

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



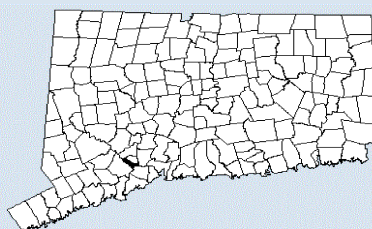
## Derby School District

Dr. Matthew Conway Jr., Superintendent • 203-736-5027 • <http://www.derbyps.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,403
Per Pupil Expenditures <sup>1</sup>	\$17,177
Total Expenditures <sup>1</sup>	\$26,898,987

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	662	47.2	48.3
Male	741	52.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	36	2.6	4.9
Black or African American	206	14.7	12.8
Hispanic or Latino	410	29.2	23.0
Pacific Islander	7	0.5	0.0
Two or More Races	51	3.6	2.7
White	693	49.4	55.9
English Learners	60	4.3	6.4
Eligible for Free or Reduced-Price Meals	759	54.1	38.0
Students with Disabilities <sup>1</sup>	202	14.4	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	79	12.3	37	5.6
Male	97	13.7	114	15.4
Black or African American	29	14.0	51	23.2
Hispanic or Latino	49	12.4	36	8.9
White	87	13.2	55	8.0
English Learners	8	13.3	*	*
Eligible for Free or Reduced-Price Meals	133	15.8	125	13.5
Students with Disabilities	39	19.9	40	18.0
District	176	13.0	151	10.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 206

Number of school-based arrests: 11

<sup>2</sup>A student is chronically absent if he/she misses 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>3</sup>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 2015-16

## Derby School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	89.9
Paraprofessional Instructional Assistants	43.2
<b>Special Education</b>	
Teachers and Instructors	15.5
Paraprofessional Instructional Assistants	22.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.7
School Level	6.3
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	64.6

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	5	3.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	124	96.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	26.1	14	58.3
White	22	46.8	24	57.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	33.9	27	56.3
Students with Disabilities	*	*	7	*
District	35	38.5	44	55.0
State		61.2		73.9

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	41	75.9
Other Health Impairment	35	77.8
Other Disabilities	*	*
Speech/Language Impairment	35	83.3
District	127	65.1
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Derby School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	28	1.9	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	54	3.6	4.6
Other Health Impairment	45	3.0	2.8
Other Disabilities	21	1.4	1.0
Speech/Language Impairment	43	2.9	1.9
All Disabilities	207	13.9	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,325,703	8,524	9,387
Instructional Supplies and Equipment	996,048	689	318
Improvement of Instruction and Educational Media Services	13,015	9	541
Student Support Services	1,898,971	1,313	1,048
Administration and Support Services	2,618,673	1,811	1,790
Plant Operation and Maintenance	6,163,751	4,263	1,608
Transportation	937,630	554	845
Costs of Students Tuitioned Out	1,731,040	N/A	N/A
Other	214,156	148	194
Total	26,898,987	17,177	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	584,678	404	1,524
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<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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,377,719	28.8	35.1
Noncertified Personnel	758,668	15.8	14.5
Purchased Services	159,362	3.3	5.5
Tuition to Other Schools	1,471,695	30.7	21.6
Special Ed. Transportation	380,774	8.0	8.3
Other Expenditures	639,593	13.4	15.0
Total Expenditures	4,787,811	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	49.5	61.9
State	46.7	34.3
Federal	3.8	3.9
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Derby 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	106	51.2	105	43.8	39	40.4
Hispanic or Latino	209	54.8	209	47.4	73	48.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	27	62.5	27	50.7	10	*
White	374	62.7	371	54.6	147	52.9
English Learners	42	46.0	42	40.3	13	*
Non-English Learners	698	59.8	694	51.8	266	50.4
Eligible for Free or Reduced-Price Meals	424	55.9	421	47.9	158	49.0
Not Eligible for Free or Reduced-Price Meals	316	63.2	315	55.4	121	51.9
Students with Disabilities	126	44.0	125	37.4	43	32.5
Students without Disabilities	614	62.1	611	53.9	236	53.5
High Needs	485	54.5	482	46.8	175	47.0
Non-High Needs	255	67.5	254	59.4	104	55.7
District	740	59.0	736	51.1	279	50.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	77.8	70.8	67.0	74.2	398	72.6
Curl Up	57.9	82.3	87.6	74.2	398	74.6
Push Up	51.6	85.0	76.3	69.4	398	69.8
Mile Run/PACER	71.4	81.4	71.1	56.5	398	71.9
All Tests - District	30.2	53.1	48.5	38.7	398	42.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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 2015-16

## Derby School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	24	70.8	67.6	Yes	70.9
Hispanic or Latino	*	*	79.8	Yes	81.5
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	67	76.1	72.8	Yes	75.4
Students with Disabilities	*	*	.		.
District	102	83.3	78.8	Yes	80.7
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	9	11.0
Male	94.4	13	14.6
Black or African American	88.5	*	*
Hispanic or Latino	93.6	*	*
White	97.8	14	15.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.3	9	8.7
Students with Disabilities	*	0	*
District	95.3	22	12.9
State	95.6		40.7

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	57.4	78.1
Male	34.1	63.6
Black or African American	*	*
Hispanic or Latino	*	*
White	61.2	72.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44.2	65.4
Students with Disabilities	*	*
District	46.6	72.2
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Derby School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	59.0	75	39.3	50	78.7	67.7
	High Needs Students	54.5	75	36.3	50	72.7	56.7
Math Performance Index	All Students	51.1	75	34.1	50	68.1	61.4
	High Needs Students	46.8	75	31.2	50	62.3	49.9
Science Performance Index	All Students	50.2	75	33.5	50	67.0	57.5
	High Needs Students	47.0	75	31.3	50	62.7	47.0
ELA Academic Growth	All Students	52.8%	100%	52.8	100	52.8	63.8%
	High Needs Students	49.3%	100%	49.3	100	49.3	58.3%
Math Academic Growth	All Students	45.2%	100%	45.2	100	45.2	65.0%
	High Needs Students	39.4%	100%	39.4	100	39.4	57.4%
Chronic Absenteeism	All Students	13.0%	<=5%	34.0	50	68.0	9.6%
	High Needs Students	15.5%	<=5%	29.1	50	58.2	15.6%
Preparation for CCR	% Taking Courses	46.2%	75%	30.8	50	61.6	67.6%
	% Passing Exams	12.9%	75%	8.6	50	17.2	40.7%
On-track to High School Graduation		83.3%	94%	44.3	50	88.6	85.1%
4-year Graduation All Students (2015 Cohort)		83.3%	94%	88.7	100	88.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		77.4%	94%	82.3	100	82.3	78.6%
Postsecondary Entrance (Class of 2015)		46.6%	75%	62.1	100	62.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.1%   42.5%	75%	28.3	50	56.6	89.2%   50.5%
Arts Access		61.7%	60%	50.0	50	100.0	47.5%
<b>Accountability Index</b>				<b>850.6</b>	<b>1350</b>	<b>63.0</b>	

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	67.5	54.5	13.0	16.5	
Math Performance Index Gap	59.4	46.8	12.6	18.9	
Science Performance Index Gap	55.7	47.0	8.7	17.2	
Graduation Rate Gap	94.0%	77.4%	16.6%	15.3%	Y

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.6
Math	All Students	98.6
	High Needs Students	98.0
Science	All Students	99.0
	High Needs Students	99.4

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 53.5**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Derby School District

### **Narratives**

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

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16

## Derby School District

### Equitable Allocation of Resources among District Schools