

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Westhill High School Stamford School District

203-977-4477 • <http://www.westhillweb.com/>

School Information

Grade Range	9-12
Enrollment	2,224
Per Pupil Expenditures	\$16,064
Total Expenditures	\$36,287,695

Expenditure data reflect the 2023-24 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 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	47.6
Male	1,148	51.6	52.4
Non-Binary	*	*	0.0
American Indian or Alaska Native	*	*	0.2
Asian	136	6.1	5.7
Black or African American	259	11.6	12.7
Hispanic or Latino of any race	1,349	60.7	54.4
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	44	2.0	3.4
White	428	19.2	23.5
English Learners/Multilingual Learners	626	28.1	19.3
Eligible for Free or Reduced-Price Meals	1,191	53.6	54.2
Students with Disabilities	296	13.3	17.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	52	4.7
Male	334	30.4	100	8.4
Non-Binary	*	*	0	*
Black or African American	88	34.4	41	14.9
Hispanic or Latino of any race	475	37.2	100	7.1
White	66	15.5	7	1.6
English Learners/Multilingual Learners	258	44.0	53	7.9
Eligible for Free or Reduced-Price Meals	393	36.2	101	7.7
Students with Disabilities	98	35.4	38	12.2
All Students - School	666	31.1	152	6.6
All Students - District		19.4		4.4

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 83
Number of school-based arrests: 14

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	137.1
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	17.2
Special Education Paraprofessionals	17.0
School Level Administrators	10.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.4
Counselors, Social Workers and School Psychologists	18.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	50.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.5	0.2
Asian	9	4.9	2.6
Black or African American	16	8.7	7.2
Hispanic or Latino of any race	25	13.6	10.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	133	72.3	79.7

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	22.0
District	20.3

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	20	10.2	9
Teachers	17	10.3	13.4

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$25,887,801	\$11,460
Support Services - Students	\$3,083,671	\$1,365
Improvement of Instruction	\$850,266	\$376
Library and Media Services	\$189,971	\$84
Support Services - Instruction	\$84,241	\$37
Support Services - School-Based Administration	\$2,911,962	\$1,289
Operation and Maintenance of Plant	\$3,119,257	\$1,381
Transportation Other Than to/From Home	\$160,525	\$71
Enterprise Operations	.	.
Total	\$36,287,695	\$16,064

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,076.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	7	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	153	84.1
Other Health Impairment	44	86.3
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - School	222	76.0
All Disabilities - District		57.3

This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	46	82.1	64	95.5
Hispanic or Latino of any race	240	83.6	308	92.5
White	80	95.2	132	98.5
English Learners/Multilingual Learners	100	71.9	110	80.9
Eligible for Free or Reduced-Price Meals	219	87.3	273	94.8
Students with Disabilities	53	93.0	59	100.0
All Students - School	411	86.3	551	94.8
All Students - District		88.5		95.3

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

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	976
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:25 AM
School End Time	02:05 PM

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	36	69.8	36	64.1	38	63.6
Black or African American	46	41.8	46	38.1	51	39.1
Hispanic or Latino of any race	233	41.6	233	37.1	250	40.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	78	61.2	78	54.0	81	54.0
English Learners/Multilingual Learners	98	29.8	98	29.0	110	31.0
Non-English Learners/Non-Multilingual Learners	304	54.5	304	48.1	319	50.5
Eligible for Free or Reduced-Price Meals	219	43.3	219	38.6	234	41.1
Not Eligible for Free or Reduced-Price Meals	183	54.7	183	49.2	195	50.8
Students with Disabilities	48	38.7	48	31.8	53	35.2
Students without Disabilities	354	49.8	354	45.0	376	46.9
High Needs	272	41.5	272	37.0	293	39.5
Non-High Needs	130	63.2	130	56.9	136	58.3
School	402	48.5	402	43.5	429	45.5

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	73.9	440	73.9
Curl Up	N/A	N/A	N/A	75.5	440	75.5
Push Up	N/A	N/A	N/A	65.1	439	65.1
Mile Run/PACER	N/A	N/A	N/A	40.9	440	40.9
All Tests - School	N/A	N/A	N/A	29.5	438	29.5
All Tests - District	34.2	32.9	24.6	23.5		29.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	68	85.3
Hispanic or Latino of any race	319	72.7
White	149	92.6
English Learners/Multilingual Learners	138	60.9
Eligible for Free or Reduced-Price Meals	355	78.0
Students with Disabilities	72	72.2
All Students - School	595	81.0
All Students - District		79.5

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	180	35.3
Male	*	*
Non-Binary	*	*
Black or African American	17	13.8
Hispanic or Latino of any race	118	19.0
White	149	68.3
English Learners/ Multilingual Learners	7	2.5
Eligible for Free or Reduced-Price Meals	124	23.0
Students with Disabilities	7	6.0
All Students - School	341	32.3
All Students - District		39.0

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	74.0	91.4
Male	61.1	86.4
Non-Binary	*	N/A
Black or African American	*	86.4
Hispanic or Latino of any race	55.5	83.8
White	85.0	95.0
English Learners/ Multilingual Learners	33.0	78.8
Eligible for Free or Reduced-Price Meals	59.0	82.9
Students with Disabilities	39.2	75.0
All Students - School	67.5	89.3
All Students - District	68.0	91.5

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	48.5	75	97.0	150	64.7	64.7
ELA Performance Index	High Needs Students	41.5	75	83.0	150	55.3	54.9
Math Performance Index	All Students	43.5	75	86.9	150	57.9	61.1
Math Performance Index	High Needs Students	37.0	75	74.0	150	49.3	50.6
Science Performance Index	All Students	45.5	75	60.6	100	60.6	62.6
Science Performance Index	High Needs Students	39.5	75	52.7	100	52.7	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	38.9%	100%	19.5	50	38.9	58.7%
Progress Toward English Proficiency	Oral	44.4%	100%	22.2	50	44.4	55.7%
Chronic Absenteeism	All Students	31.1%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	37.5%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	91.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	32.3%	75%	21.5	50	43.0	47.2%
On-track to High School Graduation	All Students	61.3%	94%	32.6	50	65.2	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	81.0%	94%	86.2	100	86.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.7%	94%	88.0	100	88.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	67.5%	75%	90.0	100	90.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	29.5%	75%	9.8	50	19.6	49.0%
Arts Access	All Students	47.2%	60%	39.3	50	78.6	55.1%
Accountability Index				913.3	1550	58.9	

Physical Fitness Estimated Participation Rate - School: 77.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	63.2	41.5	21.6	17.1	Y
Math Performance Index Gap	56.9	37.0	19.9	18.6	Y
Science Performance Index Gap	58.3	39.5	18.8	18.3	Y
Graduation Rate Gap	94.0%	82.7%	11.3%	6.5%	Y

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.

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 (%)
ELA	All Students	89.0
ELA	High Needs Students	86.6
Math	All Students	89.0
Math	High Needs Students	86.6
Science	All Students	97.9
Science	High Needs Students	97.0

Minimum participation standard is 95%.

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