

STRATEGIC SCHOOL PROFILE 2011-12**Darien School District**

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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: 19,607

1990-2000 Population Growth: 7.8%

Number of Public Schools: 7

Per Capita Income in 2000: \$77,519

Percent of Adults without a High School Diploma in 2000*: 5.1%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%

District Enrollment as % of Estimated. Student Population: 83.9%

*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, 2011 4,806

5-Year Enrollment Change 4.2%

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	6	0.1	1.6	35.2
K-12 Students Who Are Not Fluent in English	21	0.4	0.7	5.6
Students Identified as Gifted and/or Talented*	447	9.3	6.1	4.0
PK-12 Students Receiving Special Education Services in District	593	12.3	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	373	96.4	97.4	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	50	8.0	8.6	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.2
Asian American	162	3.4
Black	17	0.4
Hispanic	137	2.9
Pacific Islander	0	0.0
White	4,469	93.0
Two or more races	11	0.2
Total Minority	337	7.0

Percent of Minority Professional Staff: 3.0%

Non-English Home Language:

2.8% 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 20.

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.

In an effort to increase interactions among students with varying backgrounds, our district took part in these inter-district programs: The Center for Global Study Inter-district Magnet Program in Norwalk; the Regional Center for the Arts Magnet hosted at CES in Trumbull; The Westhill Vocational Agriculture Program in Stamford; the Stamford Academy of Inf Tech & Eng; the Western Region CMEA HS Music Festival; FCIAC HS competitions; CSDE Interdistrict Music Composition Program. We also participated in the A Better Chance Program; Respect for Differences, Kids Giving Back: Building with Books; UNICEF; Save the Children; Person-to-Person; Diversity Day (DIVE Day), Anti-Defamation League: NAMES Program, & the China Youth Exchange Project. Darien attracts many international families. Students with dominant languages other than American English include Danish, Japanese, Spanish, Chinese, Korean, Sudanese, Norwegian, British, Urdu, Farsi, French, German, Italian, Burmese, Greek, Latvian, Portuguese, Albanian, Dutch, Persian & Russian. Students from NYC were in residence in Darien through the ABC (A Better Chance Program). Students & a Darien teacher volunteered as tutors in a program operated in the Stamford schools. We were involved in the Fresh Air program. A formal intercultural exchange has continued with a high school in Shanghai, China & in Qingdao, China. At the middle school, there has been collaboration on a project to link students in Darien, CT with students in Darien, Panama. At the elementary level, we have participated in Person-to-Person, & students sustain an internet project with students from a New Mexico Indian Reservation. Student & teacher participation in interscholastic athletics, music & theater activities remain high, so through these we maintain student-to-student interaction with urban & suburban schools in the region. The district is encouraged with the results of these programs over the 1998-2012 time spans. It is continuing to develop each of these activities both in scope & participation. We are looking for other opportunities to collaborate with our urban and suburban neighbors.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	80.7	59.2	88.8	
Writing	82.7	62.7	89.4	
Mathematics	86.4	66.5	86.3	
Grade 4 Reading	82.9	64.1	85.0	
Writing	87.0	65.3	91.9	
Mathematics	90.5	68.0	91.3	
Grade 5 Reading	86.7	67.6	83.1	
Writing	87.5	68.1	91.1	
Mathematics	92.5	71.6	93.5	
Science	88.1	63.9	91.7	
Grade 6 Reading	92.2	74.1	89.8	
Writing	86.7	67.4	85.5	
Mathematics	94.5	69.3	98.8	
Grade 7 Reading	95.4	79.8	93.7	
Writing	90.9	65.6	98.8	
Mathematics	94.3	68.1	98.1	
Grade 8 Reading	94.8	76.8	92.5	
Writing	95.8	68.3	98.1	
Mathematics	95.3	67.2	98.1	
Science	89.8	61.9	97.5	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	75.0	47.5	90.2	
Writing Across the Disciplines	90.9	63.0	95.5	
Mathematics	82.5	49.2	95.5	
Science	73.1	47.1	87.3	

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
	75.9	50.6	97.4

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		97.8	77.3	
Average Score	Mathematics	617	505	100.0
	Critical Reading	589	502	99.2
	Writing	604	506	99.2

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 2011	95.7	82.7	90.2
2010-11 Annual Dropout Rate for Grade 9 through 12	0.1	2.6	90.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	98.1	84.5
% Employed (Civilian Employment and in Armed Services)	1.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	328.55
Paraprofessional Instructional Assistants	31.74
Special Education	
Teachers and Instructors	63.40
Paraprofessional Instructional Assistants	50.00
Library/Media Specialists and/or Assistants	15.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.00
School Level	23.89
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.42
Counselors, Social Workers, and School Psychologists	24.20
School Nurses	12.00
Other Staff Providing Non-Instructional Services and Support	161.82

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	13.7	13.9
% with Master's Degree or Above	92.0	90.0	79.6

Average Class Size	District	DRG	State
Grade K	20.2	18.4	18.5
Grade 2	22.3	21.1	19.7
Grade 5	22.6	21.3	21.6
Grade 7	22.8	21.2	20.3
High School	18.2	20.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	999	997	993
Middle School	982	1,006	1,024
High School	1,008	991	1,024

*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*	3.7	2.6	2.8
Middle School	3.4	2.3	2.2
High School	2.0	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$50,063	\$10,337	\$8,464	\$9,950	\$8,469
Instructional Supplies and Equipment	\$1,199	\$248	\$267	\$259	\$271
Improvement of Instruction and Educational Media Services	\$3,198	\$660	\$487	\$677	\$482
Student Support Services	\$2,782	\$574	\$901	\$1,019	\$901
Administration and Support Services	\$6,443	\$1,330	\$1,468	\$1,563	\$1,490
Plant Operation and Maintenance	\$7,095	\$1,465	\$1,471	\$1,824	\$1,463
Transportation	\$2,915	\$544	\$735	\$744	\$724
Costs for Students Tuitioned Out	\$2,523	N/A	N/A	N/A	N/A
Other	\$1,436	\$296	\$165	\$197	\$165
Total	\$77,654	\$15,949	\$14,238	\$16,835	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,628	\$1,782	\$1,290	\$1,916	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$22,390,242	28.8	21.6	21.7

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	92.5	5.7	1.7	0.1
Excluding School Construction	92.2	5.9	1.9	0.1

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.

By virtue of its policies and practices, The Darien Board of Education recognizes the need to provide equal education opportunity and access to resources at all of its schools, but especially among its five elementary schools.

The annual budget, developed in part on the basis of per capita formulas, ensures that adequate resources are available to all programs and students K-12. Even in the area of PTO contributions, guidelines have been established to ensure that all schools have substantially similar access to enrichment funds. The school district adheres to a general class size policy and identifies purchasing priorities each year to be certain that resources are allocated to specific programs, schools, projects and human resources. District initiatives are identified through system-wide planning and curriculum evaluation processes. These initiatives are discussed publicly throughout each year's budget process. In addition, assessments are conducted each year to determine the needs of individual school buildings.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	583
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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	55	1.1	1.2	1.2
Learning Disability	173	3.6	3.6	3.9
Intellectual Disability	9	0.2	0.2	0.4
Emotional Disturbance	10	0.2	0.4	1.0
Speech Impairment	123	2.6	1.9	2.1
Other Health Impairment*	152	3.2	2.1	2.2
Other Disabilities**	61	1.3	0.6	1.0
Total	583	12.1	10.0	11.7

*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 2010-11 with a Standard Diploma	88.9	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	58.7	36.0	89.0	70.4
	Writing	57.2	21.5	88.5	66.3
	Mathematics	66.5	31.8	92.3	68.4
	Science	55.4	23.0	89.0	62.9
CAPT	Reading Across the Disciplines	30.2	14.5	75.0	47.5
	Writing Across the Disciplines	59.5	18.2	90.9	63.0
	Mathematics	39.5	15.4	82.5	49.2
	Science	19.0	13.6	73.1	47.1

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	36.8
	% With Accommodations	63.2
CAPT	% Without Accommodations	14.0
	% With Accommodations	86.0
% Assessed Using Skills Checklist		3.9

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	24	4.1

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	471	80.8	75.8	72.1
40.1 to 79.0 Percent of Time	77	13.2	17.4	16.3
0.0 to 40.0 Percent of Time	35	6.0	6.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This narrative outlines the plans and activities for improvement in the Darien Public School District with specific references to improving special education programs and services for students with disabilities, truancy prevention, and engaging parents in the planning and improvement of school programs. The goals and objectives of the Darien Public Schools guide district and school improvement. Targets for the current year support continuation of Professional Learning Communities in all of district schools with the goal of promoting and advancing learner-centered practices that improve student learning. Grade level and department teams throughout the district meet on a regular basis to collaborate on projects to improve instruction, including, examining student work, lesson study, and develop pre/post assessments to inform instruction. The district also provides outside consultants to work closely with teaching staff to enhance their teaching environments. In the elementary schools, mathematics instruction is under development with consultant support from Math in the City. The secondary level is expanding literacy development with trainers from Teachers College Readers and Writers Project. With regard to special education, the district has a specific goal to develop quantitative and qualitative systems to measure and assess student progress in special education programs. Teachers and administrators at all levels have received training this year to assure that programs for student with special needs maximize student time in the general education environment, provide targeted instruction to support access to learning, and move students towards independence as learners. Additional teachers were hired to keep caseloads at a level that allowed for more co-teaching time in the general education classroom and collaboration/participation among general and special educators for planning and professional development. Truancy prevention will be address through the development of Student Success Plans for middle and high school students to assure that everyone has the supports they need to meet their learning goals whether academic, career, social, emotional or physical. Administrative staff members in all of the schools pay careful attention to student attendance and follow up promptly to assure that appropriate supports are in place for students to attend school regularly. Darien has a goal directed at improving systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Some efforts will include a district newsletter, expanded parent workshop offerings, white papers on core philosophies, website accessibility and community focus groups. The district capitalizes on the strong support and on-going feedback received from district and school parent organizations.
