

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

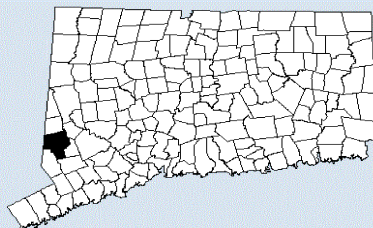


Danbury School District

Mr. Salvatore Pascarella, Superintendent • 203-797-4701 • www.danbury.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	11,928
Per Pupil Expenditures ¹	\$13,521
Total Expenditures ¹	\$156,449,395

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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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	*	*	48.4
Male	6,191	51.9	51.6
American Indian or Alaska Native	11	0.1	0.3
Asian	759	6.4	5.2
Black or African American	866	7.3	12.7
Hispanic or Latino of any race	5,942	49.8	26.9
Native Hawaiian or Other Pacific Islander	6	0.1	0.1
Two or More Races	270	2.3	3.8
White	4,074	34.2	51.1
English Learners	3,331	27.9	8.3
Eligible for Free or Reduced-Price Meals	6,260	52.5	43.3
Students with Disabilities ³	1,653	13.9	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	596	10.5	191	3.2
Male	685	11.4	435	6.7
Black or African American	138	16.2	94	10.4
Hispanic or Latino of any race	643	10.9	363	5.7
White	384	9.8	130	3.1
English Learners	379	10.9	172	4.8
Eligible for Free or Reduced-Price Meals	836	13.2	465	6.7
Students with Disabilities	253	17.0	156	8.6
District	1,281	10.9	626	5.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 1,121

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	697.0
Paraprofessional Instructional Assistants	40.6
Special Education	
Teachers and Instructors	109.1
Paraprofessional Instructional Assistants	264.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.2
School Level	43.2
Library/Media	
Specialists (Certified)	19.0
Support Staff	9.6
Instructional Specialists Who Support Teachers	43.4
Counselors, Social Workers and School Psychologists	60.8
School Nurses	26.6
Other Staff Providing Non-Instructional Services/Support	396.3

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	20	2.0	1.2
Black or African American	40	4.0	4.0
Hispanic or Latino of any race	75	7.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.2	0.1
White	857	86.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	33	63.5	57	80.3
Hispanic or Latino of any race	204	51.9	260	70.3
White	192	67.1	261	89.1
English Learners	34	28.1	50	42.4
Eligible for Free or Reduced-Price Meals	237	53.3	310	74.9
Students with Disabilities	58	62.4	86	72.9
District	493	60.1	644	79.3
State		75.8		84.8

² College-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 Peers³

	Count	Rate (%)
Autism	60	32.6
Emotional Disturbance	11	22.0
Intellectual Disability	*	*
Learning Disability	440	75.1
Other Health Impairment	171	71.5
Other Disabilities	*	*
Speech/Language Impairment	157	79.7
District	850	62.2
State		67.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	195	1.7	2.0
Emotional Disturbance	50	0.4	1.1
Intellectual Disability	68	0.6	0.5
Learning Disability	587	5.1	5.7
Other Health Impairment	240	2.1	3.3
Other Disabilities	120	1.0	1.1
Speech/Language Impairment	241	2.1	1.8
All Disabilities	1,501	13.0	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	12	0.8	8.2
Private Schools or Other Settings	34	2.3	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	\$81,599,728	\$7,052	\$10,923
Support services - students	\$6,503,595	\$565	\$1,277
Support services - instruction	\$3,354,581	\$291	\$682
Support services - general administration	\$4,689,160	\$407	\$467
Support services - school based administration	\$7,090,645	\$616	\$1,021
Central and other support services	\$30,469,820	\$2,648	\$679
Operation and maintenance of plant	\$12,491,079	\$1,085	\$1,718
Student transportation services	\$9,381,943	\$831	\$1,288
Food services	.	.	\$12
Enterprise operations	\$868,845	\$75	\$163
Minor school construction	.	.	\$59
Total	\$156,449,395	\$13,521	\$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	\$13,716,079	41.8	28.5
Instructional Aide Salaries	\$4,803,361	14.6	10.1
Other Salaries	\$1,938,174	5.9	11.1
Employee Benefits	\$4,048,332	12.3	13.0
Purchased Services Other Than Transportation	\$602,911	1.8	5.7
Special Education Tuition	\$3,777,714	11.5	22.5
Supplies	\$141,206	0.4	0.6
Property Services	\$101,600	0.3	0.3
Purchased Services For Transportation	\$3,595,898	10.9	8.0
Equipment	\$116,618	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$32,841,893	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	68.5
State	26.3
Federal	4.4
Tuition & Other	0.7

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).

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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.

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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	65	78.5
Hispanic or Latino of any race	354	74.3
English Learners	148	59.5
Eligible for Free or Reduced-Price Meals	488	76.0
Students with Disabilities	118	59.3
District	790	79.4
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	73.5	89.9
Male	60.2	86.0
Black or African American	54.5	85.0
Hispanic or Latino of any race	62.3	83.9
White	71.5	90.8
English Learners	33.3	81.8
Eligible for Free or Reduced-Price Meals	59.1	83.3
Students with Disabilities	40.8	76.5
District	66.7	88.1
State	71.5	87.5

³ College 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.

⁴ College 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.

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	67.1%	100%	60.4%
	Oral	63.2%	100%	57.6%
Chronic Absenteeism	All Students	10.9%	<=5%	12.2%
	High Needs Students	13.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	69.7%	75%	80.4%
On-track to High School Graduation		83.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		79.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		81.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		66.7%	75%	71.5%
Arts Access		46.9%	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	94.0%	81.6%	12.4%	10.9%	Y

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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Danbury Public Schools Strategic Direction has five overarching themes: Teaching and Learning, Talent Acquisition, School Climate, Professional Capacity and Operations, Fiscal Responsibility, and Advocacy to ensure that ALL learners advance to their highest potential.

This is delivered by providing equitable learning environments and culturally relevant curricular experiences, and by working relentlessly to provide the opportunities and professional resources needed to help students reach unbounded success. We engage families in the school improvement process through our school compact model and elicit feedback to inform our family and community engagement goals for each building's School Improvement Plan. Each school sends a representative to monthly District-Wide PTO meetings to discuss issues, solutions, and learning for students with academic and/or SEL challenges both at home and school.

The district's focus is to personalize learning for all students in order to support their success in achieving their academic, personal, and interpersonal goals. Students and teachers collaboratively look at individual student data (academic, attendance, truancy, discipline, social-emotional, etc.) to determine pathways and appropriate interventions to meet their goals and how to demonstrate mastery. Families are actively engaged throughout this process.

In partnership with our local community partners, Danbury Public Schools offers rigorous after school and Summer Learning Programs to families. Early Childhood Program opportunities are offered to close to six hundred students. Parents also have the option to engage their children in learning experiences for both preventions of summer learning loss and accelerating school readiness.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district's rich diversity has enabled us to develop and enhance awareness of the cultural, racial, ethnic, and socio-economic backgrounds of our students and families. We are endeavoring to ensure that our diversity is reflected in our curricula, teaching strategies, and choice of materials. We have a K-5 magnet school, a 6-8 lottery school, and a 9-12 dual enrollment program to provide choice for parents and students at the elementary, middle, and high school levels. All students eventually come together when they attend Danbury High School. Through a rigorous academic program, we encourage students to be empathetic citizens and critical thinkers who purposely communicate their thinking and act as global stewards.

Each school supports and works to help every student to recognize and advance to their full potential. The diversity within our district is one of our strengths. We embrace that and have made it our goal to motivate, inspire, and empower each member of our diverse learning community.

In order to effectively communicate with families, notices are sent home in a variety of languages to ensure families are able to have a voice in their child's education. The district provides interpreters to schools for parent engagement events and uses interpreting devices to address language barriers where appropriate.

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Equitable Allocation of Resources among District Schools

We believe in ensuring coherence and equity. This includes staffing, resource allocation, and operational funding of district, school, and program improvement to meet the needs of our school community. Danbury Public Schools makes resources available at each school to accomplish this goal.

Both the annual operating and capital budgets are thoughtfully developed each year based on the known and anticipated needs for the current school year. In order to support district and school improvement, supplemental grants are directly allocated to the schools with the most needs.

We staff at appropriate levels to support students who need additional services and resources (ELLs, students with disabilities, etc.). In order to ensure that there is equity of resources across the district, we use a consistent class size enrollment to determine the number of teachers, specialists, coaches, support personnel, and staff that are needed.