Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	4,818
Per Pupil Expenditures[1]	$20,576
Total Expenditures[1]	$98,907,463

[1]*Expenditure data reflect the 2016-17 year.*
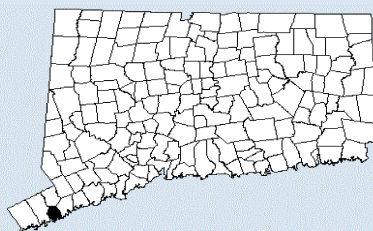
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,354	48.9	48.4
Male	2,464	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	208	4.3	5.1
Black or African American	39	0.8	12.8
Hispanic or Latino	253	5.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	131	2.7	3.3
White	4,179	86.7	53.6
English Learners	24	0.5	7.2
Eligible for Free or Reduced-Price Meals	94	2.0	36.7
Students with Disabilities[1]	682	14.2	14.8

[1]Students 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	3.0	26	1.1
Male	108	4.5	52	2.1
Black or African American	*	*	*	*
Hispanic or Latino	12	4.7	*	*
White	153	3.8	72	1.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	7	6.4	*	*
Students with Disabilities	49	7.0	32	3.9
District	176	3.7	78	1.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 65

Number of school-based arrests: 0

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18
Darien School District

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	351.2
Paraprofessional Instructional Assistants	32.0
Special Education	
Teachers and Instructors	63.0
Paraprofessional Instructional Assistants	101.6
Administrators, Coordinators and Department Chairs	
District Central Office	9.1
School Level	27.0
Library/Media	
Specialists (Certified)	7.8
Support Staff	2.1
Instructional Specialists Who Support Teachers	20.2
Counselors, Social Workers and School Psychologists	27.0
School Nurses	13.6
Other Staff Providing Non-Instructional Services/Support	175.8

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	8	1.6	1.1
Black or African American	6	1.2	3.7
Hispanic or Latino	17	3.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	478	93.7	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	8	38.1	17	81.0
White	139	47.4	230	75.2
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	11	16.9	24	38.7
District	163	47.8	262	75.3
State		69.3		80.1

[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 Peers[3]

	Count	Rate (%)
Autism	18	42.9
Emotional Disturbance	10	47.6
Intellectual Disability	0	0
Learning Disability	152	83.5
Other Health Impairment	194	88.2
Other Disabilities	8	*
Speech/Language Impairment	100	87.7
District	482	79.1
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	1.0	1.8
Emotional Disturbance	21	0.4	1.1
Intellectual Disability	11	0.2	0.5
Learning Disability	182	3.8	5.2
Other Health Impairment	220	4.6	3.1
Other Disabilities	28	0.6	1.1
Speech/Language Impairment	129	2.7	1.8
All Disabilities	637	13.4	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	59,408,805	12,377	9,847
Instructional Supplies and Equipment	2,219,001	462	287
Improvement of Instruction and Educational Media Services	4,753,628	990	589
Student Support Services	2,920,281	608	1,120
Administration and Support Services	8,499,507	1,771	1,905
Plant Operation and Maintenance	9,359,186	1,950	1,648
Transportation	3,435,487	631	904
Costs of Students Tuitioned Out	6,693,541	N/A	N/A
Other	1,618,027	337	208
Total	98,907,463	20,576	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	7,682,841	1,601	1,393

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	12,743,921	42.1	33.8
Noncertified Personnel	3,557,194	11.8	14.5
Purchased Services	2,260,582	7.5	5.5
Tuition to Other Schools	6,693,541	22.1	23.4
Special Ed. Transportation	1,111,833	3.7	8.7
Other Expenditures	3,894,151	12.9	14.1
Total Expenditures	30,261,222	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.3
State	3.2	3.4
Federal	1.2	1.3
Tuition & Other	0.0	0.0

[4]Revenue 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).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*
Asian	108	90.9	108	94.4
Black or African American	22	61.9	22	53.1
Hispanic or Latino	122	76.2	122	74.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	61	88.3	61	89.9
White	2211	82.6	2211	81.2
English Learners	22	71.8	22	71.5
Non-English Learners	2509	82.7	2509	81.5
Eligible for Free or Reduced-Price Meals	58	68.6	58	64.9
Not Eligible for Free or Reduced-Price Meals	2473	82.9	2473	81.8
Students with Disabilities	354	64.6	354	61.7
Students without Disabilities	2177	85.5	2177	84.6
High Needs	410	66.2	410	63.4
Non-High Needs	2121	85.8	2121	84.8
District	2531	82.6	2531	81.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	81.3	95.1	97.6	82.4	1,404	89.3
Curl Up	89.1	88.5	86.6	93.2	1,404	89.2
Push Up	90.2	88.3	91.2	85.5	1,404	89.0
Mile Run/PACER	92.2	85.1	84.7	74.0	1,404	84.6
All Tests - District	69.7	74.2	75.1	69.3	1,404	72.2
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	17	*
Students with Disabilities	46	89.1
District	328	97.3
State		87.9

[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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.2	305	90.5
Male	98.3	300	85.2
Black or African American	*	*	*
Hispanic or Latino	95.2	33	78.6
White	98.3	530	88.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	11	*
Students with Disabilities	92.9	71	55.9
District	98.3	605	87.8
State	96.3		44.8

[3]College 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

[4]Participation 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.
Copyright © 2018 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	84.8	98.6
Male	88.7	96.8
Black or African American	*	*
Hispanic or Latino	*	*
White	87.1	98.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	77.8	93.5
District	86.8	97.6
State	70.9	88.3

[5]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.

[6]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

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	82.6	75	50.0	50	100.0	67.6
	High Needs Students	66.2	75	44.1	50	88.2	57.5
Math Performance Index	All Students	81.4	75	50.0	50	100.0	62.7
	High Needs Students	63.4	75	42.3	50	84.6	52.0
ELA Academic Growth	All Students	69.8%	100%	69.8	100	69.8	60.7%
	High Needs Students	58.9%	100%	58.9	100	58.9	55.6%
Math Academic Growth	All Students	81.5%	100%	81.5	100	81.5	61.9%
	High Needs Students	68.8%	100%	68.8	100	68.8	55.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	6.9%	<=5%	46.2	50	92.4	16.6%
Preparation for CCR	% Taking Courses	61.7%	75%	41.1	50	82.2	74.8%
	% Passing Exams	87.8%	75%	50.0	50	100.0	44.8%
On-track to High School Graduation		99.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.3%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.7%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		86.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% | 72.2%	75%	48.1	50	96.2	96.6% | 50.1%
Arts Access		58.8%	60%	49.0	50	98.0	51.2%
Accountability Index				**1099.8**	**1250**	**88.0**	

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?					N
ELA Performance Index Gap	75.0	66.2	8.8	15.9	
Math Performance Index Gap	75.0	63.4	11.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.7%	-1.7%	12.7%	N

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.0
	High Needs Students	95.0
Math	All Students	98.0
	High Needs Students	95.0
Science	All Students	97.7
	High Needs Students	90.5

[3]Minimum 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: 69.2   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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: .a— SRBI.a— examining student work.a— differentiation.a— lesson study.a— develop pre/post assessments to inform instruction.a— 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.

Equitable Allocation of Resources among District Schools

The Darien Board of Education 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.