Disturbance	35	0.6	0.4	1.0
Speech Impairment	101	1.8	2.3	2.4
Other Health Impairment*	57	1.0	1.8	2.1
Other Disabilities**	38	0.7	0.6	0.9
Total	564	10.0	10.1	11.5

*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 2006-07 with a Standard Diploma	93.3	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.1	2.8

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	50.5	20.4	87.0	62.1
	Writing	56.2	19.3	88.8	63.0
	Mathematics	56.5	22.6	90.5	62.7
	Science	53.8	22.2	82.6	56.8
CAPT	Reading Across the Disciplines	43.6	11.4	87.4	45.5
	Writing Across the Disciplines	43.9	16.3	89.7	57.9
	Mathematics	46.2	14.7	86.3	50.1
	Science	39.0	14.4	77.2	46.3

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	17.3
	% With Accommodations	82.7
CAPT	% Without Accommodations	23.8
	% With Accommodations	76.2
% Assessed Using Skills Checklist		7.0

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	1	0.2
Private Schools or Other Settings	26	4.6

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	425	75.4	76.6	71.6
40.1 to 79.0 Percent of Time	99	17.6	16.7	16.6
0.0 to 40.0 Percent of Time	40	7.1	6.7	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Westport Public School's curriculum is reviewed on a regular basis. It is reviewed by subject area on a cyclical basis, and may be reviewed by project areas, instructional level, instructional strategies, and other topics on an "as needed" basis. When a curriculum area is designated to go through a review, a curriculum review committee is established. This committee reports to the Assistant Superintendent for Curriculum and Professional Development, and is led by chairpersons appointed by that Assistant Superintendent. Parents of Westport students are encouraged to be part of the curriculum review process. Parents are members of the curriculum review committees. Parents, from each instructional level, elementary, middle and high school, will be appointed to the review committee by the Assistant Superintendent for Curriculum and Professional Development after consultation with the PTA leadership. Parent opinion will be sought during the Review and Recommendation stages of the curriculum review. This will be accomplished through quantitative research techniques (such as questionnaires, surveys, polls, etc.) and through qualitative techniques (such as focus groups, parent meetings, etc.).

Our teachers and administrators make extensive use of test results to review our curriculum and to identify areas in which instruction may require adjustment. Our approach has been to provide intensive professional development activities for staff to align instructional activities with the type of work being demanded of students. We also offer attention through a variety of interventions to students who need assistance in their academic work.

During the 2007-2008 school year, the Westport schools have focused our professional development and school improvement activities to increase the inclusion of all students with disabilities in the regular education classroom. Special educators have attended workshops on inclusionary practices, scientific based reading program, and developing behavioral plans. Special educators have provided school-based training sessions to regular education teachers to help them meet the needs of students with disabilities in the regular education classroom. The entire district has attended professional development workshops on differentiating instruction to meet the needs of diverse learners. As part of our inclusionary efforts, the district has increased the number of co-taught classes at all levels. Teachers participating in co-taught classes have attended workshops on effective co-teaching practices.

The district continues to provide early intervention programs and services at all levels to help struggling learners prior to referral to special education. Building based teams, consisting of both special educators and regular education teachers, provide ongoing support to regular education teachers to meet the needs of all students in their classrooms. This ongoing support has provided regular educators with a wide repertoire of strategies. These efforts have resulted in an increase of inclusion of special education students in the regular education classroom.

EIP teams have attended workshops on scientific based reading programs.
