

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2023-24**



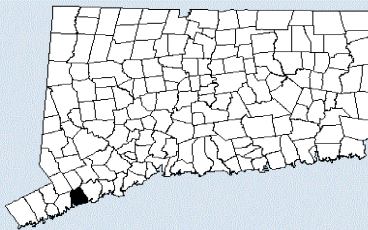
**Westport School District**

Thomas Scarice, Superintendent • 203-341-1025 • <https://www.westportps.org/>

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>12</b>
Enrollment	<b>5,333</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$25,576</b>
Total Expenditures <sup>1</sup>	<b>\$137,933,226</b>

<sup>1</sup> Expenditure data reflect the 2022-23 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

**Students**

**October 1, 2023 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,681	50.3	48.3
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	347	6.5	5.2
Black or African American	114	2.1	12.5
Hispanic or Latino of any race	439	8.2	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	380	7.1	4.7
White	4,049	75.9	46.2
English Learners/Multilingual Learners	58	1.1	10.5
Eligible for Free or Reduced-Price Meals	151	2.8	44.0
Students with Disabilities <sup>3</sup>	768	14.4	17.9

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	168	6.3	19	0.7
Male	*	*	77	2.9
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	42	9.2	16	3.5
White	247	6.2	63	1.5
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	15.9	11	6.0
Students with Disabilities	109	14.1	40	4.6
District	327	6.2	96	1.8
State		17.7		7.0

**Number of students qualified as truant under state statute: 233**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	425.0
Paraprofessional Instructional Assistants	44.0
<b>Special Education</b>	
Teachers and Instructors	63.5
Paraprofessional Instructional Assistants	118.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	11.0
School Level	31.5
<b>Library/Media</b>	
Specialists (Certified)	9.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	27.4
Counselors, Social Workers and School Psychologists	42.1
School Nurses	13.3
Other Staff Providing Non-Instructional Services/Support	173.7

<sup>1</sup> 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	0	0.0	0.1
Asian	10	1.6	1.4
Black or African American	10	1.6	4.8
Hispanic or Latino of any race	17	2.8	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	577	94.0	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	13.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	*	8	*
Hispanic or Latino of any race	37	97.4	36	100.0
White	304	98.1	330	97.9
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	13	*	12	*
Students with Disabilities	58	93.5	67	89.3
District	402	98.3	423	97.9
State		88.4		94.6

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	53	54.1
Emotional Disability	20	37.7
Intellectual Disability	*	*
Learning Disability	219	79.9
Other Health Impairment	135	77.6
Other Disabilities	*	*
Speech/Language Impairment	80	86.0
District	518	72.2
State		66.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	109	2.1	2.6
Emotional Disability	53	1.0	1.1
Intellectual Disability	6	0.1	0.6
Learning Disability	275	5.2	6.4
Other Health Impairment	174	3.3	3.5
Other Disabilities	29	0.6	1.2
Speech/Language Impairment	96	1.8	2.0
<b>All Disabilities</b>	<b>742</b>	<b>14.1</b>	<b>17.3</b>

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	0.8	8.0
Private Schools or Other Settings	25	3.4	4.6

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$86,291,704	\$16,001	\$12,942
Support services - students	\$11,127,184	\$2,076	\$1,724
Support services - instruction	\$3,493,114	\$652	\$905
Support services - general administration	\$2,311,390	\$431	\$520
Support services - school based administration	\$8,425,062	\$1,572	\$1,207
Central and other support services	\$3,397,133	\$634	\$771
Operation and maintenance of plant	\$14,140,690	\$2,638	\$2,101
Student transportation services	\$6,491,781	\$1,239	\$1,582
Food services	.	.	\$8
Enterprise operations	\$2,255,168	\$421	\$213
<b>Total</b>	<b>\$137,933,226</b>	<b>\$25,576</b>	<b>\$21,143</b>

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

### Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$11,273,193	36.5	27.6
Instructional Aide Salaries	.	.	10.2
Other Salaries	\$6,507,852	21.1	10.5
Employee Benefits	\$3,832,040	12.4	13.2
Purchased Services Other Than Transportation	\$1,175,354	3.8	6.4
Special Education Tuition	\$5,663,119	18.3	22.2
Supplies	\$122,492	0.4	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,304,853	7.5	8.4
Equipment	\$11,480	0.0	0.3
All Other Expenditures	\$899	0.0	0.1
<b>Total</b>	<b>\$30,891,282</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		22.4	25.0

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	96.5
State	1.2
Federal	2.0
Tuition & Other	0.4

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### 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	194	88.7	194	89.3	85	88.9
Black or African American	60	65.7	60	61.7	31	68.7
Hispanic or Latino of any race	213	73.7	213	72.4	92	77.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	195	83.0	195	82.7	82	86.0
White	2,100	80.0	2,097	79.5	928	81.1
English Learners/Multilingual Learners	68	72.4	68	73.9	20	71.2
Non-English Learners/Non-Multilingual Learners	2,698	80.2	2,695	79.6	1,200	81.5
Eligible for Free or Reduced-Price Meals	86	60.8	86	58.2	41	65.0
Not Eligible for Free or Reduced-Price Meals	2,680	80.6	2,677	80.2	1,179	81.9
Students with Disabilities	416	58.5	415	55.2	169	55.6
Students without Disabilities	2,350	83.8	2,348	83.8	1,051	85.5
High Needs	507	61.1	506	58.4	206	58.7
Non-High Needs	2,259	84.3	2,257	84.2	1,014	86.0
District	2,766	80.0	2,763	79.5	1,220	81.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	73.8	66.4	67.9	67.2	1,594	68.7
Curl Up	78.9	81.5	84.9	92.9	1,591	84.7
Push Up	63.0	74.3	67.4	84.3	1,588	72.4
Mile Run/PACER	84.6	83.7	69.7	62.4	1,574	75.0
All Tests - District	39.9	45.3	35.9	38.1	1,562	39.8
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2022-23	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	20	*
White	352	99.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	59	94.9
District	441	99.1
State		88.4

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Count	Rate (%)
Female	359	87.6
Male	*	*
Non-Binary	*	*
Black or African American	7	*
Hispanic or Latino	50	67.6
White	549	84.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	12	48.0
Students with Disabilities	46	33.6
District	699	83.1
State		44.3

<sup>3</sup>Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	86.5	95.8
Male	84.9	95.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.7	96.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	77.6	88.5
District	85.7	95.5
State	68.4	87.2

<sup>5</sup> 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.

<sup>6</sup> 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

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### 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	80.0	75	50.0	50	100.0	63.9
	High Needs Students	61.1	75	40.7	50	81.4	54.1
Math Performance Index	All Students	79.5	75	50.0	50	100.0	60.2
	High Needs Students	58.4	75	39.0	50	77.9	49.5
Science Performance Index	All Students	81.4	75	50.0	50	100.0	61.8
	High Needs Students	58.7	75	39.1	50	78.3	51.4
ELA Academic Growth	All Students	64.9%	100%	64.9	100	64.9	58.7%
	High Needs Students	53.4%	100%	53.4	100	53.4	54.2%
Math Academic Growth	All Students	74.0%	100%	74.0	100	74.0	61.4%
	High Needs Students	60.0%	100%	60.0	100	60.0	55.1%
Progress Toward English Proficiency	Literacy	85.2%	100%	42.6	50	85.2	58.9%
	Oral	82.8%	100%	41.4	50	82.8	55.2%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.3	17.7%
	High Needs Students	13.4%	<=5%	33.1	50	66.3	25.5%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	83.1%	75%	50.0	50	100.0	44.3%
On-track to High School Graduation		92.6%	94%	49.2	50	98.5	84.5%
4-year Graduation All Students (2023 Cohort)		99.1%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		94.3%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		85.7%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		97.1%   39.8%	75%	26.5	50	53.1	93.6%   47.2%
Arts Access		65.7%	60%	50.0	50	100.0	55.0%
<b>Accountability Index</b>				<b>1211.8</b>	<b>1450</b>	<b>83.6</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.1	13.9	16.9	
Math Performance Index Gap	75.0	58.4	16.6	18.2	
Science Performance Index Gap	75.0	58.7	16.3	17.9	
Graduation Rate Gap	94.0%	94.3%	0.0%	9.9%	N

<sup>1</sup>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.

<sup>2</sup>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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.7
	High Needs Students	97.3
Math	All Students	98.6
	High Needs Students	97.2
Science	All Students	99.2
	High Needs Students	96.8

<sup>3</sup>Minimum 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: 62.6      State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Westport Public Schools has actively engaged the parent community in the development of a strategic plan for the district. Input from parents and community members was solicited and utilized to develop an updated strategic plan. The Board of Education was provided with regular updates regarding ongoing work toward development of the plan and there were ongoing opportunities for community members to provide comments to the Board and administration.

In 2022-2023, 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. This year our middle school staff has received training in the use of DBT skills and our high school has initiated the use of Restorative Practices. This summer we will continue our efforts to develop a comprehensive k-12 district curriculum and implementation plan for social emotional learning.

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 multi-sensory 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 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. In addition, parent presentations on such topics as Dialectical Behavior Therapy and substance abuse were hosted by the district.

#### **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. 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 62 students from Bridgeport who attended the Westport Public Schools in 2022-23 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 and is an active participant in the Connecticut Teacher Residency Program.

# District Profile and Performance Report for School Year 2023-24

## Westport School District

### **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.