

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

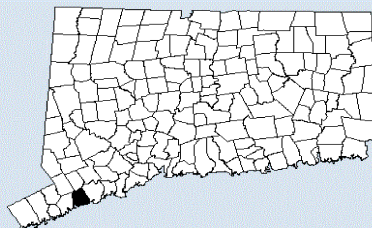


Westport School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	5,539
Per Pupil Expenditures ¹	\$21,843
Total Expenditures ¹	\$122,365,280

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,693	48.6	48.4
Male	2,846	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	357	6.4	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	346	6.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	258	4.7	3.6
White	4,446	80.3	52.4
English Learners	64	1.2	7.6
Eligible for Free or Reduced-Price Meals	194	3.5	42.1
Students with Disabilities ³	686	12.4	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	130	4.9	25	0.9
Male	120	4.3	67	2.3
Black or African American	16	12.3	13	9.8
Hispanic or Latino of any race	27	7.7	15	4.1
White	190	4.4	58	1.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	14.8	21	9.3
Students with Disabilities	78	11.4	42	5.3
District	250	4.6	92	1.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 35

Number of school-based arrests: 13

⁴A 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.

⁵This 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	433.6
Paraprofessional Instructional Assistants	49.0
Special Education	
Teachers and Instructors	58.0
Paraprofessional Instructional Assistants	107.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.4
School Level	34.1
Library/Media	
Specialists (Certified)	10.0
Support Staff	10.0
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	38.5
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	202.7

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	11	1.8	1.1
Black or African American	7	1.1	3.8
Hispanic or Latino of any race	14	2.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	578	94.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.0

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	*	*	11	*
Hispanic or Latino of any race	23	67.6	25	86.2
White	306	82.5	377	94.0
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	20	87.0
Students with Disabilities	33	60.0	39	73.6
District	359	80.9	449	93.3
State		74.5		85.2

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	22	39.3
Emotional Disturbance	39	59.1
Intellectual Disability	0	0
Learning Disability	228	88.7
Other Health Impairment	111	88.1
Other Disabilities	6	30.0
Speech/Language Impairment	65	83.3
District	471	77.7
State		67.6

³This 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	62	1.1	1.9
Emotional Disturbance	67	1.2	1.1
Intellectual Disability	*	*	0.5
Learning Disability	257	4.7	5.5
Other Health Impairment	129	2.4	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	86	1.6	1.8
All Disabilities	636	11.7	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$75,279,751	\$13,438	\$10,545
Support services - students	\$10,405,065	\$1,868	\$1,373
Support services - instruction	\$3,472,254	\$623	\$644
Support services - general administration	\$1,755,600	\$315	\$462
Support services - school based administration	\$7,807,751	\$1,402	\$1,007
Central and other support services	\$2,657,466	\$477	\$671
Operation and maintenance of plant	\$12,785,360	\$2,295	\$1,629
Student transportation services	\$5,974,263	\$1,060	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,941,165	\$349	\$157
Minor school construction	\$286,605	\$51	\$65
Total	\$122,365,280	\$21,843	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$9,656,683	41.2	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$4,725,090	20.1	10.4
Employee Benefits	\$2,945,857	12.6	13.0
Purchased Services Other Than Transportation	\$888,540	3.8	5.5
Special Education Tuition	\$3,611,621	15.4	22.6
Supplies	\$135,537	0.6	0.6
Property Services	\$2,541	0.0	0.4
Purchased Services For Transportation	\$1,470,928	6.3	8.0
Equipment	\$23,002	0.1	0.2
All Other Expenditures	\$2,276	0.0	0.1
Total	\$23,462,074	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.2	24.4

Expenditures by Revenue Source:⁴

2017-18

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

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	195	88.5	195	90.1	83	84.2
Black or African American	*	*	*	*	19	*
Hispanic or Latino of any race	185	76.6	186	74.5	86	69.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	158	91.9	159	90.0	64	86.0
White	2,269	82.5	2,269	81.7	1,049	78.5
English Learners	73	69.5	73	69.4	26	61.7
Non-English Learners	2,791	82.9	2,793	82.1	1,275	78.6
Eligible for Free or Reduced-Price Meals	103	63.0	103	60.8	48	59.6
Not Eligible for Free or Reduced-Price Meals	2,761	83.3	2,763	82.6	1,253	78.9
Students with Disabilities	344	59.5	346	55.7	154	57.0
Students without Disabilities	2,520	85.7	2,520	85.4	1,147	81.1
High Needs	459	63.0	461	60.1	200	60.2
Non-High Needs	2,405	86.3	2,405	86.0	1,101	81.5
District	2,864	82.6	2,866	81.8	1,301	78.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	78.9	71.9	68.4	73.2	1,682	72.8
Curl Up	79.1	83.1	81.5	93.7	1,682	84.6
Push Up	64.8	81.9	74.4	81.5	1,682	76.0
Mile Run/PACER	81.8	82.4	66.8	77.9	1,682	76.9
All Tests - District	47.2	56.2	45.7	54.1	1,682	50.8
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	51	94.1
District	456	99.1
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	354	81.2
Male	99.2	420	85.9
Black or African American	100.0	8	34.8
Hispanic or Latino of any race	100.0	43	68.3
White	99.1	660	85.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	20	47.6
Students with Disabilities	93.5	29	26.9
District	99.2	774	83.7
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.4	97.2
Male	86.7	94.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	88.3	96.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	83.3	*
Students with Disabilities	81.8	82.2
District	88.0	96.1
State	71.0	87.8

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.

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	67.7
	High Needs Students	63.0	75	42.0	50	84.0	58.1
Math Performance Index	All Students	81.8	75	50.0	50	100.0	63.1
	High Needs Students	60.1	75	40.0	50	80.1	52.7
Science Performance Index	All Students	78.2	75	50.0	50	100.0	63.8
	High Needs Students	60.2	75	40.1	50	80.2	54.2
ELA Academic Growth	All Students	66.8%	100%	66.8	100	66.8	59.9%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.1%
Math Academic Growth	All Students	81.3%	100%	81.3	100	81.3	62.5%
	High Needs Students	63.9%	100%	63.9	100	63.9	55.2%
Progress Toward English Proficiency	Literacy	78.5%	100%	39.3	50	78.5	60.0%
	Oral	76.5%	100%	38.3	50	76.5	52.1%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	11.5%	<=5%	37.0	50	74.0	16.1%
Preparation for CCR	% Taking Courses	87.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	83.7%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		99.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.7%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		88.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 50.8%	75%	33.9	50	67.8	96.4% 52.9%
Arts Access		54.8%	60%	45.6	50	91.3	51.9%
Accountability Index				1234.6	1450	85.1	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.0	12.0	15.4	
Math Performance Index Gap	75.0	60.1	14.9	17.6	
Science Performance Index Gap	75.0	60.2	14.8	16.1	
Graduation Rate Gap	94.0%	95.7%	-1.7%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.0
	High Needs Students	93.8
Math	All Students	97.1
	High Needs Students	94.2
Science	All Students	97.7
	High Needs Students	94.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 57.1 State: 51.5

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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 goal 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 times and environments. Parent presentations were held throughout the year and included information sessions on Smarter Balanced Assessments, Writing, Mathematics, and Science.

In 2018-2019, 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 2018-2019, 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 2018-2019 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 student 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 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.

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 65 students from Bridgeport who attended the Westport Public Schools in 2018-2019 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 2018-2019 there were 392 students in our schools coming from homes in which 45 different "dominant" languages were spoken. While many students were fluent in English, 72 participated in our ESOL program. As a result, many of our teachers engage in cultural study units and celebrations of a variety of cultures.

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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.