

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



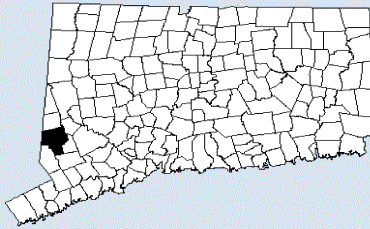
Danbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	10,945
Per Pupil Expenditures ¹	\$12,891
Total Expenditures ¹	\$138,892,726

¹Expenditure 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,359	49.0	48.3
Male	5,586	51.0	51.6
American Indian or Alaska Native	10	0.1	0.2
Asian	748	6.8	4.7
Black or African American	837	7.6	12.9
Hispanic or Latino	4,850	44.3	22.1
Pacific Islander	8	0.1	0.0
Two or More Races	298	2.7	2.5
White	4,194	38.3	57.2
English Language Learners	2,423	22.1	6.3
Eligible for Free or Reduced-Price Meals	6,082	55.6	37.6
Students with Disabilities ¹	1,333	12.2	13.3

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	349	6.6	363	6.7
Male	416	7.6	741	13.0
Black or African American	67	8.3	151	18.1
Hispanic or Latino	350	7.3	549	10.9
White	278	6.8	326	7.7
English Language Learners	173	6.7	238	9.1
Eligible for Free or Reduced-Price Meals	512	8.8	746	11.5
Students with Disabilities	164	12.8	217	14.5
District	765	7.1	1,104	9.9
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 1,126

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	641.0
Paraprofessional Instructional Assistants	70.4
Special Education	
Teachers and Instructors	98.6
Paraprofessional Instructional Assistants	234.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	48.4
Library/Media	
Specialists (Certified)	21.0
Support Staff	8.9
Instructional Specialists Who Support Teachers	48.3
Counselors, Social Workers and School Psychologists	56.3
School Nurses	22.4
Other Staff Providing Non-Instructional Services/Support	353.3

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 (%)
American Indian or Alaska Native	3	0.3	0.1
Asian	14	1.5	1.0
Black or African American	39	4.2	3.5
Hispanic or Latino	61	6.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	811	87.4	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core 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	10.3	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	29	39.2	*	*
Hispanic or Latino	70	32.1	139	54.9
White	173	55.4	244	77.2
English Language Learners	12	11.5	27	30.3
Eligible for Free or Reduced-Price Meals	88	34.0	156	56.7
Students with Disabilities	34	48.6	53	54.1
District	296	44.9	481	68.8
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	65	46.4
Emotional Disturbance	18	39.1
Intellectual Disability	12	22.2
Learning Disability	406	73.3
Other Health Impairment	127	66.1
Other Disabilities	10	18.2
Speech/Language Impairment	90	73.8
District	728	62.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	143	1.4	1.5
Emotional Disturbance	46	0.4	1.0
Intellectual Disability	54	0.5	0.5
Learning Disability	555	5.2	4.4
Other Health Impairment	192	1.8	2.6
Other Disabilities	110	1.0	1.0
Speech/Language Impairment	139	1.3	1.9
All Disabilities	1,239	11.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	1.7	8.1
Private Schools or Other Settings	39	3.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	89,557,803	8,312	9,134
Instructional Supplies and Equipment	3,548,092	329	334
Improvement of Instruction and Educational Media Services	1,999,964	186	498
Student Support Services	6,931,540	643	1,001
Administration and Support Services	13,096,581	1,216	1,694
Plant Operation and Maintenance	11,017,169	1,023	1,572
Transportation	9,132,280	609	813
Costs of Students Tuitioned Out	2,635,389	N/A	N/A
Other	973,908	90	186
Total	138,892,726	12,891	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,896,275	269	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	11,873,672	45.1	35.1
Noncertified Personnel	4,427,845	16.8	14.2
Purchased Services	1,075,320	4.1	5.2
Tuition to Other Schools	2,620,995	10.0	22.0
Special Ed. Transportation	2,371,042	9.0	8.6
Other Expenditures	3,933,824	15.0	14.9
Total Expenditures	26,302,698	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.7	70.3
State	24.5	24.8
Federal	3.9	3.9
Tuition & Other	1.0	1.0

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	337	74.3	338	66.6	154	56.0
Black or African American	356	58.8	349	49.7	205	43.9
Hispanic or Latino	2123	60.6	2104	51.5	1007	44.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	126	69.2	125	61.1	54	59.7
White	1788	69.7	1771	60.2	880	54.4
English Language Learners	1174	56.3	1169	48.1	441	37.0
Non-English Language Learners	3565	68.1	3527	58.6	1862	52.2
Eligible for Free or Reduced-Price Meals	2586	60.7	2558	51.5	1168	44.5
Not Eligible for Free or Reduced-Price Meals	2153	70.4	2138	61.3	1135	54.2
Students with Disabilities	680	45.3	669	38.5	345	36.1
Students without Disabilities	4059	68.4	4027	58.9	1958	51.6
High Needs	3025	59.6	2993	50.7	1402	43.5
Non-High Needs	1714	74.9	1703	65.3	901	58.2
District	4739	65.1	4696	56.0	2303	49.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	85.5	65.4	65.1	90.6	2,810	76.6
Curl Up	71.7	68.0	70.3	97.2	2,810	75.9
Push Up	52.0	58.5	62.6	81.3	2,810	62.5
Mile Run/PACER	76.1	65.9	56.8	63.4	2,810	66.2
All Tests - District	35.4	31.3	27.4	56.6	2,810	37.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	91	70.3	80.6	No	82.1
Hispanic or Latino	260	67.3	76.5	No	78.4
English Language Learners	85	49.4	68.1	No	70.9
Eligible for Free or Reduced-Price Meals	390	70.3	72.2	No	74.6
Students with Disabilities	86	46.5	66.9	No	69.9
District	761	78.1	81.3	No	82.7
State ⁴		87.0			

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 2013-14 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	65.9	221	32.0
Male	53.6	176	26.3
Black or African American	59.5	*	*
Hispanic or Latino	37.8	65	13.8
White	74.5	260	41.4
English Language Learners	14.5	7	3.6
Eligible for Free or Reduced-Price Meals	41.2	77	14.4
Students with Disabilities	18.9	*	*
District	59.9	397	29.2
State	67.2		37.3

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	72.9	91.3
Male	61.1	84.8
Black or African American	*	94.2
Hispanic or Latino	52.0	82.9
White	77.1	88.1
English Language Learners	45.6	81.0
Eligible for Free or Reduced-Price Meals	54.9	84.0
Students with Disabilities	42.7	80.8
District	66.9	88.4
State	72.6	88.8

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

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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	65.1	75	86.8	100	86.8	67.9
	High Needs Students	59.6	75	79.5	100	79.5	56.7
Math Performance Index	All Students	56.0	75	74.7	100	74.7	59.3
	High Needs Students	50.7	75	67.6	100	67.6	47.8
Science Performance Index	All Students	49.3	75	65.7	100	65.7	56.5
	High Needs Students	43.5	75	58.1	100	58.1	45.9
Chronic Absenteeism	All Students	7.1%	<=5%	45.8	50	91.5	10.6%
	High Needs Students	8.7%	<=5%	42.6	50	85.2	17.3%
Preparation for CCR	% Taking Courses	57.2%	75%	38.1	50	76.3	66.1%
	% Passing Exams	29.2%	75%	19.5	50	39.0	37.3%
On-track to High School Graduation		77.5%	94%	41.2	50	82.4	85.6%
4-year Graduation All Students (2014 Cohort)		78.1%	94%	83.0	100	83.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		79.7%	94%	84.7	100	84.7	77.6%
Postsecondary Entrance (Class of 2014)		67.3%	75%	89.8	100	89.8	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		86.1% 37.0%	75%	12.3	50	24.7	87.6% 51.0%
Arts Access		45.3%	60%	37.8	50	75.6	45.7%
Accountability Index				927.2	1250	74.2	

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	74.9	59.6	15.3	17.3	
Math Performance Index Gap	65.3	50.7	14.6	19.6	
Science Performance Index Gap	58.2	43.5	14.7	17.2	
Graduation Rate Gap	92.9%	79.7%	13.2%	15.2%	N

¹If 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.

²If 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	87.3
	High Needs Students	90.6
Math	All Students	86.6
	High Needs Students	89.6
Science	All Students	99.0
	High Needs Students	98.8

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: 44.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District continues to implement its District Enhancement Plan with very good results. Notable gains have been achieved; however, the achievement gap continues and remains our major area of focus. Over the past decade, our district demonstrated 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 have supported our efforts to realize 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 presented 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. 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

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 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's Preparation Program and will eventually be hired to teach in the Danbury Public Schools. Danbury is also part of the CSDE's minority recruitment, training, and retention initiative.

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Equitable Allocation of Resources among District Schools

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 funding for a specifically targeted population and programs. 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 grant goals and objectives and addresses the needs of low income and minority students.