

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

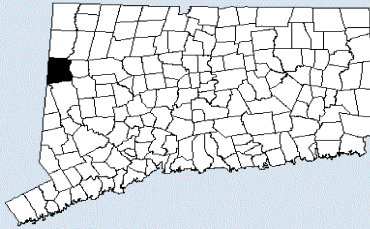


Kent School District

860-927-3537 • <http://www.kentcenter.com>

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 237 |
| Per Pupil Expenditures ¹ | \$22,168 |
| Total Expenditures ¹ | \$5,675,135 |

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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 108 | 45.6 | 48.3 |
| Male | 129 | 54.4 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | 6 | 2.5 | 4.9 |
| Black or African American | 0 | 0.0 | 12.8 |
| Hispanic or Latino | 24 | 10.1 | 23.0 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 11 | 4.6 | 2.7 |
| White | 196 | 82.7 | 55.9 |
| English Learners | * | * | 6.4 |
| Eligible for Free or Reduced-Price Meals | 33 | 13.9 | 38.0 |
| Students with Disabilities ¹ | 27 | 11.4 | 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 | * | * | 0 | 0.0 |
| Male | * | * | * | * |
| Black or African American | N/A | N/A | N/A | N/A |
| Hispanic or Latino | 0 | 0.0 | * | * |
| White | 6 | 3.2 | 0 | 0.0 |
| English Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 0 | 0.0 | 0 | 0.0 |
| Students with Disabilities | * | * | * | * |
| District | 6 | 2.6 | * | * |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 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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Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 25.5 |
| Paraprofessional Instructional Assistants | 2.9 |
| Special Education | |
| Teachers and Instructors | 3.5 |
| Paraprofessional Instructional Assistants | 4.2 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 1.5 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 0.8 |
| Instructional Specialists Who Support Teachers | 1.0 |
| Counselors, Social Workers and School Psychologists | 1.0 |
| School Nurses | 0.8 |
| Other Staff Providing Non-Instructional Services/Support | 9.5 |

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 | 0 | 0.0 | 1.0 |
| Black or African American | 0 | 0.0 | 3.5 |
| Hispanic or Latino | 0 | 0.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 39 | 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 | 97.6 |
| 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 | 10.8 | 9.4 |

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | N/A | N/A |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 11 | * |
| Other Health Impairment | * | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | * | * |
| District | 17 | 77.3 |
| State | | 68.8 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | State |
|----------------------------|----------|----------|
| | Count | Rate (%) |
| Autism | * | 1.6 |
| Emotional Disturbance | 0 | 1.0 |
| Intellectual Disability | 0 | 0.5 |
| Learning Disability | 13 | 4.6 |
| Other Health Impairment | * | 2.8 |
| Other Disabilities | * | 1.0 |
| Speech/Language Impairment | 7 | 1.9 |
| All Disabilities | 25 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 3,554,169 | 13,776 | 9,387 |
| Instructional Supplies and Equipment | 157,149 | 609 | 318 |
| Improvement of Instruction and Educational Media Services | 120,486 | 467 | 541 |
| Student Support Services | 280,631 | 1,088 | 1,048 |
| Administration and Support Services | 578,683 | 2,243 | 1,790 |
| Plant Operation and Maintenance | 542,920 | 2,104 | 1,608 |
| Transportation | 410,550 | 1,236 | 845 |
| Costs of Students Tuitioned Out | 0 | N/A | N/A |
| Other | 30,547 | 118 | 194 |
| Total | 5,675,135 | 22,168 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|---------|-------|-------|
| Land, Buildings, and Debt Service | 529,663 | 2,053 | 1,524 |
|-----------------------------------|---------|-------|-------|

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 (%) |
| Certified Personnel | 480,896 | 35.1 |
| Noncertified Personnel | 223,494 | 14.5 |
| Purchased Services | 21,910 | 5.5 |
| Tuition to Other Schools | 0 | 21.6 |
| Special Ed. Transportation | 81,322 | 8.3 |
| Other Expenditures | 252,668 | 15.0 |
| Total Expenditures | 1,060,290 | 100.0 |

Expenditures by Revenue Source:⁴ 2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 95.0 | 94.5 |
| State | 2.3 | 2.5 |
| Federal | 2.1 | 2.3 |
| Tuition & Other | 0.6 | 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).

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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 | 0 | N/A | 0 | N/A | 0 | N/A |
| Asian | 6 | * | 6 | * | * | * |
| Black or African American | 0 | N/A | 0 | N/A | 0 | N/A |
| Hispanic or Latino | 17 | * | 17 | * | 7 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 9 | * | 9 | * | * | * |
| White | 120 | 81.1 | 120 | 73.1 | 37 | 69.8 |
| English Learners | * | * | * | * | 0 | N/A |
| Non-English Learners | * | * | * | * | 48 | 68.3 |
| Eligible for Free or Reduced-Price Meals | 22 | 66.1 | 22 | 60.3 | * | * |
| Not Eligible for Free or Reduced-Price Meals | 130 | 82.4 | 130 | 74.6 | * | * |
| Students with Disabilities | 18 | * | 18 | * | 6 | * |
| Students without Disabilities | 134 | 83.3 | 134 | 76.0 | 42 | 70.7 |
| High Needs | 32 | 63.8 | 32 | 56.4 | 8 | * |
| Non-High Needs | 120 | 84.4 | 120 | 76.8 | 40 | 71.0 |
| District | 152 | 80.1 | 152 | 72.5 | 48 | 68.3 |

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 | 85.2 | 62.5 | 81.0 | N/A | 80 | 75.0 |
| Curl Up | 81.5 | 90.6 | 66.7 | N/A | 80 | 81.3 |
| Push Up | 66.7 | 78.1 | 61.9 | N/A | 80 | 70.0 |
| Mile Run/PACER | 77.8 | 62.5 | 71.4 | N/A | 80 | 70.0 |
| All Tests - District | 44.4 | 43.8 | 47.6 | N/A | 80 | 45.0 |
| 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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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 | 80.1 | 75 | 50.0 | 50 | 100.0 | 67.7 |
| | High Needs Students | 63.8 | 75 | 42.6 | 50 | 85.1 | 56.7 |
| Math Performance Index | All Students | 72.5 | 75 | 48.3 | 50 | 96.7 | 61.4 |
| | High Needs Students | 56.4 | 75 | 37.6 | 50 | 75.2 | 49.9 |
| Science Performance Index | All Students | 68.3 | 75 | 45.5 | 50 | 91.0 | 57.5 |
| | High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 47.0 |
| ELA Academic Growth | All Students | 62.7% | 100% | 62.7 | 100 | 62.7 | 63.8% |
| | High Needs Students | 48.2% | 100% | 48.2 | 100 | 48.2 | 58.3% |
| Math Academic Growth | All Students | 70.1% | 100% | 70.1 | 100 | 70.1 | 65.0% |
| | High Needs Students | 52.1% | 100% | 52.1 | 100 | 52.1 | 57.4% |
| Chronic Absenteeism | All Students | 2.6% | <=5% | 50.0 | 50 | 100.0 | 9.6% |
| | High Needs Students | 2.1% | <=5% | 50.0 | 50 | 100.0 | 15.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 67.6% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 40.7% |
| On-track to High School Graduation | | N/A | 94% | 0.0 | 0 | 0.0 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | N/A | 75% | 0.0 | 0 | 0.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 100.0% 45.0% | 75% | 30.0 | 50 | 60.0 | 89.2% 50.5% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 47.5% |
| Accountability Index | | | | 587.1 | 800 | 73.4 | |

| 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 | 63.8 | 11.2 | 16.5 | |
| Math Performance Index Gap | 75.0 | 56.4 | 18.6 | 18.9 | |
| Science Performance Index Gap | 71.0 | N/A | . | 17.2 | |
| Graduation Rate Gap | . | . | . | . | |

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 | 95.6 |
| | High Needs Students | 100.0 |
| Math | All Students | 95.6 |
| | High Needs Students | 100.0 |
| Science | All Students | 100.0 |
| | High Needs Students | . |

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: * **State: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Kent School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Kent Center School's close knit community allows staff an opportunity to build relationships with all students. Special Education students receive individualized support per their IEP and/or 504 plan. Students may receive individual counseling to develop tools for handling their learning challenges. The KCS counselor and psychologist collaborate to ensure that our special needs students receive the support that they need. Outside agencies may be brought into the school to provide more intensive supports for students and their families with the greatest needs. The Special Education Team meets weekly to develop plans for supporting any special education and 504 students, reviews new referrals and other special education policies and procedures.

The Student Support Team meets regularly to discuss students who are referred for academic and behavioral concerns. The team consists of teachers and service providers including: Title 1, Special Education, counselor, and psychologist. The team collaborates to create a plan to address student needs and challenges, and then meets again in 6-8 weeks to assess growth and make changes as needed. Teachers reach out to parents with any concerns, keeps them posted about the SST process and the child's progress.

Truancy is addressed with a clear and concise absence policy that is given to all parents at the beginning of the school year by means of the Student Handbook and the school website. The school nurse contacts the parent or guardian and notifies the counselor or psychologist with any concerns. Families are invited to discuss how the school can support their child to enable regular attendance.

After school support is provided by the Homework Club, which provides a quiet setting in which to complete homework with teacher guidance. The After School Program is run by the Town of Kent and provides homework support, snack, and activities.

Through Power School, parents are able to track their child's academic progress, as well as head off any academic issues by contacting teachers early on when they notice missing assignments or a dip in grades. Teachers in 5th-8th grade post daily communications about assignments and provide a homework hotline. Lower grade teachers provide weekly newsletters to inform parents of the topics and concepts their children are learning, special activities and events coming up in the classroom or whole school.

In addition to PTO, parents have an active voice in the planning and implementation of programs and initiatives that benefit their children's safety and well-being. The wellness committee meets monthly to go over yearly and ongoing programming as well as state initiatives that serve to benefit students' social, emotional and physical health. The safety committee also meets monthly to review plans, protocols, and policies that ensure the safety of the KCS community.

Kent Center School has a tradition of being family-oriented. Parents are invited into the classrooms to read with students, lend a hand during special activities or hold special presentations that serve to enrich student learning. Families are encouraged to attend our special celebrations and are essential to ensuring that our yearly plays and musicals are a success. Parents are instrumental in the care and maintenance of our new School Yard Habitat Program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Kent Center School offers two programs that promote a positive and safe school community. The first program is called Second Step, a nationally recognized program which is used to teach students about empathy and effective communication skills. The program is implemented in first and second grade, fourth grade and in sixth through eighth grade. 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 so that they can successfully work in groups and problem solve in a positive and proactive fashion. The second program is called Student Success Planning, and incorporates all of the topics addressed in the Second Step Program but takes it one step further by teaching students in grades 6 through 8 how the skills they've been practicing in the elementary grades are relevant to the real world. Students are encouraged to set both short and long term goals, explore their strengths and interests, and learn how they can use their strengths and interests to begin creating a career path for themselves.

Students are provided with opportunities throughout the school year to attend culturally enriching field trips and events. Due to our proximity to New York City, older students often have opportunities to attend places such as the Metropolitan Museum of Art and The Museum of Natural History. Each year, students in 8th grade are able to attend a Broadway show. The arts are an integral part of our community and are an important part of our town's history. Because of this, students in all grades have various opportunities to attend art galleries and events both locally and throughout the region. When students reach 7th grade, they receive the opportunity to attend a week long camp called Nature's Classroom. In addition to the hands-on learning that takes place, students are exposed to a wide variety of activities that promote creative thinking as well as build independence, confidence and positive risk-taking. We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. To this end, school and community funds have been established for families in need of financial assistance.

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Equitable Allocation of Resources among District Schools

.Kent Center School is the only school in the Kent District. Although Kent is part of Regional School District One, it has its own Board of Education that develops an education budget which the town approves annually. After eighth grade, approximately half of our graduating students attend Housatonic Valley Regional High School, while the remaining half attend private schools. Kent Center School is assessed tuition for its students. The town supports, with five other towns, a central office and a regional pupil services department. Kent Center School is staffed with appropriate personnel, based on student population and need. The only services shared among schools are occupational therapy and physical therapy. Our Regional Pupil Services (special education) provides Kent with a full time psychologist, speech clinician, two fully staffed resource classrooms and an alternative program for children with special needs. Kent is a very generous community and supports the school wholeheartedly. There are plenty of resources, and teachers enjoy up to date materials, textbooks and supplies, in addition to small classes equipped with the latest technology and well-maintained facility.