

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



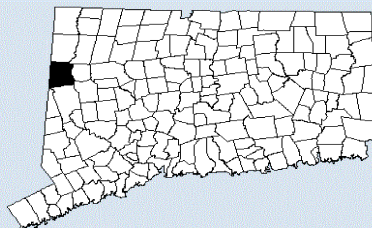
Kent School District

Dr. Pamela Vogel, Superintendent • 860-927-3537 • <http://www.kentcenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	213
Per Pupil Expenditures ¹	\$25,923
Total Expenditures ¹	\$5,910,420

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	102	47.9	48.4
Male	111	52.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	3.3	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	19	8.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	10	4.7	3.6
White	177	83.1	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	60	28.2	42.1
Students with Disabilities ³	17	8.0	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	*	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.5
Paraprofessional Instructional Assistants	3.7
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	10.1

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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	36	97.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.4	10.0

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	7	*
Other Health Impairment	0	0
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
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	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	9	4.6	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	14	7.1	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	*	*	8.2
Private Schools or Other Settings	N/A	N/A	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	\$3,186,104	\$13,974	\$10,545
Support services - students	\$1,152,301	\$5,121	\$1,373
Support services - instruction	\$26,815	\$119	\$644
Support services - general administration	\$295,578	\$1,314	\$462
Support services - school based administration	\$231,241	\$1,028	\$1,007
Central and other support services	\$390	\$2	\$671
Operation and maintenance of plant	\$535,808	\$2,381	\$1,629
Student transportation services	\$432,184	\$1,675	\$1,231
Food services	\$25,000	\$111	\$13
Enterprise operations	\$25,000	\$111	\$157
Minor school construction	.	.	\$65
Total	\$5,910,420	\$25,923	\$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	\$475,924	42.6	29.7
Instructional Aide Salaries	\$5,361	0.5	9.6
Other Salaries	\$185,275	16.6	10.4
Employee Benefits	\$230,505	20.6	13.0
Purchased Services Other Than Transportation	\$13,784	1.2	5.5
Special Education Tuition	\$103,775	9.3	22.6
Supplies	\$3,499	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$94,353	8.5	8.0
Equipment	\$4,045	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$1,116,521	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	97.3
State	0.2
Federal	2.4
Tuition & Other	0.1

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).

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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.

	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	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	11	*	11	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	111	87.6	111	78.3	40	85.5
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	48	83.7
Eligible for Free or Reduced-Price Meals	35	73.8	35	67.8	11	*
Not Eligible for Free or Reduced-Price Meals	97	89.2	97	79.4	37	85.6
Students with Disabilities	8	*	8	*	*	*
Students without Disabilities	124	86.7	124	77.9	*	*
High Needs	38	72.5	38	67.0	12	*
Non-High Needs	94	90.2	94	80.1	36	86.1
District	132	85.1	132	76.3	48	83.7

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	80.0	*	96.0	N/A	66	84.8
Curl Up	88.0	*	92.0	N/A	66	87.9
Push Up	76.0	*	64.0	N/A	66	68.2
Mile Run/PACER	80.0	*	72.0	N/A	66	74.2
All Tests - District	60.0	*	52.0	N/A	66	56.1
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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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	85.1	75	50.0	50	100.0	67.7
	High Needs Students	72.5	75	48.3	50	96.7	58.1
Math Performance Index	All Students	76.3	75	50.0	50	100.0	63.1
	High Needs Students	67.0	75	44.6	50	89.3	52.7
Science Performance Index	All Students	83.7	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	72.6%	100%	72.6	100	72.6	59.9%
	High Needs Students	55.3%	100%	55.3	100	55.3	55.1%
Math Academic Growth	All Students	68.5%	100%	68.5	100	68.5	62.5%
	High Needs Students	62.8%	100%	62.8	100	62.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	3.5%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 56.1%	75%	37.4	50	74.7	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				639.5	800	79.9	

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	75.0	72.5	2.5	15.4	
Math Performance Index Gap	75.0	67.0	8.0	17.6	
Science Performance Index Gap	75.0	.	.	16.1	
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.

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	97.1
	High Needs Students	95.1
Math	All Students	97.1
	High Needs Students	95.1
Science	All Students	98.0
	High Needs Students	.

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: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Kent Center School developed a Strategic Plan for School Improvement in the fall of 2017. This plan clearly outlines the school's mission and improvement initiatives. The initiatives are broken down into a table which outlines the goal, action steps, timeline, resources needed, and expected results. Each year, the school's leadership team reviews the strategic plan to revise goals and timelines and update the expected results. The plan is reviewed with the school staff at the end of the year to discuss goals for the upcoming year.

Region One School District Shared Services provides special education services to our school. Through shared services, we offer Speech and Language services, Occupational and Physical therapy, and counseling services to students who have individualized education plans. Special Education students receive individual support as noted in their IEP or 504 plan. The Special Education team at Kent Center meets weekly to discuss individual cases, review new referrals, and other policies and procedures. Professional development is provided on specific topics as necessary to our special education personnel. Special Education resource teachers are involved in bi-weekly data team meetings with each grade level, as well as student support team meetings when requested.

The student support team consists of reading and math interventionists, the school psychologist, and classroom teacher(s). This team meets regularly to discuss students who are referred for academic and behavioral concerns. The team collaborates to create a plan to address student needs and challenges. The plan is created based on teacher observation and student data. Goals are set to address these needs and the team reconvenes to discuss growth and revise the plan. Teachers reach out to parents with concerns, as well as keep them posted with the SST process and their child's progress.

Truancy is addressed with a clear absence and tardiness policy given to parents at the beginning of each school year in the student handbook and can also be accessed on the school website. Families are invited to discuss how the school can support their child to enable regular school attendance.

At Kent Center School, we engage families in student learning in a number of ways- Open House, Grandparents Day, Parent/Teacher and Student-Led conferences, Mystery Reader, and more. Through PowerSchool, parents are able to track their child's academic progress, as well as communicate with teachers when they notice missing assignments or have questions about their learning. Teachers in grades K-8 are also communicating with parents through SeeSaw. Students take pictures and videos of their daily learning to send to parents. Parents can "like" the post or comment on it through a private log-in. We have also increased our posts on social media outlets like Facebook and Twitter.

We have a very active PTO program. They sponsor events and fundraise money for schoolwide programs and activities including opening day popsicles, field trips, 8th-grade trip, and more.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Kent Center School offers multiple programs that promote a positive and safe school community. One program is called Second Step, a nationally recognized program, which is used to teach students about empathy and effective communication skills. Through the process of learning how to understand others' perspectives, the goal of the program is to help students develop tolerance and compassion towards others to successfully work in groups and problem solve in a positive and proactive fashion. This program is taught in grades K-4. In grades 5-8, students are involved in different programs that provide support and assistance to set goals for academic, career, social, emotional and physical development. They are also learning about boundaries, mental health, and resistance to drugs/alcohol.

Students are provided opportunities throughout the year to attend culturally enriching field trips and events. Our middle school students take annual trips to New York City visiting places such as The Museum of Natural History, and the National September 11 Memorial and Museum. The arts are an integral part of our community and are an important part of our town's history. The art teacher works very closely with local art galleries, Kent Historical Society, and other organizations to give our students as much access as possible to the arts. Students in 7th grade attend a week-long camp called Nature's Classroom. During this time, they participate in activities that promote confidence, teamwork, and positive risk-taking. We also hold assembly programs throughout the year that provide students with cultural awareness to promote understanding and respect.

Our school and regional EL program focus on ways to help EL students successfully integrate into the classroom. They work to communicate various aspects of the students' cultures that need to be recognized as an honored. Additionally, and EL adult program is held once a week for parents in the community who are learning English as a second language.

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Equitable Allocation of Resources among District Schools

Kent Center School is part of Regional School District One, however, is the only public school in the Kent District. The school has its own Board of Education that develops an education budget, which the town approves annually. After eighth grade, 50-60% of students attend the regional high school, Housatonic Valley Regional High School, while the others attend area private schools or technical high schools. The town supports, with five other towns, a central office, and a regional pupil services department. The pupil services department (Special Education) provides Kent Center with a full-time speech pathologist and two fully staffed resource classrooms. The only services shared among schools are occupational and physical therapy, and counseling services. Kent Center School is staffed with appropriate personnel, based on student population and need. Kent is a very generous community, and the school enjoys up to date technology materials, textbooks and supplies, and a well-maintained facility.