

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



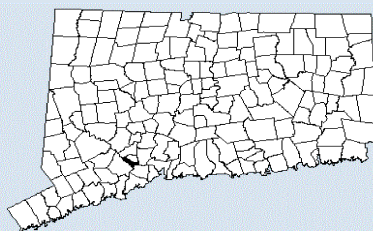
Derby School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,370
Per Pupil Expenditures ¹	\$17,063
Total Expenditures ¹	\$25,867,870

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	640	46.7	48.4
Male	730	53.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	28	2.0	5.1
Black or African American	247	18.0	12.8
Hispanic or Latino	421	30.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	68	5.0	3.3
White	601	43.9	53.6
English Learners	37	2.7	7.2
Eligible for Free or Reduced-Price Meals	878	64.1	36.7
Students with Disabilities ¹	223	16.3	14.8

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	65	10.4	41	6.3
Male	85	12.4	129	17.6
Black or African American	34	14.6	54	21.6
Hispanic or Latino	40	9.3	49	11.0
White	65	11.9	58	10.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	113	13.8	127	14.8
Students with Disabilities	44	19.3	56	21.4
District	150	11.5	170	12.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 163

Number of school-based arrests: 8

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	97.5
Paraprofessional Instructional Assistants	50.5
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	7.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.6
Other Staff Providing Non-Instructional Services/Support	63.3

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	0	0.0	1.1
Black or African American	2	1.5	3.7
Hispanic or Latino	2	1.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	130	97.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.5

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	*	*	7	*
Hispanic or Latino	*	*	9	*
White	22	68.8	38	80.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	59.0	20	55.6
Students with Disabilities	6	*	8	*
District	41	61.2	57	69.5
State		69.3		80.1

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	*	*
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	44	62.0
Other Health Impairment	32	64.0
Other Disabilities	*	*
Speech/Language Impairment	31	81.6
District	125	55.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	31	2.1	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	71	4.9	5.2
Other Health Impairment	51	3.5	3.1
Other Disabilities	24	1.7	1.1
Speech/Language Impairment	40	2.8	1.8
All Disabilities	241	16.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	14,885,393	10,779	9,847
Instructional Supplies and Equipment	589,407	427	287
Improvement of Instruction and Educational Media Services	15,758	11	589
Student Support Services	1,493,987	1,082	1,120
Administration and Support Services	2,858,872	2,070	1,905
Plant Operation and Maintenance	2,611,813	1,891	1,648
Transportation	1,218,466	768	904
Costs of Students Tuitioned Out	1,894,450	N/A	N/A
Other	299,724	217	208
Total	25,867,870	17,063	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,083,786	785	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,348,062	25.7	33.8
Noncertified Personnel	805,300	15.4	14.5
Purchased Services	139,599	2.7	5.5
Tuition to Other Schools	1,770,580	33.8	23.4
Special Ed. Transportation	516,648	9.9	8.7
Other Expenditures	657,600	12.6	14.1
Total Expenditures	5,237,789	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	58.5	56.8
State	35.7	37.2
Federal	5.7	6.0
Tuition & Other	0.0	0.0

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	17	*	17	*
Black or African American	115	48.4	115	41.5
Hispanic or Latino	220	55.2	220	46.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	40	58.7	40	49.6
White	324	63.3	324	58.5
English Learners	61	50.7	61	42.9
Non-English Learners	657	59.3	657	53.0
Eligible for Free or Reduced-Price Meals	491	54.7	491	48.0
Not Eligible for Free or Reduced-Price Meals	227	66.9	227	61.1
Students with Disabilities	123	39.4	123	32.6
Students without Disabilities	595	62.5	595	56.2
High Needs	520	54.4	520	47.6
Non-High Needs	198	69.5	198	64.0
District	718	58.5	718	52.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	84.5	85.1	97.2	71.4	393	85.8
Curl Up	70.9	80.7	70.8	68.6	393	73.3
Push Up	65.0	70.2	84.0	60.0	393	70.7
Mile Run/PACER	60.2	77.2	88.7	50.0	393	71.0
All Tests - District	41.7	50.0	56.6	41.4	393	48.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	18	*
Hispanic or Latino	25	76.0
English Learners	14	*
Eligible for Free or Reduced-Price Meals	67	82.1
Students with Disabilities	9	*
District	99	85.9
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.8	16	25.8
Male	97.7	23	26.4
Black or African American	96.2	*	*
Hispanic or Latino	94.9	8	20.5
White	98.7	26	32.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.0	8	10.7
Students with Disabilities	81.0	0	0.0
District	97.3	39	26.2
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	65.1	84.6
Male	55.1	*
Black or African American	*	*
Hispanic or Latino	60.0	*
White	61.2	75.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.6	66.7
Students with Disabilities	*	*
District	59.8	71.1
State	70.9	88.3

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.5	75	39.0	50	78.1	67.6
	High Needs Students	54.4	75	36.2	50	72.5	57.5
Math Performance Index	All Students	52.1	75	34.8	50	69.5	62.7
	High Needs Students	47.6	75	31.7	50	63.5	52.0
ELA Academic Growth	All Students	50.3%	100%	50.3	100	50.3	60.7%
	High Needs Students	48.0%	100%	48.0	100	48.0	55.6%
Math Academic Growth	All Students	52.8%	100%	52.8	100	52.8	61.9%
	High Needs Students	49.0%	100%	49.0	100	49.0	55.4%
Chronic Absenteeism	All Students	11.5%	<=5%	37.1	50	74.2	10.7%
	High Needs Students	13.9%	<=5%	32.2	50	64.5	16.6%
Preparation for CCR	% Taking Courses	65.8%	75%	43.8	50	87.7	74.8%
	% Passing Exams	26.2%	75%	17.4	50	34.9	44.8%
On-track to High School Graduation		82.9%	94%	44.1	50	88.2	87.5%
4-year Graduation All Students (2017 Cohort)		85.9%	94%	91.3	100	91.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.5%	94%	93.1	100	93.1	81.8%
Postsecondary Entrance (Class of 2017)		59.8%	75%	79.7	100	79.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		84.9% 48.1%	75%	16.0	50	32.1	96.6% 50.1%
Arts Access		63.1%	60%	50.0	50	100.0	51.2%
Accountability Index				846.9	1250	67.8	

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	69.5	54.4	15.2	15.9	
Math Performance Index Gap	64.0	47.6	16.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	87.5%	6.5%	12.7%	N

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.4
Math	All Students	98.7
	High Needs Students	98.4
Science	All Students	95.5
	High Needs Students	93.6

³Minimum 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: * **State: 51.5**

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 2017-18

Derby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2017-2018 District Improvement Plan supported universal Pre-K, Scientific Research-Based Interventions (SRBI), wrap-around services, job-embedded instructional coaching for teachers, and professional learning dedicated towards improved teacher practice, data collection, and technology integration.

Over the past four years, Derby Public Schools has increased the continuum of special education services that are provided within district. We have increased our ability to educate students at their neighborhood schools, with the addition of four specialized elementary Learning Centers. These small classrooms are supported by a special education teacher, paraprofessionals, and behavior specialist.

The district is focused on increasing daily student attendance rates and decreasing chronic absenteeism by engaging students and families, recognizing good and improved attendance, monitoring student attendance, providing early outreach and support, and developing supports to remove barriers to regular school attendance. This PK-Grade 12 priority is part of our district Improvement Plan and is supported by each school's principal, attendance coordinator, school climate specialist, social worker, nurse, psychologist and secretary. The district partners with the Derby Youth Bureau and local non-profits to provide outreach and support for families in need of assistance.

In an effort to support student learning at home, Derby utilizes several web based programs that parents and students can access from home. Most content areas have a web based learning component for parents to stay connected, to follow their child's learning, and to engage in meaningful activities that will support continued learning. The programs available for parents are: Reflex Math, iXL Math, Khan Academy, Edgenuity, Lexia, and Raz-Kids.

Strong home-school connections are made through the use of social media posts, Class Dojo, school newsletters, and regular school events designed to engage families and the community. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

We participate in Open Choice through our RESC and have 127 students attending local magnet schools during the 2017-2018 school year.

Derby Schools offer many extracurricular opportunities. One of our strongest clubs is our Human Relations Club (HRC). We are in our 5th year of expanding this program at Derby Middle School and Derby High School. The Human Relations Club is a student run organization in which students plan, organize and coordinate activities to reduce prejudice, bias, and discrimination and to increase cultural and ethnic awareness in our schools and community. The program helps to expand understanding of issues beyond one's own view, promotes critical thinking, and builds positive relationships. A culminating activity for the high school students includes planning and teaching age-appropriate lessons about kindness and appreciating differences to all K-5 elementary students.

The HRC is a joint effort with Derby, Ansonia and Shelton middle and high schools. In conjunction with our local Senior Center, the HRC held several events revolving around the issues of diversity, bullying, self-esteem and an emphasis on giving back to the community.

At the elementary level, there are regular performances which promote multiculturalism, diversity and an appreciation for other traditions through music, dance, theater and puppet shows. Also, the annual Multicultural Night, which features performance by students wearing clothing from their native country and a pot-luck dinner, is a very popular event. The two elementary schools also plan several combined trips, events and activities to promote equity and community.

Many of our K-12 teachers lead programs and plan field trips that bring Derby students into other local communities to extend and connect learning outside of the traditional classroom. Hundreds of students also participated in several extended, overnight trips outside of Derby including, Nature's Classroom, Boston, New York, Washington D.C., Delaware, Maryland, California, and Italy to gain an appreciation of our state, nation and world. .

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Equitable Allocation of Resources among District Schools

All school administrators are active participants in the budgeting process and provide allocation requests to the Business Manager and Superintendent to adequately accommodate each student's needs. The Business office works directly with each administrator to facilitate the equitable allocation of funds; each school is identified as a cost center and the distributed funds are constantly monitored to ensure each school's financial needs are met.

Derby Public school students in pre-school through grade five attend one of two neighborhood elementary schools: Bradley School and Irving School. Specialist positions (psychologists, social workers, counselors, library clerks, nurses, etc) are distributed equitably on a per pupil basis. Paraprofessional staff is allocated on the basis of student need, including the requirements of Individual Educational Plans. Beyond these resources, Irving School receives additional staff and program funding through Title I due to its relatively larger proportion of low income children. Derby students in grades 6-8 attend the Derby Middle School, while all 9-12 students attend Derby High School. Thus resource equity is ensured at the secondary level.