

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

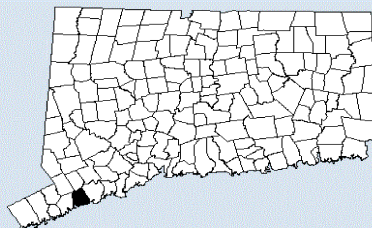


Westport School District

Dr. David Abbey, Superintendent - Interim • 203-341-1025 • www.westport.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	5,344
Per Pupil Expenditures ¹	\$22,774
Total Expenditures ¹	\$126,213,143

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,612	48.9	48.4
Male	2,732	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	354	6.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	366	6.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	281	5.3	3.8
White	4,221	79.0	51.1
English Learners	71	1.3	8.3
Eligible for Free or Reduced-Price Meals	199	3.7	43.3
Students with Disabilities ³	704	13.2	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	236	9.1	7	0.3
Male	206	7.7	39	1.4
Black or African American	10	8.5	*	*
Hispanic or Latino of any race	42	11.6	8	2.1
White	349	8.4	29	0.7
English Learners	6	8.1	0	0.0
Eligible for Free or Reduced-Price Meals	30	16.4	14	6.3
Students with Disabilities	103	15.0	20	2.6
District	442	8.4	46	0.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 10

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the 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	405.7
Paraprofessional Instructional Assistants	49.5
Special Education	
Teachers and Instructors	58.5
Paraprofessional Instructional Assistants	111.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.4
School Level	32.1
Library/Media	
Specialists (Certified)	9.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	24.9
Counselors, Social Workers and School Psychologists	37.3
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	189.2

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	8	1.4	1.2
Black or African American	10	1.7	4.0
Hispanic or Latino of any race	12	2.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	553	94.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.4

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	14	*	9	*
Hispanic or Latino of any race	25	89.3	33	94.3
White	386	98.0	360	97.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	*	22	95.7
Students with Disabilities	57	93.4	48	84.2
District	464	97.7	433	97.1
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	31	45.6
Emotional Disturbance	45	57.7
Intellectual Disability	0	0
Learning Disability	222	88.1
Other Health Impairment	122	87.1
Other Disabilities	8	40.0
Speech/Language Impairment	61	85.9
District	489	77.4
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	71	1.4	2.0
Emotional Disturbance	78	1.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	252	4.8	5.7
Other Health Impairment	144	2.7	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	75	1.4	1.8
All Disabilities	658	12.5	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	1.1	8.2
Private Schools or Other Settings	29	4.4	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$76,359,281	\$13,778	\$10,923
Support services - students	\$10,346,300	\$1,878	\$1,277
Support services - instruction	\$3,911,980	\$710	\$682
Support services - general administration	\$1,953,264	\$355	\$467
Support services - school based administration	\$7,805,103	\$1,417	\$1,021
Central and other support services	\$3,779,737	\$686	\$679
Operation and maintenance of plant	\$12,108,954	\$2,198	\$1,718
Student transportation services	\$5,832,382	\$1,041	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,991,513	\$362	\$163
Minor school construction	\$2,124,629	\$386	\$59
Total	\$126,213,143	\$22,774	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,284,320	39.4	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$4,957,734	21.1	11.1
Employee Benefits	\$3,052,936	13.0	13.0
Purchased Services Other Than Transportation	\$904,988	3.8	5.7
Special Education Tuition	\$3,735,743	15.9	22.5
Supplies	\$103,455	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,458,494	6.2	8.0
Equipment	\$43,657	0.2	0.2
All Other Expenditures	\$2,554	0.0	0.1
Total	\$23,543,881	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.5
State	1.1
Federal	1.2
Tuition & Other	0.2

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	27	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	93.8
Students with Disabilities	68	94.1
District	479	99.2
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	90.1	97.9
Male	87.5	94.7
Black or African American	*	*
Hispanic or Latino of any race	88.9	*
White	88.9	96.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	83.9	90.0
Students with Disabilities	82.8	95.2
District	88.7	96.3
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	71.5%	100%	60.4%
	Oral	62.0%	100%	57.6%
Chronic Absenteeism	All Students	8.4%	<=5%	12.2%
	High Needs Students	14.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	97.4%	75%	80.4%
On-track to High School Graduation		99.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		99.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		88.6%	75%	71.5%
Arts Access		54.5%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	93.1%	0.9%	10.9%	N

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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 the School Reopening Plan. Input from parents and community members was solicited and utilized to establish a Reopening plan for the 2020-21 school year. The Steering Committee provided regular updates to the Board of Education regarding ongoing work toward development of the plan and there were ongoing 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 times and environments. Ultimately, the Board of Education took action on the Committee's recommendation to move all start times up by an hour. Parent presentations were held throughout the year and included information sessions on Smarter Balanced Assessments, Writing, Mathematics, and Science.

In 2019-2020, 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 2019-2020, 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 2019-2020 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 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 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 Assistant Superintendent of Pupil Services and the special education PTA, and quarterly meetings with the gifted education P

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 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. 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 66 students from Bridgeport who attended the Westport Public Schools in 2019-2020 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.

A portion of our school population continues to come to Westport from foreign countries, adding a multi-cultural presence to the school system. In 2019-2020 there were 360 students in our schools coming from homes in which 41 different "dominant" languages were spoken. 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 Westport families.

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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 the 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 developed with the help of outside consultants.