

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



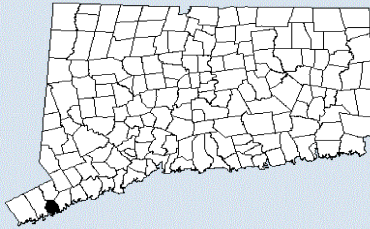
Darien School District

Mr. Daniel Brenner, Superintendent • 203-656-7400 • www.darienps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,884
Per Pupil Expenditures ¹	\$18,918
Total Expenditures ¹	\$93,227,633

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,365	48.4	48.3
Male	2,519	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	207	4.2	4.9
Black or African American	34	0.7	12.8
Hispanic or Latino	217	4.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	81	1.7	2.7
White	4,337	88.8	55.9
English Learners	12	0.2	6.4
Eligible for Free or Reduced-Price Meals	83	1.7	38.0
Students with Disabilities ¹	623	12.8	13.7

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	66	2.8	6	0.3
Male	75	3.0	29	1.1
Black or African American	*	*	*	*
Hispanic or Latino	7	3.3	*	*
White	123	2.9	28	0.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	8	8.2	*	*
Students with Disabilities	33	5.2	13	1.8
District	141	2.9	35	0.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 7

Number of school-based arrests: Fewer than 6

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	349.9
Paraprofessional Instructional Assistants	42.0
Special Education	
Teachers and Instructors	68.5
Paraprofessional Instructional Assistants	94.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.6
School Level	18.3
Library/Media	
Specialists (Certified)	9.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	24.2
Counselors, Social Workers and School Psychologists	27.0
School Nurses	14.4
Other Staff Providing Non-Instructional Services/Support	168.3

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	4	0.8	1.0
Black or African American	4	0.8	3.5
Hispanic or Latino	13	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	492	95.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	7	*
White	126	42.3	222	70.5
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	10	23.3	19	42.2
District	142	42.8	240	69.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	20	51.3
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	154	83.7
Other Health Impairment	154	86.5
Other Disabilities	10	37.0
Speech/Language Impairment	81	81.8
District	427	77.4
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	0.9	1.6
Emotional Disturbance	14	0.3	1.0
Intellectual Disability	11	0.2	0.5
Learning Disability	185	3.8	4.6
Other Health Impairment	180	3.7	2.8
Other Disabilities	46	1.0	1.0
Speech/Language Impairment	109	2.3	1.9
All Disabilities	587	12.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	57,451,592	11,718	9,387
Instructional Supplies and Equipment	1,978,876	404	318
Improvement of Instruction and Educational Media Services	4,394,289	896	541
Student Support Services	2,703,413	551	1,048
Administration and Support Services	7,753,042	1,581	1,790
Plant Operation and Maintenance	8,641,749	1,763	1,608
Transportation	3,611,913	678	845
Costs of Students Tuitioned Out	5,345,658	N/A	N/A
Other	1,347,101	275	194
Total	93,227,633	18,918	15,762

Additional Expenditures

Land, Buildings, and Debt Service	7,423,035	1,514	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,756,136	37.6	35.1
Noncertified Personnel	3,544,558	12.4	14.5
Purchased Services	2,800,392	9.8	5.5
Tuition to Other Schools	5,345,658	18.7	21.6
Special Ed. Transportation	1,583,382	5.5	8.3
Other Expenditures	4,546,624	15.9	15.0
Total Expenditures	28,576,750	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.1	94.0
State	4.6	4.6
Federal	1.2	1.3
Tuition & Other	0.0	0.1

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	111	93.0	111	94.0	46	74.8
Black or African American	*	*	*	*	*	*
Hispanic or Latino	111	77.5	111	72.4	45	65.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	88.5	33	82.4	12	*
White	2289	84.3	2287	80.9	955	70.1
English Learners	12	*	12	*	*	*
Non-English Learners	2553	84.4	2551	81.1	*	*
Eligible for Free or Reduced-Price Meals	63	68.5	63	64.4	23	60.9
Not Eligible for Free or Reduced-Price Meals	2502	84.7	2500	81.4	1041	70.3
Students with Disabilities	373	68.7	371	63.4	159	55.6
Students without Disabilities	2192	86.9	2192	84.0	905	72.6
High Needs	421	69.2	419	64.6	179	56.3
Non-High Needs	2144	87.2	2144	84.2	885	72.9
District	2565	84.3	2563	81.0	1064	70.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	87.9	86.1	88.7	83.0	1,423	86.5
Curl Up	95.1	96.3	96.5	95.4	1,423	95.9
Push Up	95.1	91.3	88.1	92.8	1,423	91.8
Mile Run/PACER	94.6	93.3	91.3	86.2	1,423	91.6
All Tests - District	78.2	78.4	75.6	77.0	1,423	77.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	42	83.3	90.5	No	91.0
District	334	96.7	94.0	Yes	94.0
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	275	87.3
Male	97.8	306	84.8
Black or African American	*	*	*
Hispanic or Latino	96.9	25	78.1
White	98.0	529	86.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	6	*
Students with Disabilities	74.2	11	35.5
District	98.1	581	85.9
State	95.6		40.7

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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.

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.8	99.3
Male	87.5	95.1
Black or African American	*	*
Hispanic or Latino	*	*
White	88.6	97.4
English Learners	88.6	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	80.6	88.6
District	88.2	97.2
State	71.9	88.3

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	84.3	75	50.0	50	100.0	67.7
	High Needs Students	69.2	75	46.1	50	92.3	56.7
Math Performance Index	All Students	81.0	75	50.0	50	100.0	61.4
	High Needs Students	64.6	75	43.1	50	86.2	49.9
Science Performance Index	All Students	70.1	75	46.7	50	93.5	57.5
	High Needs Students	56.3	75	37.5	50	75.1	47.0
ELA Academic Growth	All Students	76.3%	100%	76.3	100	76.3	63.8%
	High Needs Students	67.1%	100%	67.1	100	67.1	58.3%
Math Academic Growth	All Students	86.1%	100%	86.1	100	86.1	65.0%
	High Needs Students	75.0%	100%	75.0	100	75.0	57.4%
Chronic Absenteeism	All Students	2.9%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	5.3%	<=5%	49.4	50	98.9	15.6%
Preparation for CCR	% Taking Courses	56.5%	75%	37.7	50	75.3	67.6%
	% Passing Exams	85.9%	75%	50.0	50	100.0	40.7%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		88.9%	94%	94.6	100	94.6	78.6%
Postsecondary Entrance (Class of 2015)		88.2%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 77.4%	75%	50.0	50	100.0	89.2% 50.5%
Arts Access		60.9%	60%	50.0	50	100.0	47.5%
Accountability Index				1209.7	1350	89.6	

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	69.2	5.8	16.5	
Math Performance Index Gap	75.0	64.6	10.4	18.9	
Science Performance Index Gap	72.9	56.3	16.5	17.2	
Graduation Rate Gap	94.0%	88.9%	5.1%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	94.4
Math	All Students	98.1
	High Needs Students	94.0
Science	All Students	98.1
	High Needs Students	92.3

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: 64.6

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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.? reviewing student data (district/school).

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 the City. 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 of the 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, Bldg with Books; Person-to-Person; Anti-Defamation League: NAMES Prog, & 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 being written in social action projects 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 Com. as part of our PTO w/activities-Int'l Culture Night & presentation to students to broaden knowledge of different cultures. Mtgs with the student population focus on embracing differences

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Equitable Allocation of Resources among District Schools

The Darien Bd of Ed 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.