

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

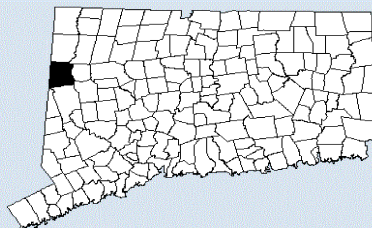


Kent School District

Dr. Pamela Vogel, Superintendent • 860-927-3537 • <http://www.kentcenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	205
Per Pupil Expenditures ¹	\$27,281
Total Expenditures ¹	\$5,892,792

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

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.

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	102	49.8	48.4
Male	103	50.2	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	7.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	3.4	3.8
White	173	84.4	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	42	20.5	43.3
Students with Disabilities ³	21	10.2	16.0

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

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	8	5.0	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	10	5.3	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

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.

⁴ 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.

⁵ 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

Kent School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	26.5
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	3.7
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.7
Counselors, Social Workers and School Psychologists	0.9
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	12.0

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

	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	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	38	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
State		67.8

² 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

Kent School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	9	5.0	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	18	10.1	15.6

¹ 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 District²

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

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,683,295	\$17,052	\$10,923
Support services - students	\$458,085	\$2,151	\$1,277
Support services - instruction	\$67,100	\$315	\$682
Support services - general administration	\$293,622	\$1,379	\$467
Support services - school based administration	\$272,585	\$1,280	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$677,085	\$3,179	\$1,718
Student transportation services	\$351,020	\$1,445	\$1,288
Food services	\$45,000	\$211	\$12
Enterprise operations	\$45,000	\$211	\$163
Minor school construction	.	.	\$59
Total	\$5,892,792	\$27,281	\$17,629

³ 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	\$453,582	43.6	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$174,253	16.7	11.1
Employee Benefits	\$221,266	21.2	13.0
Purchased Services Other Than Transportation	\$115,225	11.1	5.7
Special Education Tuition	.	.	22.5
Supplies	\$4,531	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$68,176	6.5	8.0
Equipment	\$4,331	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$1,041,364	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.2
State	0.4
Federal	2.4
Tuition & Other	0.1

⁴ 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

Kent 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 Proficient¹

	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

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 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

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>

District Profile and Performance Report for School Year 2019-20

Kent 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	5.3%	<=5%	12.2%
	High Needs Students	7.0%	<=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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

² 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

Kent School District

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 that outlines the goal, action steps, timeline, resources needed, and expected results. The plan is currently being revised and will be updated during the fall of 2020 for a new three-year cycle.

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. Teachers communicate with families using two platforms- SeeSaw in grades K through 2 and Google Classroom in grades 3-8. Parents can log on to these platforms to view student work, teacher feedback, and other necessary information related to their students' education. In grades 3-8, parents are able to use PowerSchool 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. Additionally, our distance learning students are provided weekly communication from teachers to update them on the schedules and resources needed for that week's learning.

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 trips, and more.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Kent Center School continues to offer multiple programs that promote a positive and safe school community. One program is called Second Step, a nationally recognized program that 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. Students in grades 6-8 participate in advisory classes with the school counselor. The conversations, activities, and programs that occur during advisory class are designed to help students make healthy, informed decisions about their health and wellness, as well as strengthen their social skills to solve problems, resolve conflicts and disagreements and work successfully with others regardless of differences. Throughout the school year, there will be facilitators from three agencies who will be joining our virtual advisory class to implement various intervention programs. The facilitators are from Women's Support Services, Housatonic Youth Services Bureau, and The McCall Center for Behavioral Health.

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 closely with local art galleries, Kent Historical Society, and other organizations to give our students as much access as possible to the arts.

Our school and regional EL program focus 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.

District Profile and Performance Report for School Year 2019-20

Kent School District

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 department. 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.