

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

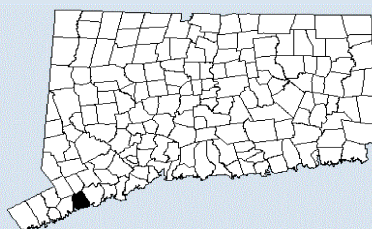


Westport School District

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

District Information

Grade Range	PK-12
Number of Schools	12
Enrollment	5,786
Per Pupil Expenditures ¹	\$18,619
Total Expenditures ¹	\$108,154,950

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,806	48.5	48.3
Male	2,980	51.5	51.6
American Indian	*	*	0.2
Asian	307	5.3	4.6
Black or African American	*	*	12.9
Hispanic or Latino	244	4.2	21.2
Pacific Islander	0	0.0	0.0
White	5,003	86.5	58.4
Two or More Races	132	2.3	2.3
English Language Learners	56	1.0	5.7
Eligible for Free or Reduced-Price Meals	198	3.4	37.3
Students with Disabilities ¹	573	9.9	12.8

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	93	3.3	14	0.4
Male	69	2.3	75	2.5
Black or African American	*	*	9	8.9
Hispanic or Latino	13	5.3	6	2.4
White	125	2.5	69	1.3
English Language Learners	6	10.9	*	*
Eligible for Free or Reduced-Price Meals	18	9.9	18	8.5
Students with Disabilities	36	6.1	26	3.8
District	162	2.8	89	1.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 11

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	444.6
Paraprofessional Instructional Assistants	51.9
Special Education	
Teachers and Instructors	52.5
Paraprofessional Instructional Assistants	83.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.9
School Level	37.3
Library/Media	
Specialists (Certified)	12.0
Support Staff	7.0
Instructional Specialists Who Support Teachers	12.8
Counselors, Social Workers and School Psychologists	37.8
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	199.1

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 (%)
Asian	8	1.3	1.0
Black or African American	1	0.2	3.5
Hispanic	15	2.4	3.6
Native American	1	0.2	0.1
White	592	95.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	75	18.3	181	44.5
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	80	17.3	200	43.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	26	52.0
Emotional Disturbance	18	60.0
Intellectual Disability	*	*
Learning Disability	202	84.9
Other Health Impairment	94	87.9
Other Disabilities	*	*
Speech/Language Impairment	65	83.3
District	416	76.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	0.9	1.4
Emotional Disturbance	30	0.5	1.0
Intellectual Disability	7	0.1	0.4
Learning Disability	238	4.1	4.2
Other Health Impairment	107	1.9	2.5
Other Disabilities	40	0.7	1.0
Speech/Language Impairment	81	1.4	1.9
All Disabilities	555	9.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	31	5.5	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	63,279,771	10,916	8,769
Instructional Supplies and Equipment	2,830,170	488	275
Improvement of Instruction and Educational Media Services	3,536,931	610	487
Student Support Services	8,797,362	1,518	965
Administration and Support Services	10,603,718	1,829	1,600
Plant Operation and Maintenance	10,434,260	1,800	1,472
Transportation	4,395,969	746	786
Costs of Students Tuitioned Out	2,851,493	N/A	N/A
Other	1,425,276	246	178
Total	108,154,950	18,619	14,642

Additional Expenditures

Land, Buildings, and Debt Service	377,982	65	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,412,415	41.9	35.6
Noncertified Personnel	3,461,247	17.2	14.5
Purchased Services	534,934	2.7	5.0
Tuition to Other Schools	2,764,437	13.8	21.4
Special Ed. Transportation	1,035,145	5.1	8.5
Other Expenditures	3,892,617	19.4	14.9
Total Expenditures	20,100,795	100.0	100.0

PK-12 Expenditures Used for Special Education	18.6	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.9	96.2
State	2.9	2.6
Federal	1.2	1.2
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	80.2	80.3	77.5	78.5	38	75.7	80.7	No	
Hispanic or Latino	82.9	82.5	85.1	84.3	96	84.4	84.2	Yes	
English Language Learners	79.0	70.4	75.8	76.8	32	76.2	77.2	No	
Eligible for Free or Reduced-Price Meals	79.2	78.8	83.4	77.8	80	76.3	81.7	No	
Students with Disabilities	73.3	71.2	70.9	71.4	312	69.0	74.5	No	
High Needs	76.4	74.4	74.8	74.6	394	72.6	77.3	No	
District	93.9	93.7	94.1	93.9	2728	93.5	88.0	Yes	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.		
Hispanic or Latino	.	.	.	.	25	90.1	.	n/a	
English Language Learners	.	.	.	.	<20	.	.		
Eligible for Free or Reduced-Price Meals	.	.	.	.	24	78.2	.	n/a	
Students with Disabilities	73.9	74.9	72.4	72.2	58	68.0	76.1	No	
High Needs	76.3	75.5	74.5	76.9	73	73.4	77.5	No	
District	93.8	94.4	93.2	93.3	476	93.4	88.0	Yes	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.5	82.8	84.5	96.8	1,743	86.2
Curl Up	86.7	93.6	94.6	98.2	1,743	93.3
Push Up	76.9	84.4	79.8	95.5	1,743	84.2
Mile Run/PACER	88.8	90.1	85.7	85.7	1,743	87.6
All Tests - District	62.1	70.0	65.9	81.9	1,743	70.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	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	*	*	.		.
Students with Disabilities	56	92.9	84.1	Yes	85.1
District	466	98.7	94.0	Yes	94.0
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.4	371	80.5
Male	92.2	379	82.0
Black or African American	91.3	13	56.5
Hispanic or Latino	91.7	19	52.8
White	94.1	681	83.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	78.4	17	45.9
Students with Disabilities	50.0	9	30.0
District	93.8	750	81.3
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.8	97.4
Male	87.3	94.6
Black or African American	*	*
Hispanic or Latino	*	*
White	88.8	96.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	79.0	87.2
District	89.0	96.1
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

We have actively engaged the parent community in the design and implementation of our Westport 2025 learning framework 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 2014, the PTA and school district hosted a Parent University, focused on strategies and methods that parents can employ that support their students in their development toward these learning goals. In coming years as we look to expand our framework to include clearly articulated K-12 Social, Civic, and Ethical learning expectations, we will also be partnering with the parent community to gather input and feedback.

The Westport Public Schools continue to make improvements to programs and services for student with disabilities. Examples include opening an additional elementary 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. 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 2013-2014, a committee reviewed and revised the district's Truancy Policy and Procedures to take a proactive approach in preventing absenteeism and align with state mandates.

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 50 students from Bridgeport who attended the Westport Public Schools in 2013-2014 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 2013-2014 there were 284 students in our schools coming from homes in which 40 different "dominant" languages were spoken. While many students were fluent in English, 55 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 two years we have had students attend the Asia-Pacific Youth Leadership Summit hosted on the Hwa Chong campus.

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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 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 of the infrastructure at all schools.