

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



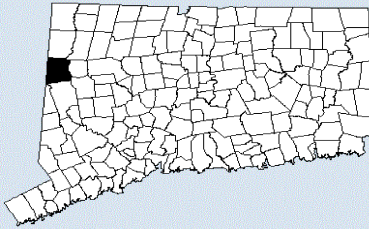
## Kent School District

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

### District Information

|                                     |             |
|-------------------------------------|-------------|
| Grade Range                         | PK-8        |
| Number of Schools/Programs          | 2           |
| Enrollment                          | 258         |
| Per Pupil Expenditures <sup>1</sup> | \$20,118    |
| Total Expenditures <sup>1</sup>     | \$5,472,138 |

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

|  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 116   | 45.0                                | 48.3                             |
| Male                                     | 142   | 55.0                                | 51.6                             |
| American Indian or Alaska Native         | 0     | 0.0                                 | 0.2                              |
| Asian                                    | 10    | 3.9                                 | 4.7                              |
| Black or African American                | 0     | 0.0                                 | 12.9                             |
| Hispanic or Latino                       | 24    | 9.3                                 | 22.1                             |
| Pacific Islander                         | 0     | 0.0                                 | 0.0                              |
| Two or More Races                        | 13    | 5.0                                 | 2.5                              |
| White                                    | 211   | 81.8                                | 57.2                             |
| English Language Learners                | *     | *                                   | 6.3                              |
| Eligible for Free or Reduced-Price Meals | 31    | 12.0                                | 37.6                             |
| Students with Disabilities <sup>1</sup>  | 31    | 12.0                                | 13.3                             |

<sup>1</sup>Students 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<br>Absenteeism <sup>2</sup> |          | Suspension/<br>Expulsion <sup>3</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | 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                                    | 6                                   | 3.0      | 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                                 | 6                                   | 2.5      | 0                                     | 0.0      |
| State                                    |                                     | 10.6     |                                       | 7.2      |

**Number of students in 2013-14 qualified as truant under state statute: 0**

<sup>2</sup>A 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.

<sup>3</sup>The 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 2014-15

## Kent School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 26.5 |
| Paraprofessional Instructional Assistants                 | 2.9  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 3.5  |
| Paraprofessional Instructional Assistants                 | 5.8  |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| District Central Office                                   | 0.5  |
| School Level  | 1.0  |
| <b>Library/Media</b>                                      |      |
| 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  |

<sup>1</sup>In 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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 0     | 0.0                                 | 1.0                              |
| Black or African American        | 0     | 0.0                                 | 3.5                              |
| Hispanic or Latino               | 0     | 0.0                                 | 3.5                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.0                              |
| White                            | 39    | 100.0                               | 91.8                             |

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| District                            | 100.0                |
| District Poverty Quartile: Middle   |                      |
| State High Poverty Quartile Schools | 97.9                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

#### Classroom Teacher Attendance: 2013-14

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.2      | 9.2   |

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | *     | *        |
| Emotional Disturbance      | N/A   | N/A      |
| Intellectual Disability    | 0     | 0        |
| Learning Disability        | 13    | *        |
| Other Health Impairment    | N/A   | N/A      |
| Other Disabilities         | N/A   | N/A      |
| Speech/Language Impairment | *     | *        |
| District                   | 15    | 65.2     |
| State                      |       | 69.7     |

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Kent School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | *        | *        | 1.5      |
| Emotional Disturbance      | 0        | 0.0      | 1.0      |
| Intellectual Disability    | *        | *        | 0.5      |
| Learning Disability        | 15       | 6.4      | 4.4      |
| Other Health Impairment    | 0        | 0.0      | 2.6      |
| Other Disabilities         | *        | *        | 1.0      |
| Speech/Language Impairment | *        | *        | 1.9      |
| All Disabilities           | 24       | 10.2     | 13.0     |

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0        | 0.0      | 8.1      |
| Private Schools or Other Settings | 0        | 0.0      | 5.4      |

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 3,144,482  | 11,561        | 9,134      |
| Instructional Supplies and Equipment                      | 143,560    | 528           | 334        |
| Improvement of Instruction and Educational Media Services | 114,317    | 420           | 498        |
| Student Support Services                                  | 337,134    | 1,239         | 1,001      |
| Administration and Support Services                       | 581,739    | 2,139         | 1,694      |
| Plant Operation and Maintenance                           | 549,053    | 2,019         | 1,572      |
| Transportation  | 389,771    | 1,125         | 813        |
| Costs of Students Tuitioned Out                           | 182,288    | N/A           | N/A        |
| Other   | 29,794     | 110           | 186        |
| Total   | 5,472,138  | 20,118        | 15,289     |

#### Additional Expenditures

|                                   |         |       |       |
|-----------------------------------|---------|-------|-------|
| Land, Buildings, and Debt Service | 549,563 | 2,020 | 1,272 |
|-----------------------------------|---------|-------|-------|

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 454,800    | 38.9                 | 35.1                 |
| Noncertified Personnel     | 212,364    | 18.2                 | 14.2                 |
| Purchased Services         | 20,505     | 1.8                  | 5.2                  |
| Tuition to Other Schools   | 182,288    | 15.6                 | 22.0                 |
| Special Ed. Transportation | 79,714     | 6.8                  | 8.6                  |
| Other Expenditures         | 218,269    | 18.7                 | 14.9                 |
| Total Expenditures         | 1,167,940  | 100.0                | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 92.0                          | 91.2                          |
| State           | 4.9                           | 5.4                           |
| Federal         | 2.3                           | 2.5                           |
| Tuition & Other | 0.8                           | 0.9                           |

<sup>4</sup>Revenue 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 2014-15

## Kent School District

### 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                           | 17                         | *    | 17    | *    | *       | *    |
| Native Hawaiian or Other Pacific Islander    | 0                          | N/A  | 0     | N/A  | 0       | N/A  |
| Two or More Races                            | *                          | *    | *     | *    | 6       | *    |
| White  | 130                        | 80.0 | 130   | 68.5 | 50      | 57.2 |
| English Language Learners                    | *                          | *    | *     | *    | *       | *    |
| Non-English Language Learners                | *                          | *    | *     | *    | *       | *    |
| Eligible for Free or Reduced-Price Meals     | 24                         | 72.5 | 24    | 64.0 | 8       | *    |
| Not Eligible for Free or Reduced-Price Meals | 141                        | 81.8 | 141   | 70.0 | 54      | 59.6 |
| Students with Disabilities                   | 22                         | 62.6 | 22    | 43.2 | 6       | *    |
| Students without Disabilities                | 143                        | 83.2 | 143   | 73.2 | 56      | 60.5 |
| High Needs                                   | 39                         | 69.0 | 39    | 54.6 | 13      | *    |
| Non-High Needs                               | 126                        | 84.0 | 126   | 73.7 | 49      | 61.8 |
| District                                     | 165                        | 80.4 | 165   | 69.2 | 62      | 58.5 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2015 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 43%       | 43%     | 50%       |
| National Public | 35%       | 33%     | 36%       |
| <b>MATH</b>     |           |         |           |
| Connecticut     | 41%       | 36%     | 32%       |
| National Public | 39%       | 32%     | 25%       |

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | 10   | Count             | Rate (%) |
| Sit & Reach          | 82.1  | 75.8 | 80.0 | N/A  | 91                | 79.1     |
| Curl Up              | 100.0   | 72.7 | 83.3 | N/A  | 91                | 84.6     |
| Push Up              | 85.7  | 75.8 | 86.7 | N/A  | 91                | 82.4     |
| Mile Run/PACER       | 96.4  | 63.6 | 86.7 | N/A  | 91                | 81.3     |
| All Tests - District | 78.6  | 48.5 | 66.7 | N/A  | 91                | 63.7     |
| All Tests - State    | 50.8  | 51.0 | 50.3 | 51.9 |                   | 51.0     |

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Kent School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator   |                     | Index/Rate     | Target | Points       | Max        | % Points    | State Average |
|---|---------------------|----------------|--------|--------------|------------|-------------|---------------|
| ELA Performance Index                                     | All Students        | 80.4           | 75     | 100.0        | 100        | 100.0       | 67.9          |
|   | High Needs Students | 69.0           | 75     | 92.0         | 100        | 92.0        | 56.7          |
| Math Performance Index                                    | All Students        | 69.2           | 75     | 92.2         | 100        | 92.2        | 59.3          |
|   | High Needs Students | 54.6           | 75     | 72.7         | 100        | 72.7        | 47.8          |
| Science Performance Index                                 | All Students        | 58.5           | 75     | 78.0         | 100        | 78.0        | 56.5          |
|   | High Needs Students | N/A            | 75     | 0.0          | 0          | 0.0         | 45.9          |
| Chronic Absenteeism                                       | All Students        | 2.5%           | <=5%   | 50.0         | 50         | 100.0       | 10.6%         |
|   | High Needs Students | 5.4%           | <=5%   | 49.3         | 50         | 98.6        | 17.3%         |
| Preparation for CCR                                       | % Taking Courses    | N/A            | 75%    | 0.0          | 0          | 0.0         | 66.1%         |
|   | % Passing Exams     | N/A            | 75%    | 0.0          | 0          | 0.0         | 37.3%         |
| On-track to High School Graduation                        |                     | N/A            | 94%    | 0.0          | 0          | 0.0         | 85.6%         |
| 4-year Graduation All Students (2014 Cohort)              |                     | N/A            | 94%    | 0.0          | 0          | 0.0         | 87.0%         |
| 6-year Graduation - High Needs Students (2012 Cohort)     |                     | N/A            | 94%    | 0.0          | 0          | 0.0         | 77.6%         |
| Postsecondary Entrance (Class of 2014)                    |                     | N/A            | 75%    | 0.0          | 0          | 0.0         | 72.8%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 102.2%   63.7% | 75%    | 42.5         | 50         | 85.0        | 87.6%   51.0% |
| Arts Access   |                     | N/A            | 60%    | 0.0          | 0          | 0.0         | 45.7%         |
| <b>Accountability Index</b>                               |                     |                |        | <b>576.7</b> | <b>650</b> | <b>88.7</b> |               |

| Gap Indicators                | Non-High Needs Rate <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean + 1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|---------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                       | N                               |
| ELA Performance Index Gap     | 75.0                             | 69.0            | 6.0         | 17.3                                  |                                 |
| Math Performance Index Gap    | 73.7                             | 54.6            | 19.1        | 19.6                                  |                                 |
| Science Performance Index Gap | 61.8                             | N/A             | .           | 17.2                                  |                                 |
| Graduation Rate Gap           | .                                | .               | .           | .                                     |                                 |

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

| Subject/Subgroup |                     | Participation Rate (%) |
|------------------|---------------------|------------------------|
| ELA              | All Students        | 98.8                   |
|                  | High Needs Students | 100.0                  |
| Math             | All Students        | 98.8                   |
|                  | High Needs Students | 100.0                  |
| Science          | All Students        | 100.0                  |
|                  | High Needs Students | .                      |

### 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: 50.1**

#### 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 2014-15

## Kent School District

### Narratives

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Kent Center School has two programs that promote a positive school community. Second Step, is a nationally recognized program used to teach empathy and communication skills. The program is for students in Grades 1, 2, 4, 6, 7 and 8. The program addresses topics relevant to each developmental stage, and an opportunity to focus on topics that are important for all ages. The goal is for students to develop tolerance and compassion and to work in groups to problem solve in a positive and proactive style. The second program is Student Success Planning, which teaches students in grades 6, 7 and 8 how their learned skills are relevant to the real world. Students set goals and learn to use their strengths and interests to create a career path.

Kent Center School students attend enriching field trips and events. Students visit the Metropolitan Museum of Art and The Museum of Natural History in New York. Students in 8th grade attend a Broadway show. 4th grade students attend 4th Grade Arts Day, a day of Art events for students in Region 1 and hosted by Hotchkiss School in Lakeville, CT. Students are exposed to artistic expressions, including dance, puppetry, and acting. 7th grade students attend camp at Nature's Classroom for exposure to activities that promote creative thinking, independence, confidence and positive risk-taking. Kent Center School has a student activity fund that provides financial assistance so that all students have access to all activities.

Kent is a socioeconomically diverse town and has programs to help families in need. "Neighbors Helping Neighbors" provides emergency grants to residents to pay for items such as rent, utilities and fuel. The Kent Santa Fund helps families make the holidays positive with the purchase of toys and clothes. The Arts Fund of Region 1 provides an opportunity for students to attend a variety of arts camps and programs. Families may participate in the "Back to School Clothes for Kids", sponsored by the United Way of Western CT.

Kent's social worker helps families in need with applying for programs for heat assistance, health insurance, food stamps and WIC. Residents also have access to the Kent Food Pantry, which is stocked with food and household items.

# District Profile and Performance Report for School Year 2014-15

## 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 education budget which the town approves annually. After eighth grade, approximately half of our graduating students attend Housatonic Valley Regional High School, while the remaining half attend private schools. 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. KCS is staffed with appropriate personnel, based on student population and need. The only services shared among schools are occupational therapy and physical therapy. Our Regional Pupil Services (special education) provides Kent with a full time psychologist, speech clinician, two fully staffed resource classrooms and an alternative program for children with special needs. Kent is a very generous community and supports the school wholeheartedly. There are plenty of resources, and teachers enjoy up to date materials, textbooks and supplies, in addition to small classes and a well-maintained facility.