

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



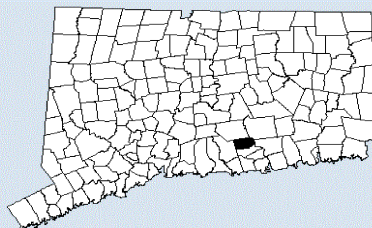
## Chester School District

Mr. Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	186
Per Pupil Expenditures <sup>1</sup>	\$22,762
Total Expenditures <sup>1</sup>	\$4,575,197

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	86	46.2	48.4
Male	100	53.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	15	8.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	6	3.2	3.8
White	163	87.6	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	41	22.0	43.3
Students with Disabilities <sup>3</sup>	24	12.9	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	*	*	*	*
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 6**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A 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.

<sup>5</sup> This 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 2019-20

## Chester School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	17.5
Paraprofessional Instructional Assistants	1.8
<b>Special Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	7.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.7
Support Staff	0.2
Instructional Specialists Who Support Teachers	1.9
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	14.2

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	2.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	34	97.1	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	19	86.4
State		67.8

<sup>2</sup> This 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 2019-20

## Chester School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	5.4	5.7
Other Health Impairment	6	3.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	23	12.4	15.6

<sup>1</sup> This 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 District<sup>2</sup>

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

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,929,438	\$14,574	\$10,923
Support services - students	\$344,840	\$1,778	\$1,277
Support services - instruction	\$47,980	\$247	\$682
Support services - general administration	\$77,809	\$401	\$467
Support services - school based administration	\$400,329	\$2,064	\$1,021
Central and other support services	\$206,220	\$1,063	\$679
Operation and maintenance of plant	\$417,532	\$2,152	\$1,718
Student transportation services	\$151,049	\$755	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,575,197	\$22,762	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$464,630	54.4	28.5
Instructional Aide Salaries	\$214,152	25.1	10.1
Other Salaries	\$31,537	3.7	11.1
Employee Benefits	\$80,628	9.4	13.0
Purchased Services Other Than Transportation	\$9,825	1.2	5.7
Special Education Tuition	\$16,045	1.9	22.5
Supplies	\$16,233	1.9	0.6
Property Services	\$22	0.0	0.3
Purchased Services For Transportation	\$20,344	2.4	8.0
Equipment	\$750	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$854,165	100.0	100.0
Percent of Total Expenditures Used for Special Education		18.7	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	90.6
State	7.1
Federal	2.3
Tuition & Other	.

<sup>4</sup> Revenue 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 2019-20

## Chester 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

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# District Profile and Performance Report for School Year 2019-20

## Chester 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	1.1%	<=5%	12.2%
	High Needs Students	3.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
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), the ultimate target is used for gap calculations.

<sup>2</sup> If 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Chester School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Chester Elementary School continues to focus to ensure that all of our students are continuing to make progress and achieving at high levels. Our School Improvement Planning team consists of classroom teachers, a special education teacher, a specialist, and the principal. The team meets on a monthly basis to review and analyze data to ensure we are meeting the needs of our faculty and students. The School Improvement Plan provides the focus for our staff in developing SMART goals in the areas of reading, writing, critical and creative problem solving, and math. All certified staff develop SMART goals that are aligned to the school and district goals. The SMART goals include instructional strategies, action steps to achieve the goals, and progress monitoring strategies to measure student growth and progress throughout the school year. The principal presents and updates the public on progress being made at Board of Education and PTO meetings. Scientific Research Based Intervention (SRBI) meetings are held on a weekly basis to analyze student data and monitor student progress. Decisions are made in a timely manner to review referrals for students making limited instructional progress or exhibiting behavioral concerns. Students in Tier II and Tier III are discussed on an ongoing basis in order to make educationally appropriate decisions as their progress is continually being reviewed. Students with attendance issues are monitored through the SRBI process. The team consists of the school psychologist, counselor, SLP, ELA consultant, math coach, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance. Students who receive special education services are supported through inclusion and co-teaching in order to meet individual student needs. At Chester Elementary School, parent communication is extremely important and occurs at the district level, school level, and individual classroom level. Communication efforts take on many forms, which include, but are not limited to, informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our Sept. Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Parents and community members are important partners in our school. Parents are part of the Social Development Team and the PTO. Additionally, our website is updated on an on-going basis, a weekly school newsletter is emailed to each family, and classroom teachers provide weekly or monthly newsletters. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies, and an events calendar. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact. It is distributed to all families on the first day of school and identifies policies, procedures, and school programs.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Chester Elementary School's Social Development program is in its twenty second year. Its goal states that Chester Elementary School is a learning and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are.

We provide cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring music of the world and stories of other cultures. Students in grades 3-6 receive Spanish instruction as part of our Foreign Language in the Elementary Schools (FLES) program, which includes the study of Hispanic culture around the world.

Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit that focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences of people. Our literature based reading program (K-6) presents stories of people from different ethnic backgrounds.

# District Profile and Performance Report for School Year 2019-20

## Chester School District

### **Equitable Allocation of Resources among District Schools**

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plan needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.