

STRATEGIC SCHOOL PROFILE 2009-10**Westport School District**

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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

Town Population in 2000: 25,749

1990-2000 Population Growth: 5.5%

Number of Public Schools: 8

Per Capita Income in 2000: \$73,664

Percent of Adults without a High School Diploma in 2000*: 4.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 89.2%

*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, 2009

5,717

5-Year Enrollment Change

8.3%

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	153	2.7	1.4	32.6
K-12 Students Who Are Not Fluent in English	68	1.2	0.6	5.4
Students Identified as Gifted and/or Talented*	318	5.6	6.1	4.1
PK-12 Students Receiving Special Education Services in District	585	10.2	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	371	98.4	95.9	80.5
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	25	4.6	7.8	13.6

*50.5 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.2
Asian American	259	4.5
Black	98	1.7
Hispanic	165	2.9
White	5,183	90.7
Total Minority	534	9.3

Percent of Minority Professional Staff: 3.6%

Open Choice:

42 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:

4.1% 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 37.

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. For many years, the district has participated 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 districts, 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 encourages respect for all people, continues in various guises, including the Gay-Straight Alliance. 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. In addition, the Westport Public Schools' longstanding commitment toward economic and racial diversity in our schools is embodied in the 42 "Open Choice" minority students from Bridgeport who attended Westport schools during the 2009-10 school year, continuing to make Westport's one of the largest Project 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 2009-10 there were 225 students in our schools coming from homes in which 36 different "dominant" languages were spoken. While many students were fluent in English, 77 participated in our ESOL program. As a result, many of our teachers engage in cultural study units and celebrations of a variety of cultures. All schools benefit from the district's participation in the Westport-China teacher exchange, which has been in existence since 1997. One or two full time teachers from China traditionally have spent the entire year in Westport, teaching and interacting with Westport students in every school, on a planned, systematic basis. We have also sent our teachers to China as part of our exchange who, while they are living and teaching in China, are able to share their cultural experiences with students and staff via ongoing communication through the Internet.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	76.3	57.0	81.6	
Writing	76.3	58.3	85.3	
Mathematics	85.3	62.4	91.4	
Grade 4 Reading	81.4	59.9	88.1	
Writing	83.3	63.6	88.8	
Mathematics	90.3	67.0	93.7	
Grade 5 Reading	90.2	61.8	99.4	
Writing	86.1	68.2	82.5	
Mathematics	94.7	72.4	98.8	
Science	83.3	59.4	86.1	
Grade 6 Reading	94.0	74.9	93.3	
Writing	90.2	65.9	96.3	
Mathematics	92.5	70.7	89.6	
Grade 7 Reading	96.8	77.4	97.4	
Writing	90.9	61.2	98.7	
Mathematics	95.9	68.5	98.7	
Grade 8 Reading	91.4	73.3	86.6	
Writing	88.7	62.6	93.6	
Mathematics	93.2	67.3	96.2	
Science	90.1	62.8	96.2	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	86.2	45.9	99.2	
Writing Across the Disciplines	89.6	59.6	96.2	
Mathematics	86.0	48.7	99.2	
Science	77.0	45.3	93.9	

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
	62.6	50.7	78.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.1	68.5	
Average Score	Mathematics	606	508	99.2
	Critical Reading	596	503	100.0
	Writing	605	506	100.0

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 2009	97.9	91.3	77.7
2008-09 Annual Dropout Rate for Grade 9 through 12	0.5	3.0	78.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.7	84.5
% Employed (Civilian Employment and in Armed Services)	2.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	434.17
Paraprofessional Instructional Assistants	51.00
Special Education	
Teachers and Instructors	54.51
Paraprofessional Instructional Assistants	98.46
Library/Media Specialists and/or Assistants	19.50
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.70
School Level	38.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	36.85
School Nurses	13.96
Other Staff Providing Non-Instructional Services and Support	343.51

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	12.0	13.1	13.8
% with Master's Degree or Above	91.8	88.5	77.8

Average Class Size	District	DRG	State
Grade K	18.9	18.5	18.5
Grade 2	21.4	20.8	19.7
Grade 5	20.1	21.6	21.1
Grade 7	21.2	20.8	20.8
High School	21.3	21.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	995	992
Middle School	1,026	1,005	1,018
High School	972	988	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*	1.9	2.9	3.2
Middle School	1.7	2.6	2.5
High School	2.0	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$52,498	\$9,108	\$7,819	\$9,168	\$7,829
Instructional Supplies and Equipment	\$3,033	\$526	\$274	\$270	\$279
Improvement of Instruction and Educational Media Services	\$4,709	\$817	\$474	\$653	\$459
Student Support Services	\$7,312	\$1,269	\$863	\$958	\$859
Administration and Support Services	\$9,240	\$1,603	\$1,405	\$1,509	\$1,426
Plant Operation and Maintenance	\$12,856	\$2,230	\$1,469	\$1,920	\$1,462
Transportation	\$4,369	\$747	\$701	\$748	\$694
Costs for Students Tuitioned Out	\$2,636	N/A	N/A	N/A	N/A
Other	\$1,356	\$235	\$163	\$236	\$162
Total	\$98,009	\$16,959	\$13,458	\$16,033	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$19,124	\$3,318	\$1,864	\$1,997	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$17,406,020	17.8	19.9	20.7

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	95.3	3.6	0.9	0.2
Excluding School Construction	95.4	3.2	1.1	0.3

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 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. 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. 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	572
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

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	43	0.8	0.9	1.0
Learning Disability	274	4.8	3.9	3.9
Intellectual Disability	9	0.2	0.2	0.5
Emotional Disturbance	36	0.6	0.4	1.0
Speech Impairment	96	1.7	2.2	2.2
Other Health Impairment*	79	1.4	2.1	2.1
Other Disabilities**	35	0.6	0.6	0.9
Total	572	10.1	10.2	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 2008-09 with a Standard Diploma	92.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.5	4.1

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	56.2	31.6	88.3	67.5
	Writing	51.0	19.6	85.9	63.3
	Mathematics	58.2	32.9	92.0	68.1
	Science	55.1	23.7	86.8	61.1
CAPT	Reading Across the Disciplines	45.2	13.8	86.2	45.9
	Writing Across the Disciplines	48.9	16.8	89.6	59.6
	Mathematics	52.3	16.7	86.0	48.7
	Science	37.8	13.0	77.0	45.3

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	18.7
	% With Accommodations	81.3
CAPT	% Without Accommodations	19.6
	% With Accommodations	80.4
% 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	0	0.0
Private Schools or Other Settings	26	4.5

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	438	76.6	78.0	73.4
40.1 to 79.0 Percent of Time	103	18.0	15.7	15.3
0.0 to 40.0 Percent of Time	31	5.4	6.3	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Westport Public Schools' curriculum is reviewed on a regular basis. A "continuous improvement" model is employed, which enables staff to respond with appropriate speed to new information such as changes in curriculum standards and data including, but not limited to, changes in student achievement. Whenever a potential need for curriculum revision is recognized, a curriculum writing team consisting of professional staff members is created under the over-all leadership of the Assistant Superintendent for Curriculum and Instruction. A curriculum writing team usually functions under the direct leadership of a department chair or district curriculum specialist. Once the curriculum writing team has determined there is a need for a curriculum revision, resources are marshaled to develop a working draft of the revision. At this point, a parent focus group process may be convened to obtain reaction to the draft document. Alternatively, parent input may be obtained, as warranted, through quantitative research techniques such as questionnaires and surveys. The curriculum writing team considers this input as it produces a draft curriculum document for presentation to the Board of Education. Curriculum presentations occur in public meetings that are televised. The Board of Education members vote on the proposed curriculum at a subsequent public meeting. Westport teachers and administrators make extensive use of test results to review the curriculum's effectiveness and identify areas in which instruction may require adjustment to enhance achievement. The district's approach has been one of providing intensive professional development activities for staff, which enables them to align their instructional practices and activities with the type and level of work expected of students. During the 2009-10 school year, the Westport Public Schools have continued to focus 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, curriculum modifications, 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 R.T.I. services. Services at all levels are provided 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. RTI teams have attended workshops on Response to Intervention and scientific based reading programs. Scientific-based programs are being used in regular education support services.
