

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



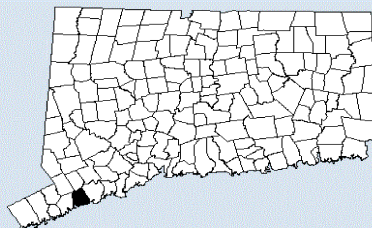
## Westport School District

Dr. Colleen Palmer, Superintendent • 203-341-1025 • [www.westport.k12.ct.us](http://www.westport.k12.ct.us)

### District Information

|                                     |               |
|-------------------------------------|---------------|
| Grade Range                         | PK-12         |
| Number of Schools/Programs          | 12            |
| Enrollment                          | 5,623         |
| Per Pupil Expenditures <sup>1</sup> | \$20,541      |
| Total Expenditures <sup>1</sup>     | \$117,184,818 |

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

|  | District |                      | State                |
|--|----------|----------------------|----------------------|
|  | Count    | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 2,736    | 48.7                 | 48.4                 |
| Male                                     | 2,887    | 51.3                 | 51.6                 |
| American Indian or Alaska Native         | *        | *                    | 0.3                  |
| Asian                                    | 352      | 6.3                  | 5.1                  |
| Black or African American                | 111      | 2.0                  | 12.9                 |
| Hispanic or Latino                       | 257      | 4.6                  | 24.0                 |
| Pacific Islander                         | *        | *                    | 0.1                  |
| Two or More Races                        | 205      | 3.6                  | 2.9                  |
| White                                    | 4,695    | 83.5                 | 54.8                 |
| English Learners                         | 48       | 0.9                  | 6.8                  |
| Eligible for Free or Reduced-Price Meals | 212      | 3.8                  | 35.9                 |
| Students with Disabilities <sup>1</sup>  | 605      | 10.8                 | 14.3                 |

<sup>1</sup>Students 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 <sup>2</sup> |          | Suspension/Expulsion <sup>3</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 81                               | 3.0      | 22                                | 0.8      |
| Male                                     | 71                               | 2.5      | 70                                | 2.4      |
| Black or African American                | 7                                | 6.4      | 6                                 | 5.4      |
| Hispanic or Latino                       | 15                               | 5.9      | 7                                 | 2.7      |
| White                                    | 120                              | 2.6      | 76                                | 1.6      |
| English Learners                         | *                                | *        | 0                                 | 0.0      |
| Eligible for Free or Reduced-Price Meals | 20                               | 9.0      | 16                                | 6.6      |
| Students with Disabilities               | 56                               | 9.1      | 30                                | 4.3      |
| District                                 | 152                              | 2.7      | 92                                | 1.6      |
| State                                    |                                  | 9.9      |                                   | 6.7      |

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 436.1 |
| Paraprofessional Instructional Assistants                 | 60.5  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 56.0  |
| Paraprofessional Instructional Assistants                 | 105.5 |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 9.4   |
| School Level  | 36.1  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 10.0  |
| Support Staff   | 9.5   |
| Instructional Specialists Who Support Teachers            | 22.7  |
| Counselors, Social Workers and School Psychologists       | 37.4  |
| School Nurses   | 14.0  |
| Other Staff Providing Non-Instructional Services/Support  | 199.7 |

<sup>1</sup>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

|                                  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 1     | 0.2                                 | 0.1                              |
| Asian                            | 10    | 1.6                                 | 1.0                              |
| Black or African American        | 5     | 0.8                                 | 3.6                              |
| Hispanic or Latino               | 12    | 1.9                                 | 3.6                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.1                              |
| White                            | 591   | 95.5                                | 91.4                             |

#### Classroom Teacher Attendance: 2015-16

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.0      | 9.6   |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | *     | *        | *     | *        |
| Hispanic or Latino                       | 11    | 55.0     | 12    | *        |
| White                                    | 255   | 62.7     | 324   | 83.5     |
| English Learners                         | *     | *        | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | 8     | *        | 8     | *        |
| Students with Disabilities               | 16    | 29.6     | 21    | 45.7     |
| District                                 | 292   | 62.9     | 359   | 82.7     |
| State                                    |       | 63.6     |       | 77.5     |

<sup>3</sup>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 Peers<sup>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 20    | 45.5     |
| Emotional Disturbance      | 25    | 48.1     |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 204   | 86.1     |
| Other Health Impairment    | 112   | 91.1     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | 56    | 77.8     |
| District                   | 432   | 77.0     |
| State                      |       | 68.2     |

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District | State    |
|----------------------------|----------|----------|
|                            | Count    | Rate (%) |
| Autism                     | 48       | 0.9      |
| Emotional Disturbance      | 52       | 0.9      |
| Intellectual Disability    | *        | *        |
| Learning Disability        | 238      | 4.3      |
| Other Health Impairment    | 124      | 2.2      |
| Other Disabilities         | *        | *        |
| Speech/Language Impairment | 75       | 1.3      |
| All Disabilities           | 579      | 10.4     |

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

|   | Total (\$)  | Per Pupil     |            |
|---|-------------|---------------|------------|
|   |             | District (\$) | State (\$) |
| Instructional Staff and Services                          | 66,302,803  | 11,655        | 9,663      |
| Instructional Supplies and Equipment                      | 3,757,196   | 660           | 321        |
| Improvement of Instruction and Educational Media Services | 2,935,136   | 516           | 578        |
| Student Support Services                                  | 10,240,227  | 1,800         | 1,103      |
| Administration and Support Services                       | 11,621,278  | 2,043         | 1,861      |
| Plant Operation and Maintenance                           | 12,616,521  | 2,218         | 1,637      |
| Transportation  | 5,283,260   | 919           | 877        |
| Costs of Students Tuitioned Out                           | 2,665,861   | N/A           | N/A        |
| Other   | 1,762,536   | 310           | 201        |
| Total   | 117,184,818 | 20,541        | 16,236     |

#### Additional Expenditures

|                                   |         |    |       |
|-----------------------------------|---------|----|-------|
| Land, Buildings, and Debt Service | 270,215 | 47 | 1,749 |
|-----------------------------------|---------|----|-------|

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

### Special Education Expenditures: 2015-16

|                            | District   | State                |
|----------------------------|------------|----------------------|
|                            | Total (\$) | Percent of Total (%) |
| Certified Personnel        | 9,104,636  | 42.4                 |
| Noncertified Personnel     | 4,285,347  | 20.0                 |
| Purchased Services         | 643,270    | 3.0                  |
| Tuition to Other Schools   | 2,636,537  | 12.3                 |
| Special Ed. Transportation | 1,389,840  | 6.5                  |
| Other Expenditures         | 3,402,390  | 15.9                 |
| Total Expenditures         | 21,462,020 | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 95.5                          | 95.7                          |
| State           | 2.7                           | 2.5                           |
| Federal         | 1.6                           | 1.6                           |
| Tuition & Other | 0.3                           | 0.3                           |

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### 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  | 184                        | 86.0 | 184   | 86.7 | 86      | 70.5 |
| Black or African American                    | 51                         | 64.4 | 51    | 57.2 | 30      | 50.9 |
| Hispanic or Latino                           | 132                        | 74.6 | 132   | 68.7 | 70      | 62.3 |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | 0       | N/A  |
| Two or More Races                            | 126                        | 89.0 | 126   | 84.6 | 36      | 69.7 |
| White  | 2514                       | 80.4 | 2509  | 76.6 | 1158    | 66.1 |
| English Learners                             | 59                         | 67.2 | 59    | 67.1 | 23      | 54.9 |
| Non-English Learners                         | 2949                       | 80.9 | 2944  | 77.1 | 1357    | 66.1 |
| Eligible for Free or Reduced-Price Meals     | 99                         | 68.0 | 99    | 60.3 | 48      | 55.7 |
| Not Eligible for Free or Reduced-Price Meals | 2909                       | 81.0 | 2904  | 77.5 | 1332    | 66.3 |
| Students with Disabilities                   | 326                        | 58.0 | 326   | 51.4 | 166     | 51.3 |
| Students without Disabilities                | 2682                       | 83.3 | 2677  | 80.0 | 1214    | 67.9 |
| High Needs                                   | 443                        | 61.9 | 443   | 56.3 | 216     | 53.1 |
| Non-High Needs                               | 2565                       | 83.8 | 2560  | 80.5 | 1164    | 68.3 |
| District                                     | 3008                       | 80.6 | 3003  | 76.9 | 1380    | 65.9 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2015 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 43%       | 43%     | 50%       |
| National Public | 35%       | 33%     | 36%       |
| <b>MATH</b>     |           |         |           |
| Grade 4         |           |         |           |
| Connecticut     | 41%       | 36%     | 32%       |
| National Public | 39%       | 32%     | 25%       |

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | 10   | Count             | Rate (%) |
| Sit & Reach          | 84.3  | 78.6 | 77.4 | 80.2 | 1,727             | 80.0     |
| Curl Up              | 81.6  | 78.8 | 79.8 | 94.9 | 1,727             | 83.8     |
| Push Up              | 73.2  | 70.9 | 67.0 | 82.9 | 1,727             | 73.4     |
| Mile Run/PACER       | 85.5  | 86.1 | 81.1 | 68.2 | 1,727             | 80.1     |
| All Tests - District | 52.3  | 52.6 | 48.7 | 1.4  | 1,727             | 38.6     |
| All Tests - State    | 52.8  | 51.4 | 51.4 | 50.6 |                   | 51.6     |

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2015-16                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | *                         | *        |
| Hispanic or Latino                       | 28                        | 100.0    |
| English Learners                         | *                         | *        |
| Eligible for Free or Reduced-Price Meals | 35                        | 97.1     |
| Students with Disabilities               | 70                        | 85.7     |
| District                                 | 480                       | 97.7     |
| State                                    |                           | 87.4     |

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

|  | Participation <sup>6</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 99.3                       | 371               | 85.1     |
| Male                                     | 97.8                       | 402               | 87.0     |
| Black or African American                | *                          | *                 | *        |
| Hispanic or Latino                       | 100.0                      | 23                | 62.2     |
| White                                    | 98.4                       | 691               | 86.9     |
| English Learners                         | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 100.0                      | 13                | 41.9     |
| Students with Disabilities               | 89.0                       | 40                | 40.0     |
| District                                 | 98.6                       | 773               | 86.1     |
| State                                    | 96.1                       |                   | 43.5     |

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016         | Class of 2015            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>7</sup> | Persistence <sup>8</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 84.5                  | 93.2                     |
| Male                                     | 85.9                  | 95.1                     |
| Black or African American                | *                     | *                        |
| Hispanic or Latino                       | 75.0                  | *                        |
| White                                    | 86.3                  | 94.2                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 67.6                  | *                        |
| Students with Disabilities               | 75.4                  | 87.2                     |
| District                                 | 85.2                  | 94.0                     |
| State                                    | 72.0                  | 88.5                     |

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### 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.

| Indicator  |                     | Index/Rate    | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--|---------------------|---------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                                | All Students        | 80.6          | 75     | 50.0          | 50          | 100.0           | 67.1                     |
|  | High Needs Students | 61.9          | 75     | 41.3          | 50          | 82.5            | 55.9                     |
| Math Performance Index                               | All Students        | 76.9          | 75     | 50.0          | 50          | 100.0           | 62.2                     |
|  | High Needs Students | 56.3          | 75     | 37.5          | 50          | 75.1            | 50.5                     |
| Science Performance                                  | All Students        | 65.9          | 75     | 44.0          | 50          | 87.9            | 55.3                     |
|  | High Needs Students | 53.1          | 75     | 35.4          | 50          | 70.8            | 45.2                     |
| ELA Academic Growth                                  | All Students        | 62.1%         | 100%   | 62.1          | 100         | 62.1            | 55.4%                    |
|  | High Needs Students | 52.2%         | 100%   | 52.2          | 100         | 52.2            | 49.8%                    |
| Math Academic Growth                                 | All Students        | 71.0%         | 100%   | 71.0          | 100         | 71.0            | 61.7%                    |
|  | High Needs Students | 54.6%         | 100%   | 54.6          | 100         | 54.6            | 53.7%                    |
| Chronic Absenteeism                                  | All Students        | 2.7%          | <=5%   | 50.0          | 50          | 100.0           | 9.9%                     |
|  | High Needs Students | 8.4%          | <=5%   | 43.3          | 50          | 86.6            | 15.8%                    |
| Preparation for CCR                                  | % Taking Courses    | 72.5%         | 75%    | 48.3          | 50          | 96.7            | 70.7%                    |
|  | % Passing Exams     | 86.1%         | 75%    | 50.0          | 50          | 100.0           | 43.5%                    |
| On-track to High School Graduation                   |                     | 98.9%         | 94%    | 50.0          | 50          | 100.0           | 87.8%                    |
| 4-year Graduation All Students (2016 Cohort)         |                     | 97.7%         | 94%    | 100.0         | 100         | 100.0           | 87.4%                    |
| 6-year Graduation - High Needs Students (2014)       |                     | 97.7%         | 94%    | 100.0         | 100         | 100.0           | 82.0%                    |
| Postsecondary Entrance (Class of 2016)               |                     | 85.2%         | 75%    | 100.0         | 100         | 100.0           | 72.0%                    |
| Physical Fitness (estimated part rate) and (fitness) |                     | 93.9%   38.6% | 75%    | 25.7          | 50          | 51.5            | 92.0%   51.6%            |
| Arts Access  |                     | 59.5%         | 60%    | 49.6          | 50          | 99.2            | 50.5%                    |
| <b>Accountability Index</b>                          |                     |               |        | <b>1115.1</b> | <b>1350</b> | <b>82.6</b>     |                          |

| Gap Indicators                | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                      | N                               |
| ELA Performance Index Gap     | 75.0                             | 61.9            | 13.1        | 16.7                                 |                                 |
| Math Performance Index Gap    | 75.0                             | 56.3            | 18.7        | 18.7                                 |                                 |
| Science Performance Index Gap | 68.3                             | 53.1            | 15.2        | 16.6                                 |                                 |
| Graduation Rate Gap           | 94.0%                            | 97.7%           | -3.7%       | 12.0%                                | N                               |

<sup>1</sup>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.

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

| Subject/Subgroup |                     | Participation Rate (%) <sup>3</sup> |
|------------------|---------------------|-------------------------------------|
| ELA              | All Students        | 97.1                                |
|                  | High Needs Students | 94.1                                |
| Math             | All Students        | 96.9                                |
|                  | High Needs Students | 94.1                                |
| Science          | All Students        | 98.8                                |
|                  | High Needs Students | 95.2                                |

<sup>3</sup>Minimum 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: 54.8**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Westport Public Schools has actively engaged the parent community in the development of our Strategic Plan in several ways. Input from parents and community members was solicited through online and paper surveys as well as numerous focus group sessions during the day and in the evening, to gather feedback about the District's strengths and areas of growth over the next three to five years. The new Superintendent held a parent presentation in October of 2016 to introduce herself to families of Westport students and provide a forum for them to ask questions, share ideas, and learn about her beliefs and vision for the District.

In 2016-2017, the District continued to operationalize our Guiding Principles, the social, civic and ethical outcomes that we deem essential for our community, and provide a foundation for all the work in the district. The District hosted several information sessions for parents, including bringing in speakers such as Marc Brackett, who presented to parents in February 2017.

Each school develops goals and action plans around teaching and learning and providing a safe school climate. In 2016-2017, the elementary schools began a partnership with the Teachers College Reading and Writing Project to improve literacy instruction and achievement. Science labs and coaches were implemented in all five elementary schools to begin the transition to the Next Generation Science Standards and improve the K-5 science program. In addition to beginning the transition to the NGSS at the secondary level, the middle schools focused on a 1:1 Chromebook initiative in 6th grade, as well as a continued attention to positive school climate and the District's Guiding Principles. The high school had three rigorous goals. Students will: 1) construct viable arguments and critique arguments of others, 2) increase understanding of real-world issues, and 3) develop greater resilience.

The Westport Public Schools continue to make improvements to programs and services for student with disabilities. Examples include the recent addition of a 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 RTI programs in literacy and math, Westport Public Schools has implemented a RTI model for behavior which addresses the behavioral needs of students at our elementary schools and provides a structure for strategic intervention in cases of truancy and other behavioral concerns. Finally, WPS has partnered with its parent community by maintaining monthly meetings between the Director of Pupil Services and the special education PTA, and quarterly meetings with the gifted education PTA. These meetings inform parents of district initiatives, provide tools for working with their children at home, and provide a forum for parent questions.

#### 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. The District collaborates with TEAM Westport, an organization dedicated to achieving a more multicultural community, to identify and implement programming and resources for educators and students to understand and celebrate diversity. The elementary schools 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. Students from Westport's "A Better Chance" program bring academically able but less affluent students from elsewhere in the country to live in Westport and attend Staples High School. Multi-cultural units of study and programs celebrate diversity in all its elements. The ELA program K-12 features a balance of 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. 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.

In 2016-2017 there were 314 students in our schools coming from homes in which 45 different "dominant" languages were spoken, adding a multi-cultural presence. While many students were fluent in English, 56 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 a 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. For the last two years, Westport students attend the Asia-Pacific Youth Leadership Summit hosted on the Hwa Chong campus.

# District Profile and Performance Report for School Year 2016-17

## Westport School District

### **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 ensure 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.