

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



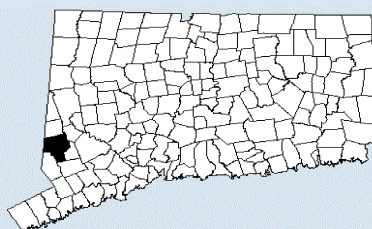
Danbury School District

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

District Information

Grade Range	PK-12
Number of Schools	19
Enrollment	10,793
Per Pupil Expenditures ¹	\$12,154
Total Expenditures ¹	\$132,623,740

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,259	48.7	48.3
Male	5,534	51.3	51.6
American Indian	9	0.1	0.2
Asian	765	7.1	4.6
Black or African American	829	7.7	12.9
Hispanic or Latino	4,594	42.6	21.2
Pacific Islander	6	0.1	0.0
White	4,321	40.0	58.4
Two or More Races	269	2.5	2.3
English Language Learners	2,199	20.4	5.7
Eligible for Free or Reduced-Price Meals	5,771	53.5	37.3
Students with Disabilities ¹	1,268	11.7	12.8

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	296	5.7	294	5.5
Male	342	6.4	637	11.3
Black or African American	60	7.4	143	17.0
Hispanic or Latino	284	6.3	475	10.1
White	239	5.7	260	6.0
English Language Learners	146	6.3	181	7.7
Eligible for Free or Reduced-Price Meals	441	7.9	656	10.8
Students with Disabilities	175	14.1	183	12.6
District	638	6.1	931	8.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1,379

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	611.3
Paraprofessional Instructional Assistants	61.5
Special Education	
Teachers and Instructors	95.0
Paraprofessional Instructional Assistants	211.8
Administrators, Coordinators and Department Chairs	
District Central Office	13.0
School Level	34.4
Library/Media	
Specialists (Certified)	20.0
Support Staff	9.1
Instructional Specialists Who Support Teachers	43.9
Counselors, Social Workers and School Psychologists	53.2
School Nurses	21.4
Other Staff Providing Non-Instructional Services/Support	359.3

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 (%)
Asian	14	1.6	1.0
Black or African American	36	4.1	3.5
Hispanic	53	6.0	3.6
Native American	1	0.1	0.1
White	777	88.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	13.6	*	*
Hispanic or Latino	21	8.4	36	15.3
White	91	31.4	154	47.8
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	25	9.3	49	19.0
Students with Disabilities	0	0	*	*
District	143	21.4	246	34.6
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	57	41.6
Emotional Disturbance	18	32.1
Intellectual Disability	7	14.0
Learning Disability	374	73.0
Other Health Impairment	119	65.7
Other Disabilities	15	26.3
Speech/Language Impairment	82	73.9
District	672	60.9
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	138	1.3	1.4
Emotional Disturbance	56	0.5	1.0
Intellectual Disability	50	0.5	0.4
Learning Disability	514	4.9	4.2
Other Health Impairment	181	1.7	2.5
Other Disabilities	126	1.2	1.0
Speech/Language Impairment	130	1.2	1.9
All Disabilities	1,195	11.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	51	4.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	86,413,862	8,143	8,769
Instructional Supplies and Equipment	2,925,438	276	275
Improvement of Instruction and Educational Media Services	1,822,156	172	487
Student Support Services	6,598,044	622	965
Administration and Support Services	12,653,182	1,192	1,600
Plant Operation and Maintenance	7,574,464	714	1,472
Transportation	11,114,200	591	786
Costs of Students Tuitioned Out	2,621,474	N/A	N/A
Other	900,920	85	178
Total	132,623,740	12,154	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,629,006	342	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	11,817,628	46.4	35.6
Noncertified Personnel	4,389,450	17.2	14.5
Purchased Services	704,100	2.8	5.0
Tuition to Other Schools	2,605,490	10.2	21.4
Special Ed. Transportation	2,270,800	8.9	8.5
Other Expenditures	3,673,277	14.4	14.9
Total Expenditures	25,460,745	100.0	100.0
PK-12 Expenditures Used for Special Education		19.2	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.5	69.1
State	25.9	26.2
Federal	4.1	4.2
Tuition & Other	0.5	0.6

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	68.2	69.8	73.0	66.6	340	63.8	73.2	No	
Hispanic or Latino	66.8	66.7	68.4	64.8	2071	60.9	70.7	No	
English Language Learners	56.0	55.2	55.4	51.8	979	46.7	60.9	No	
Eligible for Free or Reduced-Price Meals	65.9	67.6	69.4	65.4	2504	61.9	70.9	No	
Students with Disabilities	50.1	50.6	51.7	46.6	621	41.2	56.7	No	
High Needs	64.6	65.9	67.6	63.7	2922	59.7	69.7	No	
District	75.6	76.2	77.0	73.4	4773	69.3	78.2	No	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	52.8	44.5	47.2	53.8	87	47.2	54.1	No	
Hispanic or Latino	37.8	36.2	45.1	46.6	259	40.8	45.7	No	
English Language Learners	20.5	14.5	20.8	15.2	111	21.2	24.6		
Eligible for Free or Reduced-Price Meals	42.9	36.7	45.8	47.3	296	40.7	47.8	No	
Students with Disabilities	28.0	19.0	30.5	34.9	99	24.6	31.8	No	
High Needs	39.6	34.7	43.2	45.1	382	37.6	45.2	No	
District	59.2	54.6	61.0	62.6	748	56.2	63.2	No	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.3	55.8	62.9	92.1	2,534	70.0
Curl Up	67.2	64.7	65.9	93.1	2,533	69.1
Push Up	50.7	63.5	61.2	74.0	2,533	60.0
Mile Run/PACER	68.4	66.4	54.6	67.8	2,533	64.0
All Tests - District	30.8	26.9	23.9	64.4	2,533	31.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	92	76.1	79.1	No	80.6
Hispanic or Latino	256	60.2	74.6	No	76.5
English Language Learners	133	49.6	65.2	No	68.1
Eligible for Free or Reduced-Price Meals	342	64.9	69.7	No	72.2
Students with Disabilities	84	46.4	63.9	No	66.9
District	779	75.5	79.9	No	81.3
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	70.0	219	32.3
Male	60.6	203	29.0
Black or African American	64.7	17	12.5
Hispanic or Latino	42.4	64	13.2
White	79.4	275	44.9
English Language Learners	15.5	*	*
Eligible for Free or Reduced-Price Meals	47.0	79	15.0
Students with Disabilities	*	*	*
District	65.2	422	30.6
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	75.5	88.9
Male	64.8	83.8
Black or African American	66.2	72.7
Hispanic or Latino	56.8	83.2
White	78.8	89.7
English Language Learners	48.2	80.6
Eligible for Free or Reduced-Price Meals	58.2	85.2
Students with Disabilities	37.1	73.1
District	70.3	86.8
State	72.7	88.5

⁷College 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.

⁸College 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 2013-14

Danbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The District continues to implement its District Enhancement Plan with very good results. Notable gains have been achieved; however, the achievement gap continues remains our major area of focus. Over the past seven years, our district demonstrated exceptional growth in all grades tested and in all areas tested. We believe that this growth is directly attributable to our efforts to unify all instructional leadership efforts within the district. While student performance in reading, writing, mathematics and science continues to reflect mixed results, we believe that the additions of new principals, the implementation of the positions of Associate Principals for Instruction and the introduction of middle school Department Heads will lead to greater academic gains and more continuity of effort. Truancy prevention and intervention strategies within DPS have included many components. To address truancy, the SRBI process is well underway in all schools, monitoring attendance of all students and providing immediate interventions when attendance becomes an issue. Pupil personnel staff, including social workers, school psychologists and school counselors are often the front line staff to address these needs. Parents are contacted on a regular basis when students are not in attendance. Meetings are held to determine the root cause of attendance issues. Incentive programs are present in all schools rewarding students for excellent and perfect attendance. In addition, a continued collaboration with community resources and agencies has assisted school personnel in addressing truancy issues. Enlisting bilingual staff to help reduce the communication barrier has also been integrated into all schools. A continual reaching out to parents is a common practice in all schools. Special initiatives have helped to promote communication and engage parents in their child's education. Family University is continuously offered in the spring in an attempt to reach parents in a variety of different ways through a series of workshops. The incorporation of school-wide positive behavioral supports is also a strategy that will help to improve attendance and reduce truancy behaviors. Most recently, the exploration of utilizing a juvenile review board in middle schools and high school could serve as an excellent intervention to address the needs of truant students and keep them out of the juvenile justice system. This initiative will involve the collaboration of community agencies, school personnel, police and courts for students that experience habitual truant behaviors. The use of our alternative programs within our district often helps to engage students more through smaller classes, more individualized attention and a more personalized learning approach. Identifying at risk students at an earlier age has proven to be an effective approach in changing truant behavior.

Efforts to Reduce Racial, Ethnic and Economic Isolation

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Danbury Public Schools is one of the most racial, ethnic and economically diverse districts in the state. The community celebrates its diversity and works hard to ensure its schools are meeting the needs of all students. We have an ESL Reception Center that welcome our non-English speaking students and helps their parents adjust to our schools' culture. We also work closely with community groups such as the Multicultural/Hispanic Center, the Hord Foundation, the Latino Scholarship Fund, the Danbury School and Business Collaborative, the United Way, and other groups to assist parents and students in mastering the transition to Danbury Public Schools. The Academy of International Studies Magnet School opened in 2006. This K-5 school serves students from the Greater Danbury Area. It mirrors the diversity of Danbury Public Schools. The theme of the school incorporates learning the Spanish language and while also maintaining an international focus. Our new middle school academy program in Global Studies, which opened in September, 2014 offers Mandarin Chinese as well as Spanish language instruction. In addition, our schools works closely with the surrounding communities on a host of student exchange programs. The District continues to work at improving its percentage of minority employees. Focus has been given to participating in state-based career job fairs as a potential source of minority teaching candidates. We have had significant success in our efforts to diversify our workforce. Our most recent effort involves the Minority Pipeline Grant Initiative with Western Connecticut State University and the CT State Department of Education in support of a "grow your own" approach to minority recruitment, employment, and retention. Danbury High School minority students are mentored by WCSU students and encouraged to consider a career in teaching. Once these students graduate from DHS they attend WCSU's Teacher's Preparation Program and will eventually be hired to teach in the Danbury Public Schools.

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Equitable Allocation of Resources among District Schools

EQUITABLE ALLOCATION

The Board of Education ensures that each school within the school district receives a base level of support for personnel and instructional supplies. Student enrollment and class size determine the level of funding for personnel. Support levels for instructional supplies are also based on a per pupil allocation. The Central Office then determines what additional personnel and instructional supplies are required for schools with specific programs and needs in addition to the base level funding. Additional allocations are budgeted for these adjustments. The criteria for determining budgets are the student enrollment and program needs. Budgets for the maintenance of our facilities and the purchase of equipment are evaluated at Central Office. The District, being a Priority School District and an Alliance District also receives a significant amount of funding for a specifically targeted population and program. The Alliance District funding has allowed us to significantly enhance our approach to closing all achievement gaps. These funding streams are allocated in keeping with the goals and objectives of the grants.