

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



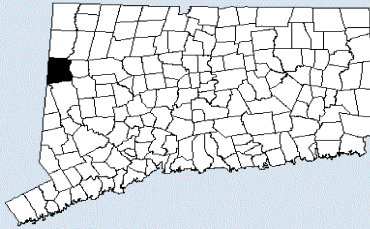
Kent School District

Ms. Patricia Chamberlain, Superintendent • 860-927-3537 • <http://www.kentcenter.com>

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	272
Per Pupil Expenditures ¹	\$19,672
Total Expenditures ¹	\$5,331,246

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](#)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	5

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	119	43.8	48.3
Male	153	56.3	51.6
American Indian	0	0.0	0.2
Asian	6	2.2	4.6
Black or African American	0	0.0	12.9
Hispanic or Latino	18	6.6	21.2
Pacific Islander	0	0.0	0.0
White	232	85.3	58.4
Two or More Races	16	5.9	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	38	14.0	37.3
Students with Disabilities ¹	29	10.7	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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	0.0	0	0.0
White	*	*	0	0.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	7	2.7	0	0.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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.

District Profile and Performance Report for School Year 2013-14

Kent School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.5
Paraprofessional Instructional Assistants	2.9
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	5.8
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	9.5

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	38	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
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	8.3	9.3

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	9	*
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	12	50.0
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Kent School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	14	5.6	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	25	9.9	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	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,074,235	11,344	8,769
Instructional Supplies and Equipment	121,909	450	275
Improvement of Instruction and Educational Media Services	100,617	371	487
Student Support Services	335,654	1,239	965
Administration and Support Services	542,009	2,000	1,600
Plant Operation and Maintenance	595,983	2,199	1,472
Transportation	359,534	1,076	786
Costs of Students Tuitioned Out	187,885	N/A	N/A
Other	13,420	50	178
Total	5,331,246	19,672	14,642

Additional Expenditures

Land, Buildings, and Debt Service	563,885	2,081	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	417,048	38.3	35.6
Noncertified Personnel	193,639	17.8	14.5
Purchased Services	42,285	3.9	5.0
Tuition to Other Schools	187,885	17.3	21.4
Special Ed. Transportation	64,423	5.9	8.5
Other Expenditures	183,547	16.9	14.9
Total Expenditures	1,088,827	100.0	100.0
PK-12 Expenditures Used for Special Education		20.4	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.0	92.2
State	4.8	5.3
Federal	2.2	2.5
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).

District Profile and Performance Report for School Year 2013-14

Kent School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested 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 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	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	66.7	84.0	84.5	.	.	.	.
Students with Disabilities	59.7	60.1	65.4	59.5	.	.	.	.
High Needs	64.2	65.5	75.9	72.7	.	.	.	.
District	86.7	87.5	88.6	87.3	.	.	.	.

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			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	69.4	73.9	72.4	88	71.6
Curl Up	83.3	73.9	86.2	88	81.8
Push Up	72.2	73.9	62.1	88	69.3
Mile Run/PACER	69.4	47.8	58.6	88	60.2
All Tests - District	50.0	39.1	48.3	88	46.6
All Tests - State	50.2	50.7	50.3		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.

District Profile and Performance Report for School Year 2013-14

Kent School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Significant changes to improve parental involvement in the past few years included the implementation of Power School followed by the opening of the Parent Portal this past school year. This online program is available to all families at Kent Center School as a way to keep track of their children's grades and assignments. All families were offered training on accessing the Parent Portal during parent teacher conferences. The result has been that parents now have a powerful tool to track their children's success, as well as head off any academic issues by contacting teachers early on when they notice missing assignments or a dip in their children's grades. In addition, teachers continue to send daily emails informing parents of upcoming assignments as well as provide a homework line for our older middle school students. Meanwhile, lower grade teachers continue to provide weekly classroom newsletters to inform parents of the topics and concepts their children are learning in each subject area, as well as any special activities or events that are coming up for the classroom and the whole school.

In the area of special education, we have focused on revamping IEP's so that the documents reflect a clearer and concise picture of the student's greatest needs as well as the services put in place to meet these needs. To this end, we are working to increase collaboration between special education teachers, specialists and support staff through weekly special education meetings that have clear topics to be discussed. We are also striving to provide a more positive and meaningful experience for parents of special education students during PPT meetings. This school year, the special education team has been passing out surveys at the end of each meeting to gather information from parents on their perception of the PPT process. We want to know what is working and what we can do to improve and enhance their experience.

To address the issue of truancy in a proactive manner, Kent Center School upholds a clear and concise absence policy that is given to all parents at the beginning of the school year. In addition, the policy is available to read both in the Student Handbook and on the school website. If at any time the nurse has concerns regarding a child's absences, she will notify the social worker or school psychologist, who will then make contact with the parents or guardians to discuss how the school may support the child in attending regularly. Further steps may include inviting parents to meet with the principal, counselor and/or school psychologist as well as any other pertinent support staff to discuss the absence policy in regards to truancy and to provide further supports to help the child transition back to school.

Every effort is made to support students who may be at risk. The Student Support Team meets on a regular basis to discuss students, referred by their teachers, who may be struggling academically and/or behaviorally. The team collaborates to create a plan to address each student's needs and challenges. These students are monitored during the school year, and the team meets on a monthly or bi-monthly basis to discuss the student's growth as well as any changes that need to be made to the plan. Consequently, the school is able to prevent many issues that often lead to truancy.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Currently, Kent Center School has two programs which strive to develop within our students a sense of empathy and acceptance for those around them. The Second Step program is available for our elementary level students, while Student Success Planning (SSP) is a new program that has been instituted within our 6th through 8th grades over the past few years. In addition to addressing topics that are relevant to each developmental stage, students also have the opportunity to focus on topics that are universally important for all ages. For example, each year we talk about the concept of empathy, what it means and what it looks like in action. Students are challenged to reflect upon why people experience the world so differently and how this affects how people ultimately behave. They can then practice how to work successfully within a group where there are often many different perspectives. Students have the chance to practice important communication skills, such as, active listening, respecting each other's ideas, disagreeing respectfully and being assertive. These same skills are put into wider use through our middle school Student Council. Our Council members receive leadership training and experience in facilitating summits. These grade level meetings (summits) provide all middle school students with the opportunity to share issues and ideas that are important to them. Through the discussions, the Student Council creates goals and objectives for planning activities and events that are meaningful for our school community.

We have families who come from a variety of socioeconomic situations. For this reason, our community has created several funds to help our most financially vulnerable members. For example, the Kent Community Fund was set up to provide temporary financial assistance to families in great need, while the Kent Santa Fund was organized to help families make their children's holidays positive through the purchase and disbursement of toys and warm clothes to all qualified and registered households. Also, the Arts Fund of Region 1 provides economically isolated students with the opportunity to pursue the arts by lending financial assistance for students to attend a wide variety of arts camps and programs throughout the greater community.

District Profile and Performance Report for School Year 2013-14

Kent School District

Equitable Allocation of Resources among District Schools

Kent Center School is the only school in the Kent district. Although Kent is part of Regional School District One, it has its own Board of Education that develops an annual education budget which the town approves annually. After eighth grade, approximately half of our graduating students attend Housatonic Valley Regional High School, which is part of Region One, and the other students attend a private institution. Kent Center School is assessed tuition for its students. The town supports, with five other towns, a central office and a regional pupil services department. Students with needs receive instruction and services from personnel who are employed by this department. Kent is staffed with appropriate personnel according to student population and need. The only services shared among schools are occupational and physical therapy. Pupil Services provides Kent with a full time school psychologist, speech clinician, two fully staffed resource classrooms and an alternative program for children with Special Needs. Kent is a very generous town and supports the school wholeheartedly. There are plenty of resources and teachers enjoy up to date materials, textbooks, and supplies, in addi