

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



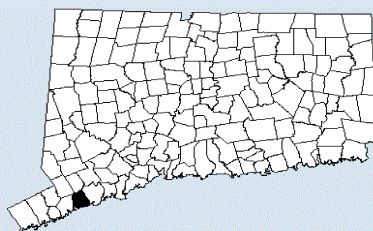
Westport School District

Dr. Colleen Palmer, Superintendent • 203-341-1025 • www.westport.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	5,598
Per Pupil Expenditures ¹	\$21,175
Total Expenditures ¹	\$118,984,359

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,718	48.6	48.4
Male	2,880	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	364	6.5	5.1
Black or African American	*	*	12.8
Hispanic or Latino	300	5.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	227	4.1	3.3
White	4,587	81.9	53.6
English Learners	61	1.1	7.2
Eligible for Free or Reduced-Price Meals	211	3.8	36.7
Students with Disabilities ¹	650	11.6	14.8

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	370	13.7	22	0.8
Male	352	12.4	77	2.7
Black or African American	25	21.9	*	*
Hispanic or Latino	56	18.3	15	4.8
White	605	13.3	71	1.5
English Learners	11	15.3	*	*
Eligible for Free or Reduced-Price Meals	52	27.5	19	8.2
Students with Disabilities	142	22.3	39	5.4
District	722	13.0	99	1.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 18

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	432.5
Paraprofessional Instructional Assistants	56.5
Special Education	
Teachers and Instructors	56.0
Paraprofessional Instructional Assistants	98.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.4
School Level	35.1
Library/Media	
Specialists (Certified)	10.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	21.9
Counselors, Social Workers and School Psychologists	37.4
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	201.7

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	10	1.6	1.1
Black or African American	6	1.0	3.7
Hispanic or Latino	12	2.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	581	95.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	20	69.0	18	*
White	288	70.9	373	91.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	50.0	17	*
Students with Disabilities	18	31.6	32	57.1
District	344	70.8	426	91.2
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	23	45.1
Emotional Disturbance	37	59.7
Intellectual Disability	*	*
Learning Disability	210	87.9
Other Health Impairment	119	90.8
Other Disabilities	*	*
Speech/Language Impairment	58	82.9
District	455	78.2
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	58	1.1	1.8
Emotional Disturbance	62	1.1	1.1
Intellectual Disability	*	*	0.5
Learning Disability	240	4.4	5.2
Other Health Impairment	132	2.4	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	76	1.4	1.8
All Disabilities	611	11.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	66,726,620	11,918	9,847
Instructional Supplies and Equipment	3,620,523	647	287
Improvement of Instruction and Educational Media Services	3,053,902	545	589
Student Support Services	10,274,740	1,835	1,120
Administration and Support Services	11,746,641	2,098	1,905
Plant Operation and Maintenance	12,869,675	2,299	1,648
Transportation	5,626,607	996	904
Costs of Students Tuitioned Out	3,235,185	N/A	N/A
Other	1,830,466	327	208
Total	118,984,359	21,175	16,535

Additional Expenditures

Land, Buildings, and Debt Service	253,436	45	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	9,440,592	41.9	33.8
Noncertified Personnel	4,516,317	20.0	14.5
Purchased Services	783,227	3.5	5.5
Tuition to Other Schools	3,235,185	14.3	23.4
Special Ed. Transportation	1,449,759	6.4	8.7
Other Expenditures	3,120,688	13.8	14.1
Total Expenditures	22,545,768	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	97.2	97.4
State	1.3	1.1
Federal	1.3	1.3
Tuition & Other	0.2	0.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	196	88.4	196	90.6
Black or African American	55	60.7	55	57.5
Hispanic or Latino	154	76.5	154	72.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	156	91.6	156	88.7
White	2385	82.4	2385	80.3
English Learners	71	69.3	71	69.6
Non-English Learners	2875	82.9	2875	80.8
Eligible for Free or Reduced-Price Meals	92	63.1	92	56.6
Not Eligible for Free or Reduced-Price Meals	2854	83.2	2854	81.3
Students with Disabilities	332	60.3	332	55.2
Students without Disabilities	2614	85.4	2614	83.8
High Needs	442	63.4	442	59.4
Non-High Needs	2504	86.0	2504	84.3
District	2946	82.6	2946	80.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	71.8	70.4	69.5	76.3	1,668	71.9
Curl Up	80.8	84.5	88.5	92.1	1,668	86.3
Push Up	74.2	76.9	76.0	83.2	1,668	77.5
Mile Run/PACER	81.5	88.4	78.2	77.6	1,668	81.5
All Tests - District	45.8	52.8	48.2	53.4	1,668	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	21	81.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	22	86.4
Students with Disabilities	62	88.7
District	433	97.9
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.6	384	85.7
Male	98.6	431	85.3
Black or African American	100.0	9	42.9
Hispanic or Latino	97.9	34	70.8
White	99.0	709	86.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.4	20	51.3
Students with Disabilities	94.7	49	43.4
District	99.1	815	85.5
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.3	98.0
Male	88.0	96.5
Black or African American	*	*
Hispanic or Latino	*	100.0
White	86.5	96.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	91.3
Students with Disabilities	81.8	97.8
District	86.1	97.3
State	70.9	88.3

⁵College 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.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	82.6	75	50.0	50	100.0	67.6
	High Needs Students	63.4	75	42.3	50	84.6	57.5
Math Performance Index	All Students	80.6	75	50.0	50	100.0	62.7
	High Needs Students	59.4	75	39.6	50	79.2	52.0
ELA Academic Growth	All Students	71.4%	100%	71.4	100	71.4	60.7%
	High Needs Students	61.8%	100%	61.8	100	61.8	55.6%
Math Academic Growth	All Students	83.9%	100%	83.9	100	83.9	61.9%
	High Needs Students	71.1%	100%	71.1	100	71.1	55.4%
Chronic Absenteeism	All Students	13.0%	<=5%	34.0	50	67.9	10.7%
	High Needs Students	22.0%	<=5%	16.0	50	32.0	16.6%
Preparation for CCR	% Taking Courses	80.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	85.5%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.9%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.7%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		86.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.6% 50.0%	75%	33.3	50	66.7	96.6% 50.1%
Arts Access		52.5%	60%	43.7	50	87.4	51.2%
Accountability Index				1047.1	1250	83.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.4	11.6	15.9	
Math Performance Index Gap	75.0	59.4	15.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.7%	-1.7%	12.7%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.5
	High Needs Students	94.0
Math	All Students	97.5
	High Needs Students	93.8
Science	All Students	98.5
	High Needs Students	94.6

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: 57.5

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Westport Public Schools has actively engaged the parent community in the development of our Strategic Plan. Input from parents and community members was solicited and utilized to establish a multi-year Strategic Plan with district goals and action plans. The Superintendent provided updates to the Board of Education regarding ongoing work toward achievement of these goals throughout the year, with opportunities for community members to provide comments to the Board and administration. A School Start Time Committee, comprised of faculty, parents, and community members, was charged with reviewing and analyzing the start times at each level as a means of optimizing learning environments. Parent presentations were held throughout the year and included information sessions on Smarter Balanced Assessments, Writing, Mathematics, and Science.

In 2017-2018, 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. Districtwide efforts to implement the RULER Program in collaboration with the Yale Center for Social Emotional Intelligence focused on professional development of all staff members, along with a cohort of parent representatives. Next steps have been planned to implement the RULER program with all students. We have also developed a plan for ongoing parent education.

In 2017-2018, all five elementary schools partnered with the Teachers College Reading and Writing Project to improve literacy instruction and achievement. K-12 Literacy Coaches provide ongoing support to teachers across all disciplines to assure that literacy skills are taught and applied in all curricular areas. The District's transition to the Next Generation Science Standards continued in 2017-2018 with the implementation of revised curriculum in grades K, 3, 6 and 9, including a new two-year science course at the high school designed to give students broad exposure to science concepts in Biology, Chemistry, Earth Science and Physics within an integrated framework aligned to NGSS.

The Westport Public Schools continue to make improvements to programs and services for students with disabilities. Examples include improving transition services for students at the high school level, providing professional development on using a multisensory approach to teach reading, and 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 utilizes 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 serve to inform parents of district initiatives, provide parents 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 in order to reduce racial, ethnic and economic isolation. 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 continue to engage in social competency programs that support understanding and acceptance of differences among people. The high school's diversity program, which encourages respect for all people, includes the Gay-Straight Alliance and other cultural clubs. The high school has also welcomed students from Westport's "A Better Chance" program which brings academically able but less affluent students from elsewhere in the country to live in Westport and attend Staples. Multicultural units of study and programs celebrate diversity in all its elements. The English/Language Arts program K-12 features a balance of reading experiences, including diverse literature representing voices from various cultures, family backgrounds, and gender/sexual identities. The World Language Department offers six different languages and engages students in cultural studies as well as seeing the world from multiple perspectives on a regular basis. In addition, the district's longstanding commitment toward economic and racial diversity is embodied in the 61 students from Bridgeport who attended the Westport Public Schools in 2017-2018 through the Open Choice program, continuing to make Westport's one of the largest Open Choice programs in this area. Westport works with local and regional universities in an effort to attract and recruit minority educators.

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 2017-2018 there were 360 students in our schools coming from homes in which 41 different "dominant" languages were spoken. While many students were fluent in English, 59 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 s

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Equitable Allocation of Resources among District Schools

The equitable distribution of resources among schools in this district is assured by the transparent, 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.