

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



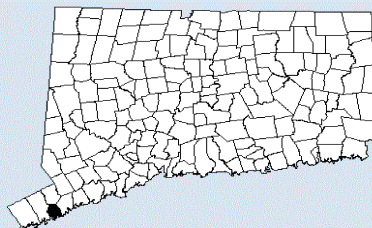
Darien School District

Mr. Daniel Brenner, Superintendent • 203-656-7400 • www.darienps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,828
Per Pupil Expenditures ¹	\$19,727
Total Expenditures ¹	\$96,071,205

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	2,342	48.5	48.4
Male	2,486	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	207	4.3	5.1
Black or African American	36	0.7	12.9
Hispanic or Latino	228	4.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	107	2.2	2.9
White	4,243	87.9	54.8
English Learners	11	0.2	6.8
Eligible for Free or Reduced-Price Meals	107	2.2	35.9
Students with Disabilities ¹	651	13.5	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	68	2.9	7	0.3
Male	83	3.4	46	1.8
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	133	3.2	45	1.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	8	8.7	*	*
Students with Disabilities	48	7.2	18	2.3
District	151	3.2	53	1.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 131

Number of school-based arrests: Fewer than 6

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	352.1
Paraprofessional Instructional Assistants	33.5
Special Education	
Teachers and Instructors	70.4
Paraprofessional Instructional Assistants	94.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	21.4
Library/Media	
Specialists (Certified)	8.8
Support Staff	2.1
Instructional Specialists Who Support Teachers	21.2
Counselors, Social Workers and School Psychologists	27.6
School Nurses	13.6
Other Staff Providing Non-Instructional Services/Support	174.8

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	7	1.4	1.0
Black or African American	6	1.2	3.6
Hispanic or Latino	16	3.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	487	94.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	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	6	30.0	12	*
White	121	40.3	234	77.2
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	6	*
Students with Disabilities	19	34.5	17	37.8
District	136	40.1	258	76.8
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	22	53.7
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	167	86.5
Other Health Impairment	162	86.6
Other Disabilities	11	50.0
Speech/Language Impairment	91	84.3
District	461	79.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	43	0.9	1.7
Emotional Disturbance	18	0.4	1.0
Intellectual Disability	12	0.3	0.5
Learning Disability	194	4.1	4.9
Other Health Impairment	190	4.0	2.9
Other Disabilities	40	0.8	1.1
Speech/Language Impairment	119	2.5	1.8
All Disabilities	616	12.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	58,032,771	11,953	9,663
Instructional Supplies and Equipment	1,959,149	404	321
Improvement of Instruction and Educational Media Services	4,926,193	1,015	578
Student Support Services	2,815,390	580	1,103
Administration and Support Services	7,599,060	1,565	1,861
Plant Operation and Maintenance	9,424,221	1,941	1,637
Transportation	3,552,469	667	877
Costs of Students Tuitioned Out	6,324,408	N/A	N/A
Other	1,437,544	296	201
Total	96,071,205	19,727	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,024,620	1,447	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	12,274,876	41.3	34.6
Noncertified Personnel	3,203,975	10.8	14.6
Purchased Services	2,496,572	8.4	5.8
Tuition to Other Schools	6,324,408	21.3	21.8
Special Ed. Transportation	1,328,712	4.5	8.5
Other Expenditures	4,117,095	13.8	14.7
Total Expenditures	29,745,638	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.3	94.5
State	4.6	4.3
Federal	1.1	1.2
Tuition & Other	0.0	0.1

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	113	91.8	113	93.6	50	79.3
Black or African American	17	*	17	*	6	*
Hispanic or Latino	111	75.5	111	72.2	51	61.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	47	86.1	47	85.7	11	*
White	2250	83.4	2248	80.8	928	66.7
English Learners	18	*	18	*	8	*
Non-English Learners	2526	83.4	2524	81.0	1039	67.2
Eligible for Free or Reduced-Price Meals	53	63.6	53	59.7	19	*
Not Eligible for Free or Reduced-Price Meals	2491	83.8	2489	81.4	1028	67.3
Students with Disabilities	342	66.3	342	61.4	167	54.6
Students without Disabilities	2202	86.0	2200	83.9	880	69.4
High Needs	388	66.8	388	62.8	181	55.1
Non-High Needs	2156	86.3	2154	84.2	866	69.5
District	2544	83.3	2542	80.9	1047	67.0

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			
Grade 4			
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	82.9	88.3	84.3	83.6	1,348	84.8
Curl Up	88.9	97.1	96.3	92.5	1,348	93.7
Push Up	89.1	85.7	86.5	86.5	1,348	87.0
Mile Run/PACER	92.1	83.7	79.2	74.0	1,348	82.8
All Tests - District	67.9	69.1	61.8	61.9	1,348	65.4
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	*	*
Students with Disabilities	57	93.0
District	332	98.5
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	98.8	293	89.3
Male	98.0	302	87.0
Black or African American	*	*	*
Hispanic or Latino	94.7	30	78.9
White	98.5	533	88.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	12	*
Students with Disabilities	90.0	53	53.0
District	98.4	595	88.1
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	92.1	98.1
Male	85.6	95.2
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	89.2	96.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	83.6	92.0
District	88.6	96.8
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	83.3	75	50.0	50	100.0	67.1
	High Needs Students	66.8	75	44.6	50	89.1	55.9
Math Performance Index	All Students	80.9	75	50.0	50	100.0	62.2
	High Needs Students	62.8	75	41.8	50	83.7	50.5
Science Performance	All Students	67.0	75	44.7	50	89.4	55.3
	High Needs Students	55.1	75	36.7	50	73.4	45.2
ELA Academic Growth	All Students	66.4%	100%	66.4	100	66.4	55.4%
	High Needs Students	56.6%	100%	56.6	100	56.6	49.8%
Math Academic Growth	All Students	77.0%	100%	77.0	100	77.0	61.7%
	High Needs Students	62.2%	100%	62.2	100	62.2	53.7%
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.3%	<=5%	45.5	50	90.9	15.8%
Preparation for CCR	% Taking Courses	58.4%	75%	38.9	50	77.8	70.7%
	% Passing Exams	88.1%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		98.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		93.5%	94%	99.5	100	99.5	82.0%
Postsecondary Entrance (Class of 2016)		88.6%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.2% 65.4%	75%	43.6	50	87.1	92.0% 51.6%
Arts Access		64.4%	60%	50.0	50	100.0	50.5%
Accountability Index				1157.6	1350	85.7	

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	66.8	8.2	16.7	
Math Performance Index Gap	75.0	62.8	12.2	18.7	
Science Performance Index Gap	69.5	55.1	14.4	16.6	
Graduation Rate Gap	94.0%	93.5%	0.5%	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	98.0
	High Needs Students	94.0
Math	All Students	97.9
	High Needs Students	94.0
Science	All Students	98.5
	High Needs Students	94.4

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: 62 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

Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

This narrative outlines the vision for improvement in the Darien Public Schools' District with specific references to improving special education programs and services for students with disabilities, truancy prevention, and engaging parents in the planning and improvement of school programs.

Goals for the current year support continuation of Professional Learning Communities in all of district schools with the goal of promoting and advancing learner-centered practices that improve student learning. Grade level and department teams throughout the district meet on a regular basis to collaborate and support professional learning, this includes: .? SRBI.? examining student work.? differentiation.? lesson study.? develop pre/post assessments to inform instruction.? reviewing student data (district/school).

The district also provides outside consultants to work closely with teaching staff to enhance their teaching environments. In the elementary schools, our mathematics program is with Investigations and some units are supplemented by Math in the City. The secondary level is expanding literacy development with trainers from Teacher's College Reading and Writing Project.

All building special education staff have received training this year to assure that students with special needs receive an appropriate education through which they can be successful learners in the general education environment. Scheduling and caseloads are designed to provide high levels of collaboration between their general and special education teachers. In addition, communication and a mentoring program has been created to support collaboration between school and home. Co-teaching/differentiation professional development has also been provided.

Truancy prevention will be addressed through the development of Student Success Plans for middle and high school students to assure that everyone has the supports they need to meet their learning goals whether academic, career, social, emotional or physical. Administrative staff members in all of the schools pay careful attention to student attendance and follow up promptly to assure that appropriate supports are in place for students to attend school regularly. This includes daily email communication and parent phone calls.

Darien continues their goal directed at improving systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Some efforts include a district newsletter "News of the Week", expanded parent workshop offerings, website accessibility, community focus groups and strong collaboration with the district's parent council. The district capitalizes on the strong support and on-going feedback received from district and school parent organizations. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

.In an effort to increase interactions among students with varying backgrounds,we took part in:The Center for Global Study Interdistrict Magnet Prog;the Regional Center for the Arts Magnet;The Westhill Vocational Agriculture Prog;the Stamford Academy of Inf Tech&Eng'g; the Western Region CMEA HS Music Festival;FCIAC HS competitions;CSDE Interdistrict Music Composition Prog.Students participated in activities that foster interactions between students attending schools such as Debate Team,DECA,Robotics Club,Ultimate Frisbee,JETS,Math Team,Model Congress & Model UN.We also participated in the A Better Chance Prog;Respect for Differences,Building with Books;Person-to-Person;Anti-Defamation League:NAMES Program,& the China Youth Exchange.Students from other communities were in residence in Darien through the ABC Prog.We have a formal intercultural exchange with a high school in Shanghai,China & in Qingdao,China Students are involved in clubs such as:Asian Culture,Com Council,Embrace,Ethnic foods,Int'l Club,Invisible Children,Unite for Africa & Global Connect. Student & teacher participation in interscholastic athletics, music&theater activities remain high-through these we maintain student-to-student interaction with urban&suburban schools in the region. At the middle school, there has been collaboration on a project to link students in Darien with students in Darien, Panama.At the elem level, through Student Council, students connect with local agencies to support social initiatives for children & their families in neighboring towns.Each of our elem schools participate in reading & discussing books chosen to raise social awareness relating to race,culture,ethnicity,& socioeconomic status in the upper grades.Units are now written with Social Action themes that drive efforts to understand the world beyond Darien.Some schools use the Book of the Month model to raise awareness & engage in high level discourse about social issues relating to many different topics relating to race,ethnicity,& economic isolation throughout the entire school. Elem schools have an Int'l Culture Community as part of our PTO w/activities-Int'l Culture Night & presentation to students to broaden knowledge of different cultures.Mtgs with the student population focus on embracing differences.

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Equitable Allocation of Resources among District Schools

The Darien Bd of Ed recognizes the need to provide equal education opportunity & access to resources at all schools. Darien creates & supports policies & practices that ensure that resources are common & equitable among all schools. The annual budget ensures that adequate resources are available to all programs & students K-12. Darien is also supported through PTO contributions. As a result, guidelines have been established to ensure that all schools have substantially similar access to enrichment funds. The school district adheres to a general class size policy & identifies purchasing priorities each year to be certain that resources are allocated to specific programs, schools, materials & human resources. Our initiatives are identified through system-wide planning & curriculum evaluation processes. Initiatives are discussed publicly throughout each year's budget process. In addition, needs assessments & discussions are conducted each year to determine the requirements of each school. District data teams support the work of understanding the varying needs of the student population of ensuring access for students.