Connecticut State Department of Education

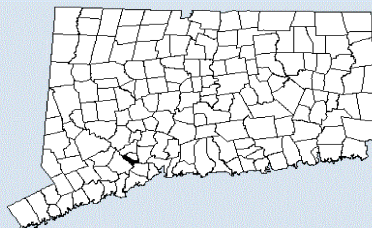# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Derby School District

Dr. Matthew Conway Jr., Superintendent • 203-736-5027 • http://www.derbyps.org/

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	1,522
Per Pupil Expenditures[1]	$12,753
Total Expenditures[1]	$20,404,888

[1]Expenditure data reflect the 2012-13 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 2014)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 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.

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	759	49.9	48.3
Male	763	50.1	51.6
American Indian	0	0.0	0.2
Asian	33	2.2	4.6
Black or African American	238	15.6	12.9
Hispanic or Latino	379	24.9	21.2
Pacific Islander	7	0.5	0.0
White	816	53.6	58.4
Two or More Races	49	3.2	2.3
English Language Learners	90	5.9	5.7
Eligible for Free or Reduced-Price Meals	834	54.8	37.3
Students with Disabilities[1]	206	13.5	12.8

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	114	15.3	61	7.9
Male	126	17.4	124	16.0
Black or African American	36	15.7	63	25.7
Hispanic or Latino	70	19.4	36	9.6
White	117	14.8	74	8.9
English Language Learners	16	18.6	7	7.4
Eligible for Free or Reduced-Price Meals	170	19.8	142	15.8
Students with Disabilities	48	25.0	52	21.3
District	240	16.3	185	12.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 97

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	86.9
Paraprofessional Instructional Assistants	10.3
Special Education	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	48.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	54.2

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	0	0	1.0
Black or African American	1	0.8	3.5
Hispanic	5	3.8	3.6
Native American	0	0	0.1
White	124	95.4	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	0	0	*	*
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	7	6.7
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	45	90.0
Other Health Impairment	33	73.3
Other Disabilities	0	0
Speech/Language Impairment	34	69.4
District	126	66.7
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	18	1.1	1.4
Emotional Disturbance	18	1.1	1.0
Intellectual Disability	7	0.4	0.4
Learning Disability	50	3.1	4.2
Other Health Impairment	45	2.8	2.5
Other Disabilities	14	0.9	1.0
Speech/Language Impairment	53	3.3	1.9
All Disabilities	205	12.9	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	11,070,216	7,420	8,769
Instructional Supplies and Equipment	331,533	222	275
Improvement of Instruction and Educational Media Services	180,490	121	487
Student Support Services	1,491,478	1,000	965
Administration and Support Services	2,527,277	1,694	1,600
Plant Operation and Maintenance	2,054,654	1,377	1,472
Transportation	918,841	563	786
Costs of Students Tuitioned Out	1,644,929	N/A	N/A
Other	185,470	124	178
Total	20,404,888	12,753	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	663,448	445	1,434

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

Special Education Expenditures: 2012-13

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,483,536	33.8	35.6
Noncertified Personnel	781,582	17.8	14.5
Purchased Services	124,064	2.8	5.0
Tuition to Other Schools	1,558,665	35.5	21.4
Special Ed. Transportation	343,145	7.8	8.5
Other Expenditures	94,216	2.1	14.9
Total Expenditures	4,385,208	100.0	100.0

PK-12 Expenditures Used for Special Education		21.5	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	59.4	58.1
State	36.4	37.6
Federal	4.2	4.3
Tuition & Other	0.0	0.0

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	52.3	54.6	55.5	58.9	.	.	.	
Hispanic or Latino	57.5	62.4	64.9	59.8	.	.	.	
English Language Learners	46.1	49.2	56.8	50.0	.	.	.	
Eligible for Free or Reduced-Price Meals	59.6	61.4	61.8	61.7	.	.	.	
Students with Disabilities	33.9	38.5	35.8	29.5	.	.	.	
High Needs	57.8	59.4	60.1	60.0	.	.	.	
District	67.4	68.6	69.8	69.4	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	.	.	.	.	.	.	.	
Hispanic or Latino	.	50.3	.	49.2	.	.	.	
English Language Learners	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	53.5	52.4	47.5	55.8	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	
High Needs	55.3	44.7	46.4	54.8	.	.	.	
District	66.4	56.7	57.6	61.3	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

[1]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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.6	67.1	78.0	81.3	385	78.2
Curl Up	69.7	86.1	87.2	65.3	385	77.1
Push Up	59.0	97.5	76.1	66.7	385	73.2
Mile Run/PACER	54.9	77.2	56.0	45.3	385	57.9
All Tests - District	25.4	43.0	45.9	36.0	385	36.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	61.1	No	64.4
Hispanic or Latino	25	72	76.2	No	78.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	53	54.7	67.5	No	70.1
Students with Disabilities	*	*	.		.
District	91	64.8	75.0	No	76.9
State[4]		85.5			

[1]The 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.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	64.1	13	12.6
Male	50.6	13	14.6
Black or African American	50.0	*	*
Hispanic or Latino	*	*	*
White	67.3	20	17.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	50.6	*	*
Students with Disabilities	*	0	*
District	57.8	26	13.5
State	72.9		37.6

[5]College 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

[6]Participation 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.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	77.8	93.1
Male	62.2	81.5
Black or African American	*	*
Hispanic or Latino	47.6	*
White	80.0	90.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	61.8	78.6
Students with Disabilities	*	*
District	68.8	87.5
State	72.7	88.5

[7]College 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.

[8]College 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

Narratives

We participate in Open Choice through our RESC. We have 21 students attending 6 Choice schools for the 2014-2015 school year.

We partner with Derby Early Childhood Council and Everyday Democracy to provide train the trainer workshops on identifying and understanding what Race Equity means in our schools and community.

We are in our 2nd year of expanding our HRC Club at both the middle and high school. Currently 82 students participate. The HRC club is a student run organization in which students plan, organize and coordinate activities to reduce prejudice and discrimination and to increase cultural, racial and ethnic awareness in our school and community.

Our district utilizes grant funding to host live performances which provides students with an awareness, understanding, and appreciation of music, dance, customs, folktales, and traditions from around the world. Some of the performances celebrated African folktales puppet show, Hispanic dancers, Chinese dance troupe, Egyptian percussionist, Brazilian dance and music performers, an American juggler and storyteller, and city hip hop dancers.

Derby Schools offers many extracurricular opportunities. One of our strongest clubs is our Human Relations Club (HRC). The HRC is a joint effort with Derby Middle and High Schools and Ansonia Middle and High Schools. In conjunction with our local Senior Center, the HRC has conducted several events revolving the issues of diversity, bullying, self-esteem and a general emphasis of giving back to the community.

Derby Public Schools has partnered with Sprint to implement a 1:1 laptop initiative for all students in grades 6-12. This has given 100% of students the opportunity to have 24/7 internet access for school related work.

The Derby Schools recently purchased over 1,200 new books for our elementary schools libraries with an emphasis on multi-cultural texts and biographies of women and minorities, after identifying a shortage of these materials in our collection.
We have been intentional in recruiting to ensure our school staff represents the diversity of the community we serve.

Equitable Allocation of Resources among District Schools

We pulled out district expenses that were charged to schools and reassigned them to Board of Education Central Office to better monitor district-wide expenses –and provide each school with equitable, accurate spending at each Derby Public School.

Our Business office works directly with principals to ensure equitable distribution of funding, identifying each school as a cost center and ensuring each school's needs are met and supported financially.

Principals are directly involved with the budget process, providing input and allocation requests to ensure they have the necessary resources to accommodate each student's needs.