

STRATEGIC SCHOOL PROFILE 2008-09**Westport School District**

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Westport,
Connecticut

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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	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, 2008 5,764
5-Year Enrollment Change 10.7%

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	99	1.7	1.1	30.3
K-12 Students Who Are Not Fluent in English	81	1.4	0.6	5.2
Students Identified as Gifted and/or Talented*	324	5.6	5.8	4.0
PK-12 Students Receiving Special Education Services in District	561	9.7	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	403	98.8	95.8	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	5.2	9.2	19.0

*59.3% 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	240	4.2
Black	87	1.5
Hispanic	158	2.7
White	5,267	91.4
Total Minority	497	8.6

Percent of Minority Professional Staff: 3.7%

Open Choice: 39 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: 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 30.

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 have traditionally spent the entire year in Westport, teaching and interacting with Westport students in every school, on a planned, systematic basis. We have also had the opportunity to send our teachers to China as part of our exchange program 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.

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 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 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 39 "Open Choice" students from Bridgeport attended Westport schools during the 2008-09 school year, continuing to make Westport's one of the largest Project Choice program in this area.

We continue to have a portion of our school population coming to Westport from foreign countries, adding a multi-cultural presence to the school system. There were 181 students in our schools coming from homes in which there were 30 different "dominant" languages. While many students were fluent in English, 77 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	78.1	54.6	89.3
Writing	79.0	62.5	78.0
Mathematics	90.8	62.8	98.7
Grade 4 Reading	84.0	60.7	92.0
Writing	81.9	64.2	86.7
Mathematics	88.2	63.6	92.1
Grade 5 Reading	87.6	66.0	92.5
Writing	82.5	66.5	82.1
Mathematics	91.5	68.8	96.9
Science	82.1	58.1	85.8
Grade 6 Reading	92.5	68.9	92.6
Writing	88.3	62.2	96.3
Mathematics	95.0	68.8	99.4
Grade 7 Reading	94.5	74.9	93.0
Writing	89.7	62.9	96.8
Mathematics	95.7	66.0	100.0
Grade 8 Reading	91.7	68.4	94.8
Writing	92.1	66.5	96.1
Mathematics	94.2	64.5	98.7
Science	87.8	60.6	94.8

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	87.6	47.4	100.0
Writing Across the Disciplines	88.3	55.0	96.2
Mathematics	83.1	47.8	96.9
Science	74.4	42.8	96.9

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
	46.8	36.2	77.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		97.9	74.5	
Average Score	Mathematics	596	507	97.7
	Critical Reading	586	503	98.4
	Writing	602	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 2008	99.7	92.1	96.9
Cumulative Four-Year Dropout Rate for Class of 2008	0.3	6.6	92.7
2007-08 Annual Dropout Rate for Grade 9 through 12	0.3	2.5	87.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.6	84.1
% Employed (Civilian Employment and in Armed Services)	2.8	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	442.93
Paraprofessional Instructional Assistants	55.30
Special Education	
Teachers and Instructors	52.50
Paraprofessional Instructional Assistants	92.86
Library/Media Specialists and/or Assistants	21.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.70
School Level	41.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	38.40
School Nurses	12.30
Other Staff Providing Non-Instructional Services and Support	345.55

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	12.1	12.9	13.6
% with Master's Degree or Above	88.8	86.3	76.1

Average Class Size	District	DRG	State
Grade K	17.7	18.6	18.3
Grade 2	20.5	20.0	19.3
Grade 5	19.8	21.4	21.0
Grade 7	21.2	21.1	20.5
High School	20.0	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	996	988
Middle School	1,026	1,006	1,016
High School	972	988	1,007

*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	3.3
Middle School	1.8	2.6	2.6
High School	2.1	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$51,277	\$9,031	\$7,521	\$8,787	\$7,522
Instructional Supplies and Equipment	\$1,784	\$314	\$267	\$237	\$271
Improvement of Instruction and Educational Media Services	\$4,713	\$830	\$461	\$660	\$446
Student Support Services	\$6,329	\$1,115	\$808	\$881	\$806
Administration and Support Services	\$9,216	\$1,623	\$1,351	\$1,503	\$1,369
Plant Operation and Maintenance	\$11,199	\$1,972	\$1,382	\$1,796	\$1,377
Transportation	\$4,612	\$728	\$649	\$714	\$644
Costs for Students Tuitioned Out	\$2,438	N/A	N/A	N/A	N/A
Other	\$1,239	\$218	\$152	\$168	\$151
Total	\$92,807	\$16,336	\$12,869	\$15,251	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$14,781	\$2,603	\$1,791	\$1,884	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16315241	17.6	19.1	20.5

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	3.3	1.1	0.3
Excluding School Construction	95.0	3.3	1.3	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 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	554
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	36	0.6	0.9	0.8
Learning Disability	281	4.9	3.9	3.9
Intellectual Disability	10	0.2	0.2	0.5
Emotional Disturbance	29	0.5	0.4	1.0
Speech Impairment	91	1.6	2.3	2.3
Other Health Impairment*	68	1.2	1.9	2.1
Other Disabilities**	39	0.7	0.6	0.9
Total	554	9.7	10.1	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 2007-08 with a Standard Diploma	95.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	52.5	30.2	88.1	65.7
	Writing	42.9	19.5	85.6	64.1
	Mathematics	60.0	30.7	92.6	65.7
	Science	40.0	23.8	85.0	59.4
CAPT	Reading Across the Disciplines	52.8	14.1	87.6	47.4
	Writing Across the Disciplines	47.5	13.6	88.3	55.0
	Mathematics	40.0	15.4	83.1	47.8
	Science	22.5	10.6	74.4	42.8

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	10.8
	% With Accommodations	89.2
CAPT	% Without Accommodations	46.4
	% With Accommodations	53.6
% Assessed Using Skills Checklist		7.1

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	22	4.0

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	424	76.5	77.9	72.7
40.1 to 79.0 Percent of Time	98	17.7	15.4	16.1
0.0 to 40.0 Percent of Time	32	5.8	6.6	11.2

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 instructional level, instructional strategies, or with other criteria on an "as needed" basis. When a curriculum area is designated for review, a curriculum review committee is established. This committee reports to the Assistant Superintendent for Curriculum and Instruction, and is led by chairpersons appointed by that Assistant Superintendent. Parents of Westport students are encouraged to be part of the curriculum review process and parent opinion is sought at several stages of the curriculum review. Information is gathered prior to the committee's initial draft through focus groups that are asked to react to the existing curriculum. Once the curriculum writing team has developed a working draft of the curriculum revision, the parent focus group process is repeated, obtaining reaction to the draft document. Additional parent input can be obtained through quantitative research techniques, such as questionnaires and surveys, as warranted.

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 to align instructional practices and activities with the type and level of work expected of students. Through the district's Early Intervention Process, attention is given to students who need assistance to be successful in school.

During the 2008-09 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, 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 early intervention programs and has developed a plan to implement Response to Intervention. 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. EIP teams have attended workshops on Response to Intervention and scientific based reading programs.
