

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

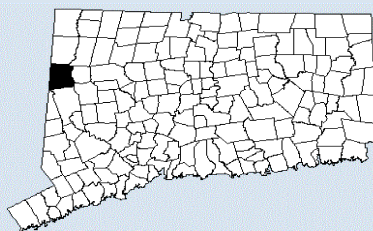


Kent School District

860-927-3537 • <http://www.kentcenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	225
Per Pupil Expenditures ¹	\$24,241
Total Expenditures ¹	\$5,769,376

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	103	45.8	48.4
Male	122	54.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	9	4.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	15	6.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	10	4.4	3.3
White	191	84.9	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	32	14.2	36.7
Students with Disabilities ¹	21	9.3	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	0	*	*	*
District	9	4.1	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 0

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	25.9
Paraprofessional Instructional Assistants	7.4
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	8.7
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.6
Other Staff Providing Non-Instructional Services/Support	18.9

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	0	0.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	37	97.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	6	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	11	*
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	10	4.7	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	21	9.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,392,041	14,434	9,847
Instructional Supplies and Equipment	231,307	984	287
Improvement of Instruction and Educational Media Services	128,514	547	589
Student Support Services	392,848	1,672	1,120
Administration and Support Services	598,953	2,549	1,905
Plant Operation and Maintenance	597,071	2,541	1,648
Transportation	401,486	1,275	904
Costs of Students Tuitioned Out	0	N/A	N/A
Other	27,156	116	208
Total	5,769,376	24,241	16,535

Additional Expenditures

Land, Buildings, and Debt Service	495,613	2,109	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	475,541	42.7	33.8
Noncertified Personnel	277,094	24.9	14.5
Purchased Services	39,808	3.6	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	72,160	6.5	8.7
Other Expenditures	248,279	22.3	14.1
Total Expenditures	1,112,882	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.9	97.4
State	2.0	0.4
Federal	2.1	2.3
Tuition & Other	0.0	0.0

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.

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	0	N/A	0	N/A
Asian	8	*	8	*
Black or African American	0	N/A	0	N/A
Hispanic or Latino	10	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	124	83.1	123	75.1
English Learners	*	*	*	*
Non-English Learners	144	82.2	143	74.5
Eligible for Free or Reduced-Price Meals	29	72.9	28	64.9
Not Eligible for Free or Reduced-Price Meals	120	84.4	120	76.5
Students with Disabilities	13	*	13	*
Students without Disabilities	136	84.2	135	76.5
High Needs	37	72.5	36	65.0
Non-High Needs	112	85.4	112	77.3
District	149	82.2	148	74.3

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	75.0	72.0	70.0	N/A	83	72.3
Curl Up	53.6	80.0	86.7	N/A	83	73.5
Push Up	42.9	52.0	60.0	N/A	83	51.8
Mile Run/PACER	64.3	88.0	76.7	N/A	83	75.9
All Tests - District	28.6	40.0	46.7	N/A	83	38.6
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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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	82.2	75	50.0	50	100.0	67.6
	High Needs Students	72.5	75	48.3	50	96.6	57.5
Math Performance Index	All Students	74.3	75	49.6	50	99.1	62.7
	High Needs Students	65.0	75	43.4	50	86.7	52.0
ELA Academic Growth	All Students	62.0%	100%	62.0	100	62.0	60.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.6%
Math Academic Growth	All Students	64.1%	100%	64.1	100	64.1	61.9%
	High Needs Students	52.9%	100%	52.9	100	52.9	55.4%
Chronic Absenteeism	All Students	4.1%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	1.8%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.6% 38.6%	75%	25.7	50	51.4	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				552.1	750	73.6	

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	72.5	2.5	15.9	
Math Performance Index Gap	75.0	65.0	10.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	96.9
	High Needs Students	100.0
Math	All Students	96.2
	High Needs Students	97.4
Science	All Students	98.1
	High Needs Students	.

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: N/A

State: 51.5

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

Kent Center School developed a Strategic Plan for School Improvement in the fall of 2017. This plan clearly outlines the school's mission and improvement initiatives. The initiatives are broken down into a table which outlines the goal, action steps, timeline, resources needed, and expected results.

Region One School Shared Services provides special education services to our school. Through shared services, we provide Speech and Language Services, Occupational and Physical Therapy, and counseling services to those students whose IEP's require it. Special Education students receive individual support as noted in their IEP or 504 plan. The Special Education team meets weekly to discuss individual cases, review new referrals, and other special education policies and procedures. Professional development is provided on specific topics as necessary to our special education personnel.

The Student Support Team consists of reading and math interventionists, the school psychologist, and classroom teacher(s). This team meets regularly to discuss students who are referred for academic and behavioral concerns. The team collaborates to create a plan to address student needs and challenges. The plan is created based on teacher observation, and student data. Teachers reach out to parents with concerns, as well as keep them posted with the SST process and their child's progress.

Truancy is addressed with a clear absence and tardiness policy given to parents at the beginning of each school year in the Student Handbook and can also be accessed on the school website. Families are invited to discuss how the school can support their child to enable regular attendance.

At Kent Center School, we engage families in student learning in a number of ways- Open House night, Grandparents Day, Parent/Teacher and Student Led Conferences, Field day, and more. Two nights a year, we also hold School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Through PowerSchool, parents are able to track their child's academic progress, as well as communicate with teachers when they notice missing assignments, or a major change in their child's grade. Parents are sent regular communication by teachers to help them support student learning outside the classroom.

We have a very active PTO program. They sponsor events and fundraise money for schoolwide programs and activities including opening day popsicles, field trips, 8th grade trip, and more.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Kent Center School offers multiple programs that promote a positive and safe school community. One program is called Second Step, a nationally recognized program which is used to teach students about empathy and effective communication skills. Through the process of learning how to understand others' perspectives, the goal of the program is to help students develop tolerance and compassion towards others to successfully work in groups and problem solve in a positive and proactive fashion. This program is taught in Kindergarten, second, and fourth grade. A second program is called Student Success Planning which provides support and assistance in students grades 6-8 to set goals for academic, career, social, emotional and physical development.

Students are provided with opportunities throughout the year to attend culturally enriching field trips and events. Our middle school students often take trips to New York City and have access to places such as The Museum of Natural History, and the National September 11 Memorial and Museum. The arts are an integral part of our community, and are an important part of our town's history. As a result of this, the art teacher works very close with local art galleries, Kent Historical Society, and other organizations to give our students as much access as possible to the arts. Students in 7th grade attend a week long camp called Nature's Classroom. During this time, they participate in activities that promote confidence, teamwork, and positive risk-taking. We also hold assembly programs throughout the year that provide students with a cultural awareness of other cultures that they have not experienced first hand to better understand them.

Our school and regional EL program focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored. Additionally, an EL adult program is held once a week for parents in the community who are learning English as a second language.

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Equitable Allocation of Resources among District Schools

Kent Center School is part of Regional School District One, however, is the only school in the Kent District. The school has its own Board of Education that develops an education budget, which the town approves annually. After eighth grade, 50-60% of students attend the regional high school, Housatonic Valley Regional High School, while the others attend private schools. The town supports, with five other towns, a central office and a regional pupil services departments. The pupil services department (special education) provides Kent Center with a full time speech pathologist, and two fully staffed resource classrooms. The only services shared among schools are occupational and physical therapy, and counseling services. Kent Center School is staffed with appropriate personnel, based on student population and need. Kent is a very generous community, and the school enjoys up to date technology materials, textbooks and supplies, and a well maintained facility. .