

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

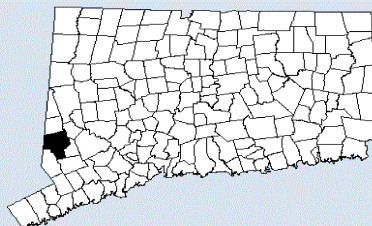


Danbury School District

203-797-4701 • www.danbury.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	11,372
Per Pupil Expenditures ¹	\$13,039
Total Expenditures ¹	\$144,108,859

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,509	48.4	48.4
Male	5,863	51.6	51.6
American Indian or Alaska Native	12	0.1	0.3
Asian	769	6.8	5.1
Black or African American	827	7.3	12.9
Hispanic or Latino	5,416	47.6	24.0
Pacific Islander	7	0.1	0.1
Two or More Races	289	2.5	2.9
White	4,052	35.6	54.8
English Learners	2,792	24.6	6.8
Eligible for Free or Reduced-Price Meals	6,181	54.4	35.9
Students with Disabilities ¹	1,430	12.6	14.3

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	376	6.9	317	5.7
Male	433	7.5	658	11.0
Black or African American	68	8.2	132	15.3
Hispanic or Latino	416	7.8	497	9.0
White	247	6.2	294	7.2
English Learners	196	6.7	197	6.6
Eligible for Free or Reduced-Price Meals	503	8.3	639	9.3
Students with Disabilities	186	13.7	204	12.7
District	809	7.2	975	8.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 807

Number of school-based arrests: 9

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	659.3
Paraprofessional Instructional Assistants	69.6
Special Education	
Teachers and Instructors	99.9
Paraprofessional Instructional Assistants	250.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.3
School Level	51.5
Library/Media	
Specialists (Certified)	20.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	50.5
Counselors, Social Workers and School Psychologists	60.8
School Nurses	22.4
Other Staff Providing Non-Instructional Services/Support	380.1

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	1	0.1	0.1
Asian	16	1.7	1.0
Black or African American	35	3.7	3.6
Hispanic or Latino	62	6.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	2	0.2	0.1
White	836	87.8	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	9.6

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	*	*	54	64.3
Hispanic or Latino	100	32.1	144	54.1
White	136	50.2	251	76.8
English Learners	8	8.2	27	29.7
Eligible for Free or Reduced-Price Meals	103	36.8	170	60.7
Students with Disabilities	22	31.4	69	55.6
District	289	41.1	504	67.5
State		63.6		77.5

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	62	43.4
Emotional Disturbance	13	29.5
Intellectual Disability	10	16.9
Learning Disability	409	71.9
Other Health Impairment	161	73.2
Other Disabilities	12	21.8
Speech/Language Impairment	109	76.2
District	776	62.9
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	145	1.3	1.7
Emotional Disturbance	44	0.4	1.0
Intellectual Disability	59	0.5	0.5
Learning Disability	572	5.2	4.9
Other Health Impairment	223	2.0	2.9
Other Disabilities	113	1.0	1.1
Speech/Language Impairment	160	1.4	1.8
All Disabilities	1,316	11.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	93,272,195	8,375	9,663
Instructional Supplies and Equipment	4,290,000	385	321
Improvement of Instruction and Educational Media Services	2,304,850	207	578
Student Support Services	6,031,682	542	1,103
Administration and Support Services	14,696,361	1,320	1,861
Plant Operation and Maintenance	11,016,466	989	1,637
Transportation	8,293,505	647	877
Costs of Students Tuitioned Out	3,245,920	N/A	N/A
Other	957,880	86	201
Total	144,108,859	13,039	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,645,308	238	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,121,547	44.0	34.6
Noncertified Personnel	4,733,854	17.2	14.6
Purchased Services	1,034,234	3.8	5.8
Tuition to Other Schools	3,167,458	11.5	21.8
Special Ed. Transportation	2,738,921	10.0	8.5
Other Expenditures	3,725,060	13.5	14.7
Total Expenditures	27,521,074	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.3	69.8
State	25.2	25.6
Federal	3.4	3.5
Tuition & Other	1.1	1.1

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).

District Profile and Performance Report for School Year 2016-17

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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	6	*	6	*	*	*
Asian	381	71.9	381	69.0	170	54.1
Black or African American	394	59.4	393	52.9	176	43.3
Hispanic or Latino	2684	59.3	2681	54.7	1027	43.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	155	66.2	154	61.7	67	52.0
White	2004	68.5	1997	62.7	869	52.9
English Learners	1886	58.4	1884	55.0	636	41.0
Non-English Learners	3743	66.3	3733	60.4	1679	50.8
Eligible for Free or Reduced-Price Meals	3021	59.5	3015	54.9	1149	44.4
Not Eligible for Free or Reduced-Price Meals	2608	68.4	2602	62.9	1166	51.9
Students with Disabilities	710	43.9	705	39.0	287	35.5
Students without Disabilities	4919	66.5	4912	61.4	2028	49.9
High Needs	3650	58.9	3641	54.3	1409	43.5
Non-High Needs	1979	72.4	1976	66.4	906	55.4
District	5629	63.6	5617	58.6	2315	48.2

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			
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	90.2	66.4	76.6	92.9	3,201	81.1
Curl Up	76.3	63.5	62.1	97.1	3,201	73.5
Push Up	64.5	61.7	58.1	84.7	3,201	66.2
Mile Run/PACER	79.8	67.3	57.8	65.3	3,201	67.9
All Tests - District	45.7	29.7	29.1	60.6	3,201	40.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	87	80.5
Hispanic or Latino	283	62.9
English Learners	134	50.0
Eligible for Free or Reduced-Price Meals	411	69.1
Students with Disabilities	107	50.5
District	766	77.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	232	33.5
Male	94.8	217	28.7
Black or African American	92.1	28	20.0
Hispanic or Latino	95.7	95	16.4
White	96.7	262	43.8
English Learners	91.5	9	4.8
Eligible for Free or Reduced-Price Meals	95.5	105	18.8
Students with Disabilities	79.9	0	0.0
District	95.7	449	31.0
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	72.9	90.4
Male	64.4	83.2
Black or African American	64.5	*
Hispanic or Latino	57.5	82.4
White	76.8	88.2
English Learners	42.0	86.7
Eligible for Free or Reduced-Price Meals	57.2	81.5
Students with Disabilities	45.3	71.9
District	68.8	87.1
State	72.0	88.5

⁵College 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.

⁶College 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.6	75	42.4	50	84.9	67.1
	High Needs Students	58.9	75	39.3	50	78.5	55.9
Math Performance Index	All Students	58.6	75	39.1	50	78.1	62.2
	High Needs Students	54.3	75	36.2	50	72.4	50.5
Science Performance	All Students	48.2	75	32.1	50	64.2	55.3
	High Needs Students	43.5	75	29.0	50	58.0	45.2
ELA Academic Growth	All Students	52.4%	100%	52.4	100	52.4	55.4%
	High Needs Students	51.3%	100%	51.3	100	51.3	49.8%
Math Academic Growth	All Students	58.1%	100%	58.1	100	58.1	61.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	53.7%
Chronic Absenteeism	All Students	7.2%	<=5%	45.5	50	91.1	9.9%
	High Needs Students	8.6%	<=5%	42.7	50	85.4	15.8%
Preparation for CCR	% Taking Courses	54.7%	75%	36.5	50	72.9	70.7%
	% Passing Exams	31.0%	75%	20.6	50	41.3	43.5%
On-track to High School Graduation		81.8%	94%	43.5	50	87.0	87.8%
4-year Graduation All Students (2016 Cohort)		77.0%	94%	81.9	100	81.9	87.4%
6-year Graduation - High Needs Students (2014)		79.1%	94%	84.1	100	84.1	82.0%
Postsecondary Entrance (Class of 2016)		68.8%	75%	91.7	100	91.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.1% 40.3%	75%	26.8	50	53.7	92.0% 51.6%
Arts Access		46.4%	60%	38.7	50	77.3	50.5%
Accountability Index				948.4	1350	70.3	

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	72.4	58.9	13.5	16.7	
Math Performance Index Gap	66.4	54.3	12.1	18.7	
Science Performance Index Gap	55.4	43.5	11.9	16.6	
Graduation Rate Gap	94.0%	79.1%	14.9%	12.0%	Y

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	99.2
	High Needs Students	99.3
Math	All Students	99.0
	High Needs Students	99.1
Science	All Students	98.8
	High Needs Students	98.4

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: 47.8

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Danbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The District continues to implement its District Enhancement Plan with very good results. Notable gains have been achieved; however, the achievement gap continues remains our major area of focus. Over the past decade, our district demonstrated growth in all grades tested and in all areas tested. We believe that this growth is directly attributable to our efforts to unify all instructional leadership efforts within the district. While student performance in reading, writing, mathematics and science continues to reflect mixed results, we believe that the additions of new principals, the implementation of the positions of Associate Principals for Instruction and the introduction of middle school Department Heads have supported our efforts to realize greater academic gains and more continuity of effort. Truancy prevention and intervention strategies within DPS have included many components. To address truancy, the SRBI process is well underway in all schools, monitoring attendance of all students and providing immediate interventions when attendance becomes an issue. Pupil personnel staff, including social workers, school psychologists and school counselors are often the front line staff to address these needs. Parents are contacted on a regular basis when students are not in attendance. Meetings are held to determine the root cause of attendance issues. Incentive programs are present in all schools rewarding students for excellent and perfect attendance. In addition, a continued collaboration with community resources and agencies has assisted school personnel in addressing truancy issues. Enlisting bilingual staff to help reduce the communication barrier has also been integrated into all schools. A continual reaching out to parents is a common practice in all schools. Special initiatives have helped to promote communication and engage parents in their child's education. Family University is continuously offered in the spring in an attempt to reach parents in a variety of different ways through a series of workshops. The incorporation of school-wide positive behavioral supports is also a strategy that will help to improve attendance and reduce truancy behaviors. The use of our alternative programs within our district often helps to engage students more through smaller classes, more individualized attention and a more personalized learning approach. Identifying at risk students at an earlier age has proven to be an effective approach in changing truant behavior.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Danbury Public Schools is one of the most racial, ethnic and economically diverse districts in the state. The community celebrates its diversity and works hard to ensure its schools are meeting the needs of all students. We have an ESL Reception Center that welcome our non-English speaking students and helps their parents adjust to our schools and culture. We also work closely with community groups such as the Multicultural/Hispanic Center, the Hord Foundation, the Latino Scholarship Fund, the Danbury School and Business Collaborative, the United Way, and other groups to assist parents and students in mastering the transition to Danbury Public Schools. The Academy of International Studies Magnet School opened in 2006. This K-5 school serves students from the Greater Danbury Area. It mirrors the diversity of Danbury Public Schools. The theme of the school incorporates learning the Spanish language and while also maintaining an international focus. Our new middle school academy program in Global Studies, which opened in September 2014 offers Mandarin Chinese as well as Spanish language instruction. In addition, our schools work closely with the surrounding communities on a host of student exchange programs. The District continues to work at improving its percentage of minority employees. Focus has been given to participating in state-based career job fairs as a potential source of minority teaching candidates. We have had significant success in our efforts to diversify our workforce. Our most recent and ongoing effort involves the Minority Pipeline Grant Initiative with Western Connecticut State University and the CT State Department of Education in support of a "grow your own" approach to minority recruitment, employment, and retention. Danbury High School minority students are mentored by WCSU students and encouraged to consider a career in teaching. Once these students graduate from DHS they attend WCSU's Teacher's Preparation Program and will eventually be hired to teach in the Danbury Public Schools. Danbury is also part of the CSDE's minority recruitment, training, and retention initiative.

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Equitable Allocation of Resources among District Schools

The Board of Education allocates a base level of support for personnel and instructional supplies to each school. This is based upon a formula that takes into consideration the number of students enrolled in the school and the overall class sizes. The Central Office then determines what additional personnel and instructional supplies are required for schools with specific programs and needs in addition to the base level funding.

Additional allocations are based upon the idea that equal is not always equitable.

Budgets for the maintenance of our facilities and the purchase of equipment are evaluated at Central Office. The District, being a Priority School District and an Alliance District also receives funding for a specifically targeted population and programs. Via these supplemental funds we have significantly enhanced our strategies for closing all achievement gaps through specialized training and supplemental materials. Our primary focus has been and continues to be an all out effort to address the needs of low income, SPED and ELL students.