

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

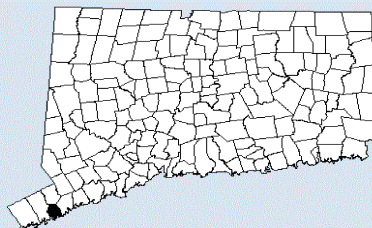


Darien School District

203-656-7400 • <http://www.darienps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,769
Per Pupil Expenditures ¹	\$21,327
Total Expenditures ¹	\$103,200,140

¹Expenditure data reflect the 2017-18 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,457	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	227	4.8	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	252	5.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	151	3.2	3.6
White	4,091	85.8	52.4
English Learners	46	1.0	7.6
Eligible for Free or Reduced-Price Meals	113	2.4	42.1
Students with Disabilities ³	725	15.2	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/ Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	65	2.8	17	0.7
Male	79	3.3	39	1.6
Black or African American	0	0.0	0	0.0
Hispanic or Latino of any race	*	*	*	*
White	129	3.2	52	1.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	6	5.0	*	*
Students with Disabilities	46	6.0	22	2.5
District	144	3.1	56	1.2
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 89

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

Darien School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	371.2
Paraprofessional Instructional Assistants	27.5
Special Education	
Teachers and Instructors	73.4
Paraprofessional Instructional Assistants	101.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.8
School Level	28.0
Library/Media	
Specialists (Certified)	7.8
Support Staff	2.1
Instructional Specialists Who Support Teachers	21.2
Counselors, Social Workers and School Psychologists	29.0
School Nurses	11.6
Other Staff Providing Non-Instructional Services/Support	179.8

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	9	1.7	1.1
Black or African American	7	1.3	3.8
Hispanic or Latino of any race	19	3.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	508	93.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.0

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	0	*	*	*
Hispanic or Latino of any race	6	*	14	66.7
White	153	48.3	224	74.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	13	18.6	27	39.7
District	169	46.9	260	74.1
State		74.5		85.2

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	20	42.6
Emotional Disturbance	17	54.8
Intellectual Disability	*	*
Learning Disability	140	77.8
Other Health Impairment	183	83.2
Other Disabilities	*	*
Speech/Language Impairment	113	87.6
District	482	75.8
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Darien School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.1	1.9
Emotional Disturbance	31	0.7	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	180	3.8	5.5
Other Health Impairment	223	4.8	3.2
Other Disabilities	29	0.6	1.1
Speech/Language Impairment	146	3.1	1.8
All Disabilities	672	14.4	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$61,631,339	\$12,736	\$10,545
Support services - students	\$8,735,378	\$1,824	\$1,373
Support services - instruction	\$5,884,926	\$1,229	\$644
Support services - general administration	\$1,912,331	\$399	\$462
Support services - school based administration	\$4,798,165	\$1,002	\$1,007
Central and other support services	\$4,750,908	\$992	\$671
Operation and maintenance of plant	\$9,009,767	\$1,881	\$1,629
Student transportation services	\$3,418,781	\$1,351	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,774,759	\$371	\$157
Minor school construction	\$1,283,786	\$268	\$65
Total	\$103,200,140	\$21,327	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,074,709	18.9	29.7
Instructional Aide Salaries	\$3,338,553	10.4	9.6
Other Salaries	\$6,873,929	21.4	10.4
Employee Benefits	\$3,987,531	12.4	13.0
Purchased Services Other Than Transportation	\$3,768,936	11.7	5.5
Special Education Tuition	\$6,669,302	20.7	22.6
Supplies	\$270,150	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$1,144,132	3.6	8.0
Equipment	\$42,125	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$32,169,368	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	94.7
State	3.7
Federal	1.3
Tuition & Other	0.2

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

Darien 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	*	*	*	*	*	*
Asian	120	92.7	120	94.9	54	88.1
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	138	75.9	138	76.9	56	70.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	74	91.3	74	94.0	25	89.3
White	2,176	83.1	2,175	83.0	948	78.3
English Learners	19	*	19	*	9	*
Non-English Learners	2,510	83.4	2,509	83.5	1,087	78.4
Eligible for Free or Reduced-Price Meals	56	71.6	56	70.7	23	64.1
Not Eligible for Free or Reduced-Price Meals	2,473	83.6	2,472	83.7	1,073	78.7
Students with Disabilities	407	65.6	405	65.0	178	58.2
Students without Disabilities	2,122	86.8	2,123	86.9	918	82.3
High Needs	455	66.7	453	66.1	201	59.5
Non-High Needs	2,074	87.0	2,075	87.2	895	82.6
District	2,529	83.3	2,528	83.4	1,096	78.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	91.3	87.4	81.8	82.4	1,339	85.9
Curl Up	93.9	97.0	95.4	97.4	1,339	95.9
Push Up	94.2	90.1	77.5	87.9	1,339	87.6
Mile Run/PACER	91.0	84.6	75.6	84.0	1,339	83.9
All Tests - District	78.2	72.8	58.6	67.4	1,339	69.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

Darien School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*
Students with Disabilities	55	87.3
District	344	96.5
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.9	313	86.7
Male	98.6	295	84.3
Black or African American	*	6	*
Hispanic or Latino of any race	100.0	34	87.2
White	98.5	527	85.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	13	*
Students with Disabilities	94.2	63	45.7
District	98.7	608	85.5
State	95.9		42.6

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

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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	93.3	97.7
Male	86.4	96.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	89.1	97.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	85.2	88.2
District	89.8	97.1
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

Darien School District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	83.3	75	50.0	50	100.0	67.7
	High Needs Students	66.7	75	44.5	50	89.0	58.1
Math Performance Index	All Students	83.4	75	50.0	50	100.0	63.1
	High Needs Students	66.1	75	44.1	50	88.2	52.7
Science Performance Index	All Students	78.4	75	50.0	50	100.0	63.8
	High Needs Students	59.5	75	39.7	50	79.4	54.2
ELA Academic Growth	All Students	71.9%	100%	71.9	100	71.9	59.9%
	High Needs Students	60.6%	100%	60.6	100	60.6	55.1%
Math Academic Growth	All Students	84.7%	100%	84.7	100	84.7	62.5%
	High Needs Students	73.2%	100%	73.2	100	73.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.1%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.1%	<=5%	47.9	50	95.7	16.1%
Preparation for CCR	% Taking Courses	60.3%	75%	40.2	50	80.5	80.0%
	% Passing Exams	85.5%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		98.3%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		89.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2% 69.5%	75%	46.4	50	92.7	96.4% 52.9%
Arts Access		61.4%	60%	50.0	50	100.0	51.9%
Accountability Index				1203.0	1350	89.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	75.0	66.7	8.3	15.4	
Math Performance Index Gap	75.0	66.1	8.9	17.6	
Science Performance Index Gap	75.0	59.5	15.5	16.1	
Graduation Rate Gap	94.0%	98.3%	-4.3%	11.1%	N

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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	97.5
Math	All Students	99.0
	High Needs Students	96.9
Science	All Students	98.9
	High Needs Students	97.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 67.1 State: 51.5

District Profile and Performance Report for School Year 2018-19

Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

This narrative outlines the vision for improvement in the Darien Public Schools' District with specific references to improving special education programs and services for students with disabilities, truancy prevention, and engaging parents in the planning and improvement of school programs.

Goals for the current year support continuation of Professional Learning Communities in all of district schools with the goal of promoting and advancing learner-centered practices that improve student learning. Grade level and department teams throughout the district meet on a regular basis to collaborate and support professional learning, this includes: SRBI, examining student work, differentiation, lesson study, develop pre/post assessments to inform instruction and reviewing student data.

The district also provides outside consultants to work closely with teaching staff to enhance their teaching environments. In the elementary schools, our mathematics program is with Investigations and some units are supplemented by Math in Focus. The secondary level is expanding literacy development with trainers from Teacher's College Reading and Writing Project.

All building special education staff have received training this year to assure that students with special needs receive an appropriate education through which they can be successful learners in the general education environment. Scheduling and caseloads are designed to provide high levels of collaboration between their general and special education teachers. In addition, communication and a mentoring program has been created to support collaboration between school and home. Co-teaching/differentiation professional development has also been provided.

Truancy prevention will be addressed through the development of Student Success Plans for middle and high school students to assure that everyone has the supports they need to meet their learning goals whether academic, career, social, emotional or physical. Administrative staff members in all schools pay careful attention to student attendance and follow up promptly to assure that appropriate supports are in place for students to attend school regularly. This includes daily email communication and parent phone calls.

Darien continues their goal directed at improving systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Some efforts include a district newsletter "News of the Week", expanded parent workshop offerings, website accessibility, community focus groups and strong collaboration with the district's parent council. The district capitalizes on the strong support and on-going feedback received from district and school parent organizations.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to increase interactions among students with varying backgrounds, we took part in: The Center for Global Study Interdistrict Magnet Prog;the Regional Center for the Arts Magnet;The Westhill Vocational Agriculture Prog;the Stamford Academy of Inf Tech&Eng'g; the Western Region CMEA HS Music Festival;FCIAC HS competitions;CSDE Interdistrict Music Composition Prog.Students participated in activities that foster interactions between students attending schools such as Debate Team,DECA,Robotics Club,Ultimate Frisbee,JETS,Math Team,Model Congress & Model UN.We also participated in the A Better Chance Prog;Respect for Differences,Building with Books;Person-to-Person;Anti-Defamation League:NAMES Program,& the China Youth Exchange.Students from other communities were in residence in Darien through the ABC Prog.We have a formal intercultural exchange with a high school in Shanghai,China & in Qingdao,China Students are involved in clubs such as:Asian Culture,Com Council,Embrace,Ethnic foods,Int'l Club,Invisible Children,Unite for Africa & Global Connect. Student & teacher participation in interscholastic athletics, music&theater activities remain high-through these we maintain student-to-student interaction with urban&suburban schools in the region. At the middle school, there has been collaboration on a project to link students in Darien with students in Darien, Panama.At the elem level, through Student Council, students connect with local agencies to support social initiatives for children & their families in neighboring towns.Each of our elem schools participate in reading & discussing books chosen to raise social awareness relating to race,culture,ethnicity,& socioeconomic status in the upper grades.Units are now written with Social Action themes that drive efforts to understand the world beyond Darien.Some schools use the Book of the Month model to raise awareness & engage in high level discourse about social issues relating to many different topics relating to race,ethnicity,& economic isolation throughout the entire school. Elem schools have an Int'l Culture Community as part of our PTO w/activities-Int'l Culture Night & presentation to students to broaden knowledge of different cultures.

District Profile and Performance Report for School Year 2018-19

Darien School District

Equitable Allocation of Resources among District Schools

The Darien Board of Education recognizes the need to provide equal education opportunity & access to resources at all schools. Darien creates & supports policies & practices that ensure that resources are common & equitable among all schools. The annual budget ensures that adequate resources are available to all programs & students K-12. Darien is also supported through PTO contributions. As a result, guidelines have been established to ensure that all schools have substantially similar access to enrichment funds. The school district adheres to a general class size policy & identifies purchasing priorities each year to be certain that resources are allocated to specific programs, schools, materials & human resources. Our initiatives are identified through system-wide planning & curriculum evaluation processes. Initiatives are discussed publicly throughout each year's budget process. In addition, needs assessments & discussions are conducted each year to determine the requirements of each school. District data teams support the work of understanding the varying needs of the student population of ensuring access for students.