

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



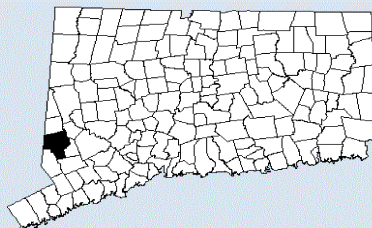
Danbury School District

Mr. Salvatore Pascarella, Superintendent • 203-797-4701 • www.danbury.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	11,531
Per Pupil Expenditures ¹	\$13,037
Total Expenditures ¹	\$150,282,571

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.

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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	5,948	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	753	6.5	5.2
Black or African American	793	6.9	12.8
Hispanic or Latino of any race	5,838	50.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	324	2.8	3.6
White	3,803	33.0	52.4
English Learners	3,021	26.2	7.6
Eligible for Free or Reduced-Price Meals	7,634	66.2	42.1
Students with Disabilities ³	1,583	13.7	15.4

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

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	385	6.9	232	3.9
Male	427	7.3	631	10.0
Black or African American	75	9.5	90	10.6
Hispanic or Latino of any race	448	7.6	483	7.7
White	225	6.2	230	5.9
English Learners	215	6.7	192	5.7
Eligible for Free or Reduced-Price Meals	614	8.1	661	7.9
Students with Disabilities	184	12.6	189	10.2
District	812	7.1	863	7.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 2,124

Number of school-based arrests: 92

⁴A 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.

⁵This 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 2018-19

Danbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	688.6
Paraprofessional Instructional Assistants	41.6
Special Education	
Teachers and Instructors	106.9
Paraprofessional Instructional Assistants	260.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.7
School Level	43.7
Library/Media	
Specialists (Certified)	21.0
Support Staff	10.6
Instructional Specialists Who Support Teachers	42.2
Counselors, Social Workers and School Psychologists	60.8
School Nurses	26.8
Other Staff Providing Non-Instructional Services/Support	385.0

¹In 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	17	1.7	1.1
Black or African American	39	4.0	3.8
Hispanic or Latino of any race	64	6.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	0.2	0.1
White	860	87.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	37	58.7	55	91.7
Hispanic or Latino of any race	186	53.6	242	77.3
White	179	68.6	244	86.5
English Learners	29	26.6	54	51.4
Eligible for Free or Reduced-Price Meals	221	54.0	311	81.2
Students with Disabilities	49	59.0	80	72.1
District	455	61.2	609	83.1
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	62	37.1
Emotional Disturbance	14	28.6
Intellectual Disability	*	*
Learning Disability	445	75.4
Other Health Impairment	169	73.2
Other Disabilities	*	*
Speech/Language Impairment	130	76.9
District	832	63.2
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	178	1.6	1.9
Emotional Disturbance	49	0.4	1.1
Intellectual Disability	63	0.6	0.5
Learning Disability	591	5.3	5.5
Other Health Impairment	233	2.1	3.2
Other Disabilities	118	1.1	1.1
Speech/Language Impairment	210	1.9	1.8
All Disabilities	1,442	12.9	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	1.0	8.2
Private Schools or Other Settings	35	2.4	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$94,015,686	\$8,156	\$10,545
Support services - students	\$6,970,853	\$608	\$1,373
Support services - instruction	\$4,104,395	\$358	\$644
Support services - general administration	\$5,613,924	\$490	\$462
Support services - school based administration	\$8,140,381	\$710	\$1,007
Central and other support services	\$8,120,989	\$709	\$671
Operation and maintenance of plant	\$13,470,117	\$1,175	\$1,629
Student transportation services	\$8,838,857	\$785	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,007,367	\$88	\$157
Minor school construction	.	.	\$65
Total	\$150,282,571	\$13,037	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$13,208,829	43.9	29.7
Instructional Aide Salaries	\$4,562,189	15.2	9.6
Other Salaries	\$1,776,913	5.9	10.4
Employee Benefits	\$3,309,752	11.0	13.0
Purchased Services Other Than Transportation	\$423,072	1.4	5.5
Special Education Tuition	\$3,262,610	10.8	22.6
Supplies	\$185,415	0.6	0.6
Property Services	\$48,831	0.2	0.4
Purchased Services For Transportation	\$3,275,185	10.9	8.0
Equipment	\$45,843	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$30,098,639	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	68.7
State	26.5
Federal	4.3
Tuition & Other	0.5

⁴Revenue 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 2018-19

Danbury 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	334	72.7	334	68.9	139	66.8
Black or African American	404	61.3	401	53.5	182	55.0
Hispanic or Latino of any race	2,888	60.4	2,883	55.5	1,135	54.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	167	68.8	167	60.5	60	63.0
White	1,888	69.2	1,883	63.2	824	65.4
English Learners	2,039	58.9	2,035	55.3	718	54.0
Non-English Learners	3,651	67.4	3,642	60.8	1,627	61.9
Eligible for Free or Reduced-Price Meals	3,742	61.1	3,736	55.8	1,461	55.8
Not Eligible for Free or Reduced-Price Meals	1,948	70.6	1,941	64.6	884	65.6
Students with Disabilities	737	43.9	735	38.7	301	42.1
Students without Disabilities	4,953	67.4	4,942	61.8	2,044	62.1
High Needs	4,115	60.5	4,107	55.3	1,609	55.3
Non-High Needs	1,575	74.2	1,570	68.0	736	68.6
District	5,690	64.3	5,677	58.8	2,345	59.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

¹NAEP 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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.7	75.3	80.0	91.3	3,354	84.3
Curl Up	81.8	77.9	77.0	96.5	3,354	82.6
Push Up	66.5	67.7	67.5	86.2	3,354	71.1
Mile Run/PACER	84.4	71.6	63.4	57.3	3,354	70.1
All Tests - District	53.8	45.5	39.4	50.2	3,354	47.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	66	86.4
Hispanic or Latino of any race	357	72.0
English Learners	120	50.8
Eligible for Free or Reduced-Price Meals	387	77.0
Students with Disabilities	86	62.8
District	781	80.9
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.0	215	29.9
Male	93.5	195	25.7
Black or African American	95.1	18	14.6
Hispanic or Latino of any race	94.2	105	15.9
White	95.0	216	39.8
English Learners	90.2	15	7.0
Eligible for Free or Reduced-Price Meals	93.1	143	18.1
Students with Disabilities	79.9	*	*
District	94.7	410	27.8
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	73.9	87.6
Male	61.0	83.5
Black or African American	63.5	82.0
Hispanic or Latino of any race	59.2	85.5
White	73.8	86.4
English Learners	32.4	88.9
Eligible for Free or Reduced-Price Meals	58.5	84.1
Students with Disabilities	38.6	72.7
District	67.4	85.6
State	71.0	87.8

⁵College 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.

⁶College 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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Danbury 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	64.3	75	42.9	50	85.8	67.7
	High Needs Students	60.5	75	40.4	50	80.7	58.1
Math Performance Index	All Students	58.8	75	39.2	50	78.4	63.1
	High Needs Students	55.3	75	36.9	50	73.7	52.7
Science Performance Index	All Students	59.5	75	39.7	50	79.3	63.8
	High Needs Students	55.3	75	36.9	50	73.8	54.2
ELA Academic Growth	All Students	57.2%	100%	57.2	100	57.2	59.9%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.1%
Math Academic Growth	All Students	56.8%	100%	56.8	100	56.8	62.5%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.2%
Progress Toward English Proficiency	Literacy	63.6%	100%	31.8	50	63.6	60.0%
	Oral	54.9%	100%	27.4	50	54.9	52.1%
Chronic Absenteeism	All Students	7.1%	<=5%	45.7	50	91.5	10.4%
	High Needs Students	8.3%	<=5%	43.3	50	86.6	16.1%
Preparation for CCR	% Taking Courses	72.0%	75%	48.0	50	96.1	80.0%
	% Passing Exams	27.8%	75%	18.5	50	37.0	42.6%
On-track to High School Graduation		84.8%	94%	45.1	50	90.2	88.0%
4-year Graduation All Students (2018 Cohort)		80.9%	94%	86.1	100	86.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		79.4%	94%	84.5	100	84.5	83.3%
Postsecondary Entrance (Class of 2018)		67.4%	75%	89.8	100	89.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.4% 47.2%	75%	31.4	50	62.9	96.4% 52.9%
Arts Access		48.2%	60%	40.2	50	80.3	51.9%
Accountability Index				1053.0	1450	72.6	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.2	60.5	13.7	15.4	
Math Performance Index Gap	68.0	55.3	12.8	17.6	
Science Performance Index Gap	68.6	55.3	13.3	16.1	
Graduation Rate Gap	94.0%	79.4%	14.6%	11.1%	Y

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	99.3
Math	All Students	99.0
	High Needs Students	99.1
Science	All Students	98.2
	High Needs Students	98.0

³Minimum 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: 51.5 State: 51.5

District Profile and Performance Report for School Year 2018-19

Danbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Danbury Public Schools Strategic Direction has five overarching themes: Teaching and Learning, Talent Acquisition, School Climate, Professional Capacity and Operations, Fiscal Responsibility and Advocacy to ensure that ALL learners advance to their highest potential.

This is delivered through providing equitable learning environments and culturally relevant curricular experiences, and by working relentlessly to provide the opportunities and professional resources needed to help students reach unbounded success. We engage families in the school improvement process through our school compact model and elicit feedback to inform our family and community engagement goals for each building's School Improvement Plan. Each school sends a representative to monthly District Wide PTO meetings to discuss issues, solutions, and learning for students with academic and/or SEL challenges both at home and school.

The district focus is to personalize learning for all students in order to support their success in achieving their academic, personal and interpersonal goals. Students and teachers collaboratively look at individual student data (academic, attendance, truancy, discipline, social emotional, etc.) to determine pathways and appropriate interventions to meet their goals and how to demonstrate mastery. Families are actively engaged throughout this process.

In partnership with our local community partners, Danbury Public Schools offers rigorous after school and Summer Learning Programs to families. Early Childhood Program opportunities are offered to close to six hundred students. Parents also have the option to engage their children in learning experiences for both prevention of summer learning loss and accelerating school readiness.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district's rich diversity has enabled us to develop and enhance awareness of the cultural, racial, ethnic, and socio-economic backgrounds of our students and families. We are endeavoring to ensure that our diversity is reflected in our curricula, teaching strategies, and choice of materials. We have a K-5 magnet school, a 6-8 lottery school, and a 9-12 dual enrollment program to provide choice for parents and students at the elementary, middle, and school level. All students eventually come together when they attend Danbury High School. Through a rigorous academic program, we encourage students to be empathetic citizens and critical thinkers who purposely communicate their thinking and act as global stewards.

Each school supports and works to help every student to recognize and advance to their full potential. The diversity within our district is one of our strengths. We embrace that and have made it our goal to motivate, inspire, and empower each member of our diverse learning community.

In order to effectively communicate with families, notices are sent home in a variety of languages to ensure families are able to have a voice in their child's education. The district provides interpreters to schools for parent engagement events and uses interpreting devices to address language barriers where appropriate.

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Danbury School District

Equitable Allocation of Resources among District Schools

We believe in ensuring coherence and equity. This includes staffing, resource allocation, and operational funding of district, school, and program improvement to meet the needs of our school community. Danbury Public Schools makes resources available at each school to accomplish this goal.

Both the annual operating and capital budgets are thoughtfully developed each year based on the known and anticipated needs for the current school year. In order to support district and school improvement, supplemental grants are directly allocated to the schools with the most needs.

.We staff at appropriate levels to support students who need additional services and resources (ELLs, students with disabilities, etc.). In order to ensure that there is equity of resources across the district, we use a consistent class size enrollment to determine the number of teachers, specialists, coaches, support personnel, and staff that are needed.