

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



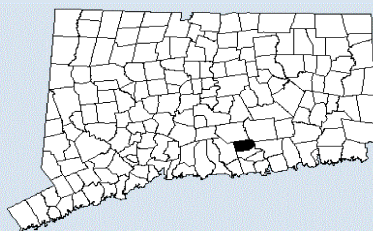
Chester School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	205
Per Pupil Expenditures ¹	\$20,662
Total Expenditures ¹	\$4,442,245

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	97	47.3	48.4
Male	108	52.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	9	4.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	9	4.4	3.3
White	183	89.3	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	31	15.1	36.7
Students with Disabilities ¹	30	14.6	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	0	0.0	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	0	0.0
District	*	*	*	*
State	10.7		6.8	

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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	19.5
Paraprofessional Instructional Assistants	1.9
Special Education	
Teachers and Instructors	4.1
Paraprofessional Instructional Assistants	6.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.4
Instructional Specialists Who Support Teachers	1.9
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	7.5

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	0	0.0	3.7
Hispanic or Latino	1	2.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	38	97.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	13	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	28	100.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	13	6.4	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	2.9	1.8
All Disabilities	29	14.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,265,053	10,995	9,847
Instructional Supplies and Equipment	86,717	421	287
Improvement of Instruction and Educational Media Services	45,562	221	589
Student Support Services	691,236	3,356	1,120
Administration and Support Services	635,498	3,085	1,905
Plant Operation and Maintenance	496,392	2,410	1,648
Transportation	146,527	315	904
Costs of Students Tuitioned Out	11,574	N/A	N/A
Other	63,686	309	208
Total	4,442,245	20,662	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	468,616	45.1	33.8
Noncertified Personnel	265,589	25.6	14.5
Purchased Services	44,369	4.3	5.5
Tuition to Other Schools	11,574	1.1	23.4
Special Ed. Transportation	40,586	3.9	8.7
Other Expenditures	208,533	20.1	14.1
Total Expenditures	1,039,267	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.2	90.2
State	7.4	7.4
Federal	2.4	2.4
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	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	6	*	6	*
White	97	83.6	97	78.6
English Learners	*	*	*	*
Non-English Learners	108	83.4	108	78.4
Eligible for Free or Reduced-Price Meals	13	*	13	*
Not Eligible for Free or Reduced-Price Meals	97	84.0	97	79.1
Students with Disabilities	22	67.2	22	60.8
Students without Disabilities	88	87.0	88	82.3
High Needs	35	70.4	35	64.1
Non-High Needs	75	88.9	75	84.5
District	110	83.0	110	78.0

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	57.1	69.0	N/A	N/A	57	63.2
Curl Up	71.4	93.1	N/A	N/A	57	82.5
Push Up	42.9	55.2	N/A	N/A	57	49.1
Mile Run/PACER	71.4	75.9	N/A	N/A	57	73.7
All Tests - District	28.6	44.8	N/A	N/A	57	36.8
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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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	83.0	75	50.0	50	100.0	67.6
	High Needs Students	70.4	75	46.9	50	93.8	57.5
Math Performance Index	All Students	78.0	75	50.0	50	100.0	62.7
	High Needs Students	64.1	75	42.7	50	85.5	52.0
ELA Academic Growth	All Students	77.8%	100%	77.8	100	77.8	60.7%
	High Needs Students	70.9%	100%	70.9	100	70.9	55.6%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	61.9%
	High Needs Students	64.0%	100%	64.0	100	64.0	55.4%
Chronic Absenteeism	All Students	1.5%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	2.7%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.8% 36.8%	75%	24.6	50	49.1	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				596.7	750	79.6	

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	75.0	70.4	4.6	15.9	
Math Performance Index Gap	75.0	64.1	10.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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](#)

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Chester School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Chester Elementary School continues to focus on ensuring that all of our students are continuing to make progress and achieving at high levels. Our School Improvement Planning team consists of classroom teachers, a special education teacher, a specialist, and the principal. The team meets on a monthly basis to review and analyze data to ensure we are meeting the needs of our faculty and students. The School Improvement Plan provides the focus for our staff in developing SMART goals in the areas of reading, writing, critical and creative problem solving, and math. All certified staff develop SMART goals that are aligned to the school and district goals. The SMART goals include instructional strategies, action steps to achieve the goals, and progress monitoring strategies to measure student growth and progress throughout the school year. The principal presents and updates the public on progress being made at Board of Education and PTO meetings.

Scientific Research-Based Intervention meetings are held on a weekly basis to analyze student data and monitor student progress. Decisions are made in a timely manner to review referrals for students making limited instructional progress or exhibiting behavioral concerns. Students in Tier II and Tier III are discussed on an ongoing basis in order to make educationally appropriate decisions as their progress is continually being reviewed. Students with attendance issues are monitored through the SRBI process. The team consists of the school psychologist, counselor, SLP, ELA consultant, math coach, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance. Students that receive special education services are supported through inclusion and co-teaching in order to meet individual student needs.

At Chester Elementary School, parent communication is extremely important and occurs at the district level, school level, and individual classroom level. Communication efforts take on many forms, which include, but are not limited to, informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our September Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year, our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Parents and community members are important partners in our school. Parents are part of the Social Development Team and the PTO. Additionally, our website is updated on an on-going basis, a weekly school newsletter is emailed to each family, and classroom teachers provide weekly or monthly newsletters. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies, and a calendar of events. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact. It is distributed to all families on the first day of school and identifies policies, procedures, and school programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chester Elementary School's Social Development program is in its twentieth year. Its goal states that Chester Elementary School is a learning and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are.

.We provide cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring the music of the world and stories of other cultures. Students in grades 3-6 receive Spanish instruction as part of our Foreign Language in the Elementary Schools (FLES) program, which includes the study of Hispanic culture around the world.

.Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit that focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences between people. Our literature-based reading program (K-6) presents stories of people from different ethnic backgrounds.

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Equitable Allocation of Resources among District Schools

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plan needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.