Connecticut State Department of Education

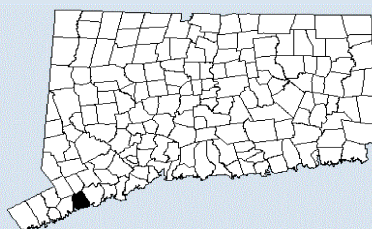# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Westport School District

Dr. Elliott Landon, Superintendent • 203-341-1025 • www.westport.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	5,772
Per Pupil Expenditures[1]	$19,320
Total Expenditures[1]	$111,883,675

[1]Expenditure data reflect the 2013-14 year.

Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,829	49.0	48.3
Male	2,943	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	333	5.8	4.7
Black or African American	*	*	12.9
Hispanic or Latino	256	4.4	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	163	2.8	2.5
White	4,924	85.3	57.2
English Language Learners	43	0.7	6.3
Eligible for Free or Reduced-Price Meals	212	3.7	37.6
Students with Disabilities[1]	600	10.4	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	53	1.9	22	0.7
Male	52	1.8	81	2.7
Black or African American	*	*	7	7.3
Hispanic or Latino	9	3.5	10	3.8
White	87	1.8	78	1.5
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	6.3	28	11.9
Students with Disabilities	32	5.6	35	5.1
District	105	1.8	103	1.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 4

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	428.7
Paraprofessional Instructional Assistants	63.4
Special Education	
Teachers and Instructors	46.0
Paraprofessional Instructional Assistants	93.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.4
School Level	34.6
Library/Media	
Specialists (Certified)	11.0
Support Staff	9.5
Instructional Specialists Who Support Teachers	12.6
Counselors, Social Workers and School Psychologists	34.6
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	498.3

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	9	1.5	1.0
Black or African American	1	0.2	3.5
Hispanic or Latino	15	2.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	558	95.6	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.3
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	12	44.4	12	60.0
White	214	52.3	298	71.1
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	*	*	6	27.3
Students with Disabilities	8	17.8	11	27.5
District	248	51.7	334	70.9
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	29	56.9
Emotional Disturbance	37	68.5
Intellectual Disability	*	*
Learning Disability	199	85.8
Other Health Impairment	106	91.4
Other Disabilities	*	*
Speech/Language Impairment	64	84.2
District	445	79.0
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	55	1.0	1.5
Emotional Disturbance	54	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	232	4.1	4.4
Other Health Impairment	116	2.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	79	1.4	1.9
All Disabilities	575	10.1	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	2.6	8.1
Private Schools or Other Settings	16	2.8	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	64,273,126	11,155	9,134
Instructional Supplies and Equipment	3,455,662	600	334
Improvement of Instruction and Educational Media Services	3,104,572	539	498
Student Support Services	9,774,989	1,696	1,001
Administration and Support Services	10,582,318	1,837	1,694
Plant Operation and Maintenance	11,656,010	2,023	1,572
Transportation	4,568,048	778	813
Costs of Students Tuitioned Out	2,826,905	N/A	N/A
Other	1,642,045	285	186
Total	111,883,675	19,320	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	300,192	52	1,272

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,698,502	41.6	35.1
Noncertified Personnel	3,742,369	17.9	14.2
Purchased Services	578,047	2.8	5.2
Tuition to Other Schools	2,775,425	13.3	22.0
Special Ed. Transportation	1,113,697	5.3	8.6
Other Expenditures	3,987,910	19.1	14.9
Total Expenditures	20,895,950	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	96.0
State	2.8	2.5
Federal	1.3	1.3
Tuition & Other	0.2	0.2

[4]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).

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	*	*	*	*	*	*
Asian	163	88.3	163	85.9	80	71.3
Black or African American	*	*	*	*	*	*
Hispanic or Latino	129	74.9	129	64.7	47	60.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	76	90.9	76	84.4	25	69.4
White	2362	82.9	2358	75.8	1182	68.7
English Language Learners	36	71.4	36	63.1	14	*
Non-English Language Learners	2737	83.0	2733	76.0	1344	68.5
Eligible for Free or Reduced-Price Meals	106	67.8	106	57.3	45	57.0
Not Eligible for Free or Reduced-Price Meals	2667	83.4	2663	76.6	1313	68.8
Students with Disabilities	344	62.9	342	52.4	175	52.5
Students without Disabilities	2429	85.6	2427	79.1	1183	70.8
High Needs	437	65.9	435	55.8	207	54.6
Non-High Needs	2336	86.0	2334	79.6	1151	70.9
District	2773	82.8	2769	75.8	1358	68.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.5	80.6	86.9	70.6	1,773	80.0
Curl Up	71.8	93.6	90.8	93.8	1,773	87.4
Push Up	68.5	79.3	76.4	86.4	1,773	77.4
Mile Run/PACER	81.0	90.1	78.6	77.8	1,773	82.0
All Tests - District	46.8	61.5	54.8	49.6	1,773	53.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	92.3	.		.
Students with Disabilities	66	87.9	85.1	Yes	86.0
District	452	97.8	94.0	Yes	94.0
State[4]		87.0			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.7	405	82.2
Male	91.3	378	82.5
Black or African American	90.9	13	59.1
Hispanic or Latino	83.0	24	51.1
White	93.0	697	84.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	79.5	26	59.1
Students with Disabilities	37.1	7	20.0
District	92.5	783	82.3
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	90.9	97.5
Male	90.6	97.2
Black or African American	*	*
Hispanic or Latino	*	*
White	91.9	97.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	67.7	*
Students with Disabilities	82.1	94.0
District	90.8	97.3
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	82.8	75	100.0	100	100.0	67.9
	High Needs Students	65.9	75	87.8	100	87.8	56.7
Math Performance Index	All Students	75.8	75	100.0	100	100.0	59.3
	High Needs Students	55.8	75	74.3	100	74.3	47.8
Science Performance Index	All Students	68.4	75	91.3	100	91.3	56.5
	High Needs Students	54.6	75	72.8	100	72.8	45.9
Chronic Absenteeism	All Students	1.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	4.7%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	61.2%	75%	40.8	50	81.6	66.1%
	% Passing Exams	82.3%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		99.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.8%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		94.9%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		91.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% | 53.3%	75%	35.5	50	71.1	87.6% | 51.0%
Arts Access		62.3%	60%	50.0	50	100.0	45.7%
Accountability Index				**1152.6**	**1250**	**92.2**	

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	65.9	9.1	17.3	
Math Performance Index Gap	75.0	55.8	19.2	19.6	
Science Performance Index Gap	70.9	54.6	16.3	17.2	
Graduation Rate Gap	94.0%	94.9%	-0.9%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	87.7
	High Needs Students	87.9
Math	All Students	87.6
	High Needs Students	87.6
Science	All Students	99.4
	High Needs Students	99.0

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: 62.1   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

We have actively engaged the parent community in efforts to expand our Westport 2025 learning framework to include clearly articulated K-12 Social, Civic, and Ethical outcomes in several ways. The school district has partnered with the Westport PTA to plan community meetings highlighting, explaining, and gathering feedback on our 21st Century learning goals. In March 2015, the PTA and school district hosted a Community Conversation, to solicit community input on the school's role in social, civic, and ethical outcomes. At the high school level, we have also used parent feedback from our NEASC Self-Study as part of our planning for school improvement initiatives.

The Westport Public Schools continue to make improvements to programs and services for students with disabilities. Examples include opening an additional 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, and providing ongoing professional development for staff in meeting the academic and social and emotional needs of students. This includes specific and ongoing training in Dialectical Behavioral Therapy for all our counselors, psychologists, and social workers so that they can work with students experiencing emotional dysregulation. 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 Response to Intervention programs in literacy and math, Westport Public Schools has initiated and implemented a Response to Intervention 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, Westport Public Schools 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.

The Westport Public Schools have embraced the school climate initiative by establishing building level and district committees that have analyzed and planned from data obtained through the district's administration of the National School Climate Center's Comprehensive School Climate Inventory. Results from this survey showed results in the positive range and provided building committees a focus of social emotional security for their building school climate plans. Results from the survey were in the positive range, and were shared publicly at a district and building level. The district continues to develop practices and curriculum that create a positive school climate. In 2014-2015, the district implemented guidelines to assure consistency with student attendance. The guidelines are aimed at improving student attendance and reducing truancy and chronic absenteeism utilizing a RTI model.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Westport 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. 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. Multi-cultural 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 51 students from Bridgeport who attended the Westport Public Schools in 2014-2015 through the Open Choice program, continuing to make Westport's one of the largest Open 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 2014-2015 there were 338 students in our schools coming from homes in which 41 different "dominant" languages were spoken. While many students were fluent in English, 68 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 Westport's 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, and for the last three years we have had students attend the Asia-Pacific Youth Leadership Summit hosted on the Hwa Chong campus.

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 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, 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 to the infrastructure at all schools.