

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



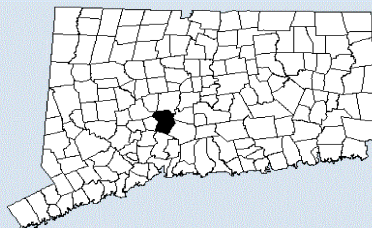
Cheshire School District

Mr. Jeffrey Solan, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,358
Per Pupil Expenditures ¹	\$15,781
Total Expenditures ¹	\$69,798,000

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,111	48.4	48.4
Male	2,247	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	441	10.1	5.1
Black or African American	126	2.9	12.9
Hispanic or Latino	216	5.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	62	1.4	2.9
White	3,503	80.4	54.8
English Learners	38	0.9	6.8
Eligible for Free or Reduced-Price Meals	377	8.7	35.9
Students with Disabilities ¹	510	11.7	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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	71	3.4	28	1.3
Male	92	4.2	108	4.8
Black or African American	7	6.2	*	*
Hispanic or Latino	16	7.2	15	6.6
White	129	3.7	104	2.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	12.9	30	7.7
Students with Disabilities	57	11.4	42	7.2
District	163	3.8	136	3.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 23

Number of school-based arrests: 23

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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Cheshire School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	274.3
Paraprofessional Instructional Assistants	50.7
Special Education	
Teachers and Instructors	50.1
Paraprofessional Instructional Assistants	112.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	20.7
Library/Media	
Specialists (Certified)	6.8
Support Staff	12.7
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	23.8
School Nurses	8.6
Other Staff Providing Non-Instructional Services/Support	219.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.0
Black or African American	2	0.5	3.6
Hispanic or Latino	6	1.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	391	97.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	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	*	*	*	*
Hispanic or Latino	*	*	11	*
White	205	70.7	319	91.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	16	57.1	27	96.4
Students with Disabilities	12	26.1	39	60.9
District	242	71.0	379	92.0
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	36	50.7
Emotional Disturbance	20	57.1
Intellectual Disability	7	26.9
Learning Disability	98	72.1
Other Health Impairment	109	81.3
Other Disabilities	10	37.0
Speech/Language Impairment	36	85.7
District	316	67.1
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	74	1.7	1.7
Emotional Disturbance	35	0.8	1.0
Intellectual Disability	26	0.6	0.5
Learning Disability	136	3.1	4.9
Other Health Impairment	136	3.1	2.9
Other Disabilities	33	0.8	1.1
Speech/Language Impairment	47	1.1	1.8
All Disabilities	487	11.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,783,407	9,284	9,663
Instructional Supplies and Equipment	1,336,019	304	321
Improvement of Instruction and Educational Media Services	2,604,199	593	578
Student Support Services	4,121,315	938	1,103
Administration and Support Services	6,734,770	1,533	1,861
Plant Operation and Maintenance	6,856,843	1,561	1,637
Transportation	3,969,082	839	877
Costs of Students Tuitioned Out	2,416,222	N/A	N/A
Other	976,143	222	201
Total	69,798,000	15,781	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,035,588	463	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	6,741,388	40.3	34.6
Noncertified Personnel	3,337,975	19.9	14.6
Purchased Services	788,120	4.7	5.8
Tuition to Other Schools	2,327,685	13.9	21.8
Special Ed. Transportation	823,228	4.9	8.5
Other Expenditures	2,713,369	16.2	14.7
Total Expenditures	16,731,765	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.2	81.8
State	15.4	15.8
Federal	1.6	1.7
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 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	8	*	8	*	*	*
Asian	228	84.7	228	83.6	94	65.4
Black or African American	72	69.8	72	59.6	29	53.5
Hispanic or Latino	112	73.3	112	65.5	41	58.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	29	78.8	29	75.0	10	*
White	1862	77.7	1859	72.2	864	63.4
English Learners	47	61.6	47	60.5	15	*
Non-English Learners	2264	78.2	2261	72.9	1027	63.3
Eligible for Free or Reduced-Price Meals	180	64.6	179	59.1	87	53.4
Not Eligible for Free or Reduced-Price Meals	2131	79.0	2129	73.7	955	64.0
Students with Disabilities	249	54.9	249	50.3	119	45.2
Students without Disabilities	2062	80.6	2059	75.3	923	65.4
High Needs	409	60.2	408	56.3	187	49.5
Non-High Needs	1902	81.7	1900	76.1	855	66.1
District	2311	77.9	2308	72.6	1042	63.1

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			
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	62.3	75.7	72.3	89.6	1,476	75.5
Curl Up	83.4	88.4	94.3	95.2	1,476	90.4
Push Up	70.5	78.6	89.9	88.2	1,476	81.8
Mile Run/PACER	82.1	89.0	83.3	77.3	1,476	83.5
All Tests - District	49.0	55.3	56.3	71.1	1,476	58.1
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	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46	87.0
Students with Disabilities	71	84.5
District	387	95.9
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	98.2	242	73.3
Male	96.0	265	62.6
Black or African American	*	*	*
Hispanic or Latino	95.8	11	45.8
White	96.9	428	67.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.2	23	41.1
Students with Disabilities	80.9	12	10.9
District	96.9	507	67.3
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	89.4	95.4
Male	79.8	93.7
Black or African American	*	*
Hispanic or Latino	*	*
White	85.0	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.5	81.5
Students with Disabilities	60.3	*
District	84.1	94.6
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	77.9	75	50.0	50	100.0	67.1
	High Needs Students	60.2	75	40.2	50	80.3	55.9
Math Performance Index	All Students	72.6	75	48.4	50	96.8	62.2
	High Needs Students	56.3	75	37.5	50	75.0	50.5
Science Performance	All Students	63.1	75	42.1	50	84.1	55.3
	High Needs Students	49.5	75	33.0	50	65.9	45.2
ELA Academic Growth	All Students	62.2%	100%	62.2	100	62.2	55.4%
	High Needs Students	51.4%	100%	51.4	100	51.4	49.8%
Math Academic Growth	All Students	68.1%	100%	68.1	100	68.1	61.7%
	High Needs Students	61.4%	100%	61.4	100	61.4	53.7%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	11.0%	<=5%	38.1	50	76.2	15.8%
Preparation for CCR	% Taking Courses	82.5%	75%	50.0	50	100.0	70.7%
	% Passing Exams	67.3%	75%	44.9	50	89.8	43.5%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		95.9%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.0%	94%	96.8	100	96.8	82.0%
Postsecondary Entrance (Class of 2016)		84.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.7% 57.0%	75%	38.0	50	76.0	92.0% 51.6%
Arts Access		53.8%	60%	44.8	50	89.7	50.5%
Accountability Index				1106.8	1350	82.0	

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?					Y
ELA Performance Index Gap	75.0	60.2	14.8	16.7	
Math Performance Index Gap	75.0	56.3	18.7	18.7	
Science Performance Index Gap	66.1	49.5	16.6	16.6	
Graduation Rate Gap	94.0%	91.0%	3.0%	12.0%	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	98.9
	High Needs Students	97.5
Math	All Students	98.7
	High Needs Students	97.3
Science	All Students	98.7
	High Needs Students	97.0

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: 60.1

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Cheshire School District

Equitable Allocation of Resources among District Schools