

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



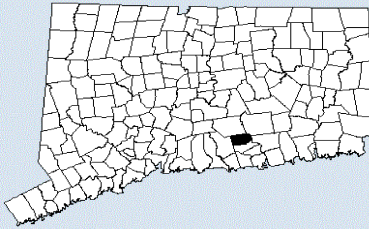
Chester School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.region4schools.com>

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	228
Per Pupil Expenditures ¹	\$16,242
Total Expenditures ¹	\$4,320,499

¹Expenditure 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](#)

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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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	127	55.7	48.3
Male	101	44.3	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	209	91.7	58.4
Two or More Races	8	3.5	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	29	12.7	37.3
Students with Disabilities ¹	34	14.9	12.8

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	0	*	0	*
Hispanic or Latino	0	*	0	*
White	7	3.5	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	7	3.2	*	*
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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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Chester School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.5
Paraprofessional Instructional Assistants	2.5
Special Education	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.9
Counselors, Social Workers and School Psychologists	1.3
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.0

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	37	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core 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	7.1	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	14	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	31	93.9
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	14	6.1	4.2
Other Health Impairment	7	3.1	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	8	3.5	1.9
All Disabilities	35	15.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,309,394	9,201	8,769
Instructional Supplies and Equipment	63,684	254	275
Improvement of Instruction and Educational Media Services	28,081	112	487
Student Support Services	581,094	2,315	965
Administration and Support Services	623,474	2,484	1,600
Plant Operation and Maintenance	460,119	1,833	1,472
Transportation	152,403	273	786
Costs of Students Tuitioned Out	68,442	N/A	N/A
Other	33,808	135	178
Total	4,320,499	16,242	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	440,244	44.6	35.6
Noncertified Personnel	212,638	21.5	14.5
Purchased Services	20,641	2.1	5.0
Tuition to Other Schools	68,442	6.9	21.4
Special Ed. Transportation	46,417	4.7	8.5
Other Expenditures	199,162	20.2	14.9
Total Expenditures	987,544	100.0	100.0

PK-12 Expenditures Used for Special Education	22.9	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.9	88.9
State	8.1	8.1
Federal	2.3	2.3
Tuition & Other	0.7	0.7

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).

District Profile and Performance Report for School Year 2013-14

Chester School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested 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 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				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	67.2	69.4	73.6	.	.	.	.	.
Students with Disabilities	69.8	.	74.2	81.8	.	.	.	.
High Needs	69.6	71.7	75.0	84.1	.	.	.	.
District	87.5	91.1	91.0	93.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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%

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	88.9	77.8	N/A	72	83.3
Curl Up	72.2	75.0	N/A	72	73.6
Push Up	63.9	69.4	N/A	72	66.7
Mile Run/PACER	69.4	80.6	N/A	72	75.0
All Tests - District	41.7	55.6	N/A	72	48.6
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Chester Elementary School's School Improvement Plan for 2013-2014 is a major factor in guiding the entire staff to insure continuous progress by all of our students. Our SIP team consists of a classroom teacher from each grade, a special education teacher, a specialist, and principal. The team meets monthly to review and analyze achievement data to determine strengths and areas of concern. The team establishes school goals in the areas of reading, writing and math which guide the work of each grade level. Each grade engages in ongoing data analysis to establish SMART goals. The SMART goals include instructional strategies that address the areas requiring instructional attention and a plan to assess progress. The principal presents and updates the public on progress being made at each Board of Education and PTO meeting. Our SIP Team develops three goals, one for reading, writing and mathematics. Throughout the year, grades work collaboratively to review the effectiveness of instructional strategies.

SRBI meetings are held weekly to review referrals for students making limited instructional progress or exhibiting behavioural concerns. The team consists of the school psychologist, counsellor, SPL, language consultant, reading teacher 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.

The faculty values its sustained efforts to involve and support parents in the education of their child(ren). 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 September 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. Our PTO provides a forum for our parents and teachers to work together to improve and sustain the educational opportunities for our students.

Our school offers many events throughout the year where parent attendance is welcomed and valued. Our website contains valuable information for parents such as special activities and programs; student led Town Meetings, cultural arts activities, concerts and plays. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies and a calendar of events. 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. Each week an interactive email is published. The email includes pictures and descriptions of the learning activities that occur each week. The email contains information about instructional initiatives, service learning projects, schoolwide enrichment model and our social development program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our Social Development program is in its seventeenth 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. Students participate in an afterschool enrichment activity where they learn the art of the flamenco dance.

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 which focused on African Americans' contributions to our society. Grade five class meetings are a form 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.

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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 on an annual basis to determine the academic and physical 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 vote by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.