

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

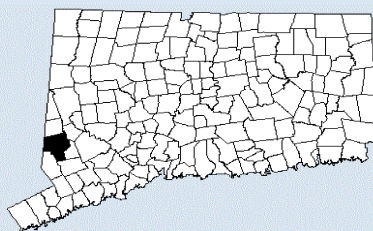


Danbury School District

203-797-4701 • www.danbury.k12.ct.us/

District Information

| | |
|-------------------------------------|---------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 20 |
| Enrollment | 11,483 |
| Per Pupil Expenditures ¹ | \$13,032 |
| Total Expenditures ¹ | \$147,024,456 |

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

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 5,601 | 48.8 | 48.4 |
| Male | 5,882 | 51.2 | 51.6 |
| American Indian or Alaska Native | 11 | 0.1 | 0.3 |
| Asian | 744 | 6.5 | 5.1 |
| Black or African American | 819 | 7.1 | 12.8 |
| Hispanic or Latino | 5,673 | 49.4 | 24.8 |
| Pacific Islander | 7 | 0.1 | 0.1 |
| Two or More Races | 310 | 2.7 | 3.3 |
| White | 3,919 | 34.1 | 53.6 |
| English Learners | 3,005 | 26.2 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 6,658 | 58.0 | 36.7 |
| Students with Disabilities ¹ | 1,484 | 12.9 | 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 | 387 | 7.0 | 300 | 5.3 |
| Male | 428 | 7.5 | 639 | 10.7 |
| Black or African American | 63 | 8.0 | 107 | 13.1 |
| Hispanic or Latino | 424 | 7.6 | 497 | 8.6 |
| White | 253 | 6.6 | 286 | 7.2 |
| English Learners | 214 | 6.9 | 188 | 6.1 |
| Eligible for Free or Reduced-Price Meals | 571 | 7.9 | 675 | 8.8 |
| Students with Disabilities | 191 | 13.6 | 218 | 12.8 |
| District | 815 | 7.3 | 939 | 8.1 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 1,333

Number of school-based arrests: 83

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 | 669.4 |
| Paraprofessional Instructional Assistants | 35.3 |
| Special Education | |
| Teachers and Instructors | 101.9 |
| Paraprofessional Instructional Assistants | 257.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 7.9 |
| School Level | 49.2 |
| Library/Media | |
| Specialists (Certified) | 21.0 |
| Support Staff | 9.8 |
| Instructional Specialists Who Support Teachers | 41.9 |
| Counselors, Social Workers and School Psychologists | 61.8 |
| School Nurses | 22.3 |
| Other Staff Providing Non-Instructional Services/Support | 379.5 |

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 | 15 | 1.6 | 1.1 |
| Black or African American | 37 | 3.9 | 3.7 |
| Hispanic or Latino | 62 | 6.5 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 3 | 0.3 | 0.1 |
| White | 841 | 87.8 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 12.5 | 10.5 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 28 | 58.3 | 49 | 71.0 |
| Hispanic or Latino | 127 | 42.6 | 193 | 61.1 |
| White | 148 | 55.4 | 232 | 76.6 |
| English Learners | 18 | 15.7 | 21 | 21.6 |
| Eligible for Free or Reduced-Price Meals | 151 | 42.3 | 243 | 65.7 |
| Students with Disabilities | 30 | 40.5 | 63 | 57.8 |
| District | 352 | 51.3 | 531 | 70.1 |
| State | | 69.3 | | 80.1 |

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 64 | 43.0 |
| Emotional Disturbance | 17 | 41.5 |
| Intellectual Disability | * | * |
| Learning Disability | 447 | 77.5 |
| Other Health Impairment | 173 | 76.5 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 124 | 79.0 |
| District | 845 | 66.7 |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 153 | 1.4 | 1.8 |
| Emotional Disturbance | 41 | 0.4 | 1.1 |
| Intellectual Disability | 62 | 0.6 | 0.5 |
| Learning Disability | 577 | 5.2 | 5.2 |
| Other Health Impairment | 228 | 2.0 | 3.1 |
| Other Disabilities | 126 | 1.1 | 1.1 |
| Speech/Language Impairment | 183 | 1.6 | 1.8 |
| All Disabilities | 1,370 | 12.3 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 18 | 1.3 | 8.3 |
| Private Schools or Other Settings | 33 | 2.4 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|-------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 94,745,941 | 8,347 | 9,847 |
| Instructional Supplies and Equipment | 4,388,264 | 387 | 287 |
| Improvement of Instruction and Educational Media Services | 2,310,572 | 204 | 589 |
| Student Support Services | 6,256,583 | 551 | 1,120 |
| Administration and Support Services | 15,373,893 | 1,354 | 1,905 |
| Plant Operation and Maintenance | 10,892,247 | 960 | 1,648 |
| Transportation | 8,798,880 | 676 | 904 |
| Costs of Students Tuitioned Out | 3,044,461 | N/A | N/A |
| Other | 1,213,615 | 107 | 208 |
| Total | 147,024,456 | 13,032 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 3,258,704 | 287 | 1,393 |
|-----------------------------------|-----------|-----|-------|

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 | 12,145,748 | 43.2 | 33.8 |
| Noncertified Personnel | 4,898,541 | 17.4 | 14.5 |
| Purchased Services | 1,154,476 | 4.1 | 5.5 |
| Tuition to Other Schools | 2,921,642 | 10.4 | 23.4 |
| Special Ed. Transportation | 2,955,464 | 10.5 | 8.7 |
| Other Expenditures | 4,041,012 | 14.4 | 14.1 |
| Total Expenditures | 28,116,883 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 62.4 | 70.4 |
| State | 33.3 | 25.2 |
| Federal | 3.5 | 3.6 |
| Tuition & Other | 0.8 | 0.8 |

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 | 7 | * | 7 | * |
| Asian | 359 | 71.3 | 359 | 68.3 |
| Black or African American | 412 | 61.9 | 413 | 52.9 |
| Hispanic or Latino | 2747 | 60.4 | 2745 | 55.5 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | 167 | 68.3 | 167 | 61.7 |
| White | 1891 | 68.5 | 1887 | 62.8 |
| English Learners | 1929 | 59.2 | 1927 | 55.4 |
| Non-English Learners | 3656 | 66.8 | 3653 | 60.5 |
| Eligible for Free or Reduced-Price Meals | 3587 | 60.8 | 3585 | 55.6 |
| Not Eligible for Free or Reduced-Price Meals | 1998 | 70.1 | 1995 | 64.4 |
| Students with Disabilities | 737 | 44.7 | 736 | 39.2 |
| Students without Disabilities | 4848 | 67.1 | 4844 | 61.7 |
| High Needs | 4000 | 60.4 | 3996 | 55.1 |
| Non-High Needs | 1585 | 73.8 | 1584 | 67.8 |
| District | 5585 | 64.2 | 5580 | 58.7 |

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 | 88.9 | 69.3 | 68.8 | 93.1 | 3,072 | 79.6 |
| Curl Up | 73.9 | 65.1 | 62.9 | 97.5 | 3,072 | 73.4 |
| Push Up | 66.2 | 57.2 | 56.9 | 84.4 | 3,072 | 65.0 |
| Mile Run/PACER | 83.9 | 69.0 | 57.4 | 58.6 | 3,072 | 68.4 |
| All Tests - District | 49.0 | 31.7 | 28.3 | 53.9 | 3,072 | 40.2 |
| 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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Cohort Graduation: Four-Year¹

| | 2016-17 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 86 | 81.4 |
| Hispanic or Latino | 297 | 69.0 |
| English Learners | 145 | 55.9 |
| Eligible for Free or Reduced-Price Meals | 452 | 71.5 |
| Students with Disabilities | 124 | 61.3 |
| District | 781 | 78.5 |
| State | | 87.9 |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 97.7 | 248 | 35.9 |
| Male | 95.5 | 218 | 28.9 |
| Black or African American | 93.2 | 27 | 23.1 |
| Hispanic or Latino | 97.2 | 128 | 20.8 |
| White | 96.5 | 239 | 41.9 |
| English Learners | 93.9 | 16 | 7.5 |
| Eligible for Free or Reduced-Price Meals | 95.9 | 166 | 22.8 |
| Students with Disabilities | 84.2 | * | * |
| District | 96.5 | 466 | 32.3 |
| State | 96.3 | | 44.8 |

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2017 | Class of 2016 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 69.3 | 88.3 |
| Male | 58.8 | 85.3 |
| Black or African American | 64.6 | 83.7 |
| Hispanic or Latino | 55.2 | 73.4 |
| White | 70.2 | 93.7 |
| English Learners | 35.3 | 72.3 |
| Eligible for Free or Reduced-Price Meals | 55.5 | 77.7 |
| Students with Disabilities | 42.3 | 65.5 |
| District | 63.9 | 86.9 |
| State | 70.9 | 88.3 |

⁵College 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.

⁶College 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

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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 | 64.2 | 75 | 42.8 | 50 | 85.6 | 67.6 |
| | High Needs Students | 60.4 | 75 | 40.2 | 50 | 80.5 | 57.5 |
| Math Performance Index | All Students | 58.7 | 75 | 39.2 | 50 | 78.3 | 62.7 |
| | High Needs Students | 55.1 | 75 | 36.8 | 50 | 73.5 | 52.0 |
| ELA Academic Growth | All Students | 60.3% | 100% | 60.3 | 100 | 60.3 | 60.7% |
| | High Needs Students | 59.5% | 100% | 59.5 | 100 | 59.5 | 55.6% |
| Math Academic Growth | All Students | 56.8% | 100% | 56.8 | 100 | 56.8 | 61.9% |
| | High Needs Students | 56.4% | 100% | 56.4 | 100 | 56.4 | 55.4% |
| Chronic Absenteeism | All Students | 7.3% | <=5% | 45.5 | 50 | 91.0 | 10.7% |
| | High Needs Students | 8.2% | <=5% | 43.6 | 50 | 87.2 | 16.6% |
| Preparation for CCR | % Taking Courses | 61.1% | 75% | 40.8 | 50 | 81.5 | 74.8% |
| | % Passing Exams | 32.3% | 75% | 21.5 | 50 | 43.0 | 44.8% |
| On-track to High School Graduation | | 82.6% | 94% | 43.9 | 50 | 87.8 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 78.5% | 94% | 83.5 | 100 | 83.5 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 80.3% | 94% | 85.4 | 100 | 85.4 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 63.9% | 75% | 85.2 | 100 | 85.2 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 90.1% 40.2% | 75% | 26.8 | 50 | 53.6 | 96.6% 50.1% |
| Arts Access | | 43.5% | 60% | 36.3 | 50 | 72.6 | 51.2% |
| Accountability Index | | | | 904.5 | 1250 | 72.4 | |

| 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 | 73.8 | 60.4 | 13.4 | 15.9 | |
| Math Performance Index Gap | 67.8 | 55.1 | 12.7 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 80.3% | 13.7% | 12.7% | Y |

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 | 99.2 |
| | High Needs Students | 99.3 |
| Math | All Students | 99.1 |
| | High Needs Students | 99.2 |
| Science | All Students | 98.2 |
| | High Needs Students | 98.4 |

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: 48.2

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Danbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Danbury continues to implement its District Improvement Plan with very good results. Notable gains have been achieved; however, the achievement gap continues to remain our major area of focus. Over the past decade, our district has demonstrated growth in all grades tested and in all areas tested. We believe that this growth is directly attributed to our efforts to unify all instructional leadership within the district. Despite this overall trend, student performance in reading, writing, mathematics and science continues to reflect mixed results. We believe that the additions of new leadership positions such as The Director of Instruction & Assessment, Coordinator of Elementary Education, and additional K5 Supervisors, will support our efforts to realize greater academic gains and consistency of programmatic implementation. Truancy prevention and intervention strategies within DPS have included many components. To address truancy, the SRBI process is well underway in all schools and designed to monitor attendance and provide 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 school and meetings are held to determine the root cause of attendance issues. Incentive programs are present in all schools rewarding students for excellence and perfect attendance. In addition, a continued collaboration with community resources and agencies have assisted school personnel in addressing truancy. Enlisting bilingual staff to help reduce the communication barrier has also been integrated into all schools. Furthermore, proactive outreach to parents is a common practice and expectation in all schools. Special initiatives have helped to promote communication and engage parents in their child's education. For example, Family University is offered in the spring in an attempt to reach parents through a series of various workshops. The incorporation of school-wide positive behavioral supports is also a strategy that will help to improve attendance and reduce truancy behaviors. We continue to offer alternative programs within our district to further engage students in smaller classes, with more individualized attention, through a more personalized learning approach. Additionally, 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

Danbury Public Schools is one of the more ethnically 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 welcomes our non-English speaking students and helps their parents adjust to our schools and 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 and mirrors the diversity of Danbury. The theme of the school incorporates learning the Spanish language, while also maintaining an international focus. Our new middle school academy program in Global Studies, which opened in September 2014, offers Spanish language instruction and an exploration class to engage students in research and Project Based Learning. In addition, our schools work closely with the surrounding communities on a host of student exchange programs. The District continues to work at increasing the percentage of minority employees. Focus has been given to participating in state-based diversity job fairs as a source for identifying teaching candidates. As a result, we have had significant success in our efforts to diversify our workforce. Our most recent and ongoing 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 Preparation Program and will eventually be hired to teach in the Danbury Public Schools. Danbury is also part of the CSDE minority recruitment, training, and retention initiative.

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Equitable Allocation of Resources among District Schools

The Board of Education allocates a base level of support for personnel and instructional supplies to each school. This is based upon a formula that takes into consideration the number of students enrolled in the school and the overall class sizes. 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 based upon the idea that equal is not always equitable. Budgets for the maintenance of our facilities and the purchase of equipment are evaluated at Central Office. The District, being a Priority and Alliance School District affords us funding to specifically target populations and programs. These supplemental funds have significantly enhanced our ability to provide specialized and targeted professional development and purchase the resources necessary to to implement best practice, relative to closing the achievement gap. Our primary focus has been and continues to be an all out effort to address the needs of low income, Special Education and English Language Learners.