Connecticut State Department of Education

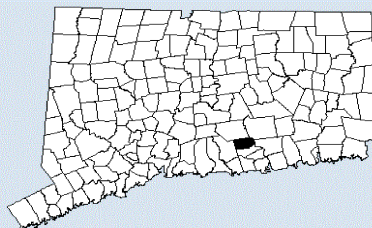# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Chester School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • http://www.region4schools.com

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	211
Per Pupil Expenditures[1]	$18,714
Total Expenditures[1]	$4,229,312

[1]*Expenditure 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)

Contents

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	122	57.8	48.3
Male	89	42.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	8	3.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	10	4.7	2.7
White	187	88.6	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	26	12.3	38.0
Students with Disabilities[1]	34	16.1	13.7

[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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	6	3.2	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	6	2.8	0	0.0
State		9.6		7.0

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

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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	18.4
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	6.6
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.9
Counselors, Social Workers and School Psychologists	1.3
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	7.3

[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

	District		State
	Count	Percent of Total (%)	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	1	2.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	34	97.1	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core 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	7.6	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	15	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	31	100.0
State		68.8

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	15	7.1	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	7	3.3	1.9
All Disabilities	34	16.0	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil	
		District ($)	State ($)
Instructional Staff and Services	2,198,570	10,039	9,387
Instructional Supplies and Equipment	92,984	425	318
Improvement of Instruction and Educational Media Services	43,755	200	541
Student Support Services	630,994	2,881	1,048
Administration and Support Services	594,894	2,716	1,790
Plant Operation and Maintenance	450,277	2,056	1,608
Transportation	135,625	266	845
Costs of Students Tuitioned Out	18,562	N/A	N/A
Other	63,651	291	194
Total	4,229,312	18,714	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	0	0	1,524

[3]Expenditures 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 (%)	Percent of Total (%)
Certified Personnel	451,408	46.9	35.1
Noncertified Personnel	231,251	24.0	14.5
Purchased Services	34,248	3.6	5.5
Tuition to Other Schools	18,562	1.9	21.6
Special Ed. Transportation	37,107	3.9	8.3
Other Expenditures	190,935	19.8	15.0
Total Expenditures	963,511	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.2	89.2
State	8.1	8.1
Federal	2.7	2.7
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.

	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	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	117	81.8	117	75.6	31	66.3
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	130	81.9	130	75.5	35	67.0
Eligible for Free or Reduced-Price Meals	11	*	11	*	*	*
Not Eligible for Free or Reduced-Price Meals	119	83.3	119	76.7	*	*
Students with Disabilities	24	74.2	24	68.6	7	*
Students without Disabilities	106	83.6	106	77.1	28	68.7
High Needs	33	72.7	33	67.7	8	*
Non-High Needs	97	85.0	97	78.2	27	69.4
District	130	81.9	130	75.5	35	67.0

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	63.0	72.7	N/A	N/A	71	69.0
Curl Up	70.4	65.9	N/A	N/A	71	67.6
Push Up	63.0	77.3	N/A	N/A	71	71.8
Mile Run/PACER	77.8	88.6	N/A	N/A	71	84.5
All Tests - District	29.6	38.6	N/A	N/A	71	35.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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.

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	81.9	75	50.0	50	100.0	67.7
	High Needs Students	72.7	75	48.5	50	97.0	56.7
Math Performance Index	All Students	75.5	75	50.0	50	100.0	61.4
	High Needs Students	67.7	75	45.1	50	90.3	49.9
Science Performance Index	All Students	67.0	75	44.7	50	89.3	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	63.8%
	High Needs Students	72.0%	100%	72.0	100	72.0	58.3%
Math Academic Growth	All Students	74.4%	100%	74.4	100	74.4	65.0%
	High Needs Students	65.9%	100%	65.9	100	65.9	57.4%
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	4.9%	<=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)		101.4% | 35.2%	75%	23.5	50	46.9	89.2% | 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				**642.7**	**800**	**80.3**	

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	72.7	2.3	16.5	
Math Performance Index Gap	75.0	67.7	7.3	18.9	
Science Performance Index Gap	69.4	N/A	.	17.2	
Graduation Rate Gap	.	.	.	.	

[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	99.2
	High Needs Students	100.0
Math	All Students	99.2
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

[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: *   State: 51.4

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

Chester Elementary School's School Improvement Plan for 2015-2016 is a major factor in guiding the entire staff to insure continuous progress by all of our students. Our SIP team consists of classroom teachers, a special education teacher, a specialist, and principal. The team meets monthly to review and analyze achievement data to determine strengths and areas of concern. The team establishes school goals in the areas of language arts and math, which guide the work of each grade level. Each grade engages in ongoing data analysis to establish SMART goals. The SMART goals include instructional strategies that address the areas requiring instructional attention and a plan to assess progress. The principal presents and updates the public on progress being made at Board of Education and PTO meetings. Throughout the year, grades work collaboratively to review the effectiveness of instructional strategies.

SRBI meetings are held weekly to review referrals for students making limited instructional progress or exhibiting behavioral concerns and review data for students in Tier II and Tier III. The team consists of the school psychologist, counselor, SPL, ELA consultant, reading teacher, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance.

The faculty values its sustained efforts to involve and support parents in the education of their child(ren). Communication efforts take on many forms, which include but are not limited to informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our September Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year, our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Our PTO provides a forum for our parents and teachers to work together to improve and sustain the educational opportunities for our students.

Our school offers many events throughout the year, where parent attendance is welcomed and valued. Our website contains valuable information for parents, such as special activities and programs, student led Town Meetings, cultural arts activities, concerts and plays. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies and a calendar of events. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact. It is distributed to all families on the first day of school and identifies policies, procedures, and school programs. Each week, an interactive email is published. The email includes pictures and descriptions of the learning activities that occur each week. The email contains information about instructional initiatives, service learning projects, school-wide enrichment model and our social development program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our Social Development program is in its eighteenth year. Its goal states that Chester Elementary School is a learning, and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are. Students learned about a school in India and raised funds to provide technology to the school.

Working with LEARN, two classes participated in Number Kids. Each class was paired with a class from Middletown, CT. The classes met several times during the year at the schools and at different locations that supported the goals of the grant.

We provide cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring music of the world and stories of other cultures. Students in grades 3-6 receive Spanish instruction as part of our Foreign Language in the Elementary Schools (FLES) program, which includes the study of Hispanic culture around the world.

Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit which focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences of people. Our literature based reading program (K-6) presents stories of people from different ethnic backgrounds.

Equitable Allocation of Resources among District Schools

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plant needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum vote by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.