

STRATEGIC SCHOOL PROFILE 2012-13**Westport School District**

Elliott Landon, Superintendent

Location: 110 Myrtle Avenue

Telephone: (203) 341-1010

Westport,
ConnecticutWebsite: www.westport.k12.ct.us

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 25,749

1990-2000 Population Growth: 5.5%

Number of Public Schools: 9

Per Capita Income in 2000: \$73,664

Percent of Adults without a High School Diploma in 2000*: 4.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.7%

District Enrollment as % of Estimated. Student Population: 90.3%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 5,795
5-Year Enrollment Change 2.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	212	3.7	2.0	36.7
K-12 Students Who Are Not Fluent in English	58	1.0	0.7	5.8
Students Identified as Gifted and/or Talented*	314	5.4	5.2	3.8
PK-12 Students Receiving Special Education Services in District	570	9.8	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	345	94.8	95.4	79.3
Homeless	3	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	32	3.7	7.4	12.7

*51.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	296	5.1
Black	91	1.6
Hispanic	223	3.8
Pacific Islander	1	0.0
White	5,084	87.7
Two or more races	95	1.6
Total Minority	711	12.3

Percent of Minority Professional Staff: 3.8%

Open Choice:

42 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

4.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 42.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

EFFORTS TO REDUCE RACIAL ISOLATION The Westport Public School District continues 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, continues in various guises, including the Gay-Straight Alliance. 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 special programs celebrate diversity in all its elements. The English/Language Arts program K-12 features a balance of reading experiences, including classic and contemporary texts, as well as diverse literature representing voices from various cultural backgrounds. The World Language Department offers six different languages, including Mandarin Chinese, and engages students in cultural studies as well as seeing the world from multiple perspectives on a regular basis. In addition, the Westport Public Schools' longstanding commitment toward economic and racial diversity is embodied in the 42 "Open Choice" minority students from Bridgeport who attended Westport schools during the 2012-2013 school year, continuing to make Westport's one of the largest Project 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 2012-2013 there were 259 students in our schools coming from homes in which 40 different "dominant" languages were spoken. While many students were fluent in English, 54 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. A delegation of Singapore educators visited the high school in May and two students attended the Global Youth Conference, with two teachers, in July.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	82.8	56.9	96.3
Writing	76.8	60.0	78.3
Mathematics	87.8	61.4	95.0
Grade 4 Reading	89.1	62.6	98.7
Writing	84.0	63.0	90.5
Mathematics	90.9	65.1	97.5
Grade 5 Reading	89.1	66.9	93.2
Writing	86.7	65.6	91.3
Mathematics	91.7	69.2	94.4
Science	86.5	62.3	90.1
Grade 6 Reading	90.9	73.3	89.2
Writing	90.6	65.1	95.9
Mathematics	92.2	67	93.5
Grade 7 Reading	91.0	78.9	79.7
Writing	86.5	64.9	89.9
Mathematics	93.4	65.4	98.7
Grade 8 Reading	93.9	76.2	91.8
Writing	90.9	67.2	96.2
Mathematics	90.6	65.0	92.5
Science	84.1	60.4	88.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	81.7	48.5	96.2
Writing Across the Disciplines	91.7	62.1	97.7
Mathematics	90.0	52.4	100.0
Science	80.3	48.8	94.7

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	52.5	51.1	46.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		89.7	78.5	
Average Score	Mathematics	604	503	98.5
	Critical Reading	585	499	97.0
	Writing	599	504	98.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.9	84.8	97.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.2	2.1	78.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.1	82.6
% Employed (Civilian Employment and in Armed Services)	1.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	436.90
Paraprofessional Instructional Assistants	53.90
Special Education	
Teachers and Instructors	52.45
Paraprofessional Instructional Assistants	91.83
Library/Media Specialists and/or Assistants	19.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.90
School Level	36.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	35.80
School Nurses	13.00
Other Staff Providing Non-Instructional Services and Support	322.40

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	13.9	13.9
% with Master's Degree or Above	92.2	90.7	79.8

Average Class Size	District	DRG	State
Grade K	19.3	18.5	18.9
Grade 2	20.2	20.4	19.8
Grade 5	20.9	20.5	21.3
Grade 7	22.3	21.5	20.2
High School	21.9	20.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,032	1,009	999
Middle School	1,026	1,009	1,029
High School	972	987	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	1.7	2.5	2.7
Middle School	1.5	2.1	2.1
High School	2.0	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$59,752	\$10,417	\$8,570	\$10,302	\$8,570
Instructional Supplies and Equipment	\$2,820	\$492	\$252	\$286	\$257
Improvement of Instruction and Educational Media Services	\$3,214	\$560	\$475	\$688	\$471
Student Support Services	\$8,380	\$1,461	\$949	\$1,086	\$950
Administration and Support Services	\$10,702	\$1,866	\$1,526	\$1,644	\$1,547
Plant Operation and Maintenance	\$10,332	\$1,801	\$1,466	\$1,705	\$1,459
Transportation	\$4,248	\$730	\$775	\$779	\$765
Costs for Students Tuitioned Out	\$3,293	N/A	N/A	N/A	N/A
Other	\$1,519	\$265	\$170	\$185	\$170
Total	\$104,258	\$18,097	\$14,444	\$17,274	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,405	\$1,184	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$20,081,148	19.3	21.3	21.8

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	95.5	3.2	1.4	0.0
Excluding School Construction	95.8	2.8	1.4	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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, assuring 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	577
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	60	1.0	1.2	1.3
Learning Disability	253	4.4	3.7	4.0
Intellectual Disability	6	0.1	0.2	0.4
Emotional Disturbance	32	0.6	0.5	1.0
Speech Impairment	92	1.6	1.9	2.0
Other Health Impairment*	102	1.8	2.1	2.4
Other Disabilities**	32	0.6	0.6	1.0
Total	577	10.0	10.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	91.9	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	57.5	34.5	89.5	69.2
	Writing	49.8	19.9	86.0	64.4
	Mathematics	52.7	29.0	91.1	65.5
	Science	43.2	21.3	85.3	61.3
CAPT	Reading Across the Disciplines	43.2	15.7	81.7	48.5
	Writing Across the Disciplines	59.5	16.7	91.7	62.1
	Mathematics	51.4	16.8	90.0	52.4
	Science	52.6	14.6	80.3	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	22.7
	% With Accommodations	77.3
CAPT	% Without Accommodations	23.3
	% With Accommodations	76.7
% Assessed Using Skills Checklist		3.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	28	4.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	466	80.8	75.7	72.0
40.1 to 79.0 Percent of Time	78	13.5	16.9	16.4
0.0 to 40.0 Percent of Time	33	5.7	7.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Westport Public Schools' curriculum is reviewed on a regular basis. A "continuous improvement" model is employed, which enables staff to respond with appropriate speed to new information such as changes in curriculum standards and data including, but not limited to, changes in student achievement. Whenever a potential need for curriculum revision is recognized, a curriculum writing team consisting of professional staff members is created under the over-all leadership of the office of Curriculum and Instruction. Once the curriculum writing team has determined there is a need for a curriculum revision, resources are marshaled to develop a working draft of the revision. At this point, a parent focus group process may be convened to obtain reaction to the draft document. The curriculum writing team considers this input as it produces a draft curriculum document for presentation to the Board of Education. The Board of Education members vote on the proposed curriculum at a subsequent public meeting. During the 2012-2013 school year, Westport teachers began to use Atlas to record curriculum. Atlas is a mapping software which is available to teachers and parents. It allows for vertical and horizontal articulation, as well as immediate updating of curriculum changes. Westport teachers and administrators make extensive use of test results to review the curriculum's effectiveness and identify areas in which instruction may require adjustment to enhance achievement. Areas of focus were revision of the K-5 Literacy curriculum to align with the Common Core, Inquiry-based Science K-5, continued implementation of Singapore Math, and 9th grade Global Studies. During the 2012-2013 school year the revision for the middle school Social Studies courses focused on the National Social Studies standards, providing an appropriate balance between global studies and American History. All middle school Language Arts teachers received professional development in creating writing units of study with a presenter from Teachers College Literacy Project. During the 2012-13 school year, the school system continued the initiative entitled Westport 2025: Meeting the Global Challenge. This K-12 initiative is focused on providing students at all levels with the skills and dispositions necessary to be successful in the 21st Century. During the 12-13 school year, all teachers continued to build capacity in designing units using our global lens, designed in consultation with Columbia Teachers College, and focusing on 21st century skills and capacities. These 21st skills include, but are not limited to, strategic collaboration, as well as engaging in real world problem solving, global issues, and multiple perspectives. School Climate surveys were given to staff, students and parents. Building-based school climate teams developed goals in order to provide safety and positive school environment. The Westport Public Schools have continued to focus our professional development and school improvement activities to increase the inclusion of all students with disabilities in the regular education classroom. Special educators have attended workshops on inclusionary practices, curriculum modifications, developing behavioral plans and the use of technology in meeting the needs of students. Special educators have provided school-based training sessions to regular education teachers to help them meet the needs of students with disabilities in the regular education classroom. Special education teachers have increased the amount of time they are working in and consulting with regular education teachers. District Pupil Services Staff have engaged in professional development regarding school refusal and strategies for assisting students having attendance issues. The district continues to provide R.T.I. services. Building based teams, consisting of both special educators and regular education teachers, provide ongoing support to regular education teachers to meet the needs of all students in their classrooms, and have begun investigating functioning as data teams. This ongoing support has provided regular educators with a wide repertoire of strategies. These efforts have resulted in an increase of inclusion of special education students in the regular education classroom.
