

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



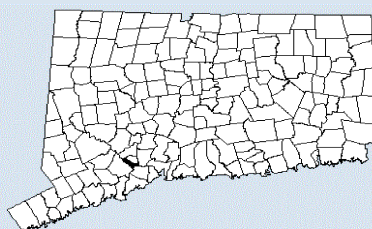
Derby School District

Dr. Matthew Conway Jr., Superintendent • 203-736-5027 • <http://www.derbyps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,467
Per Pupil Expenditures ¹	\$13,421
Total Expenditures ¹	\$21,728,057

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	715	48.7	48.3
Male	752	51.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	34	2.3	4.7
Black or African American	227	15.5	12.9
Hispanic or Latino	388	26.4	22.1
Pacific Islander	6	0.4	0.0
Two or More Races	49	3.3	2.5
White	763	52.0	57.2
English Language Learners	76	5.2	6.3
Eligible for Free or Reduced-Price Meals	866	59.0	37.6
Students with Disabilities ¹	211	14.4	13.3

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	112	16.0	60	8.3
Male	125	17.4	130	17.1
Black or African American	47	21.9	59	26.1
Hispanic or Latino	69	18.6	46	11.6
White	110	14.8	75	9.8
English Language Learners	9	12.0	13	17.1
Eligible for Free or Reduced-Price Meals	185	21.3	149	16.4
Students with Disabilities	45	23.2	42	18.4
District	237	16.7	190	12.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 100

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	93.3
Paraprofessional Instructional Assistants	10.3
Special Education	
Teachers and Instructors	15.6
Paraprofessional Instructional Assistants	48.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	4.3
Other Staff Providing Non-Instructional Services/Support	59.5

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	1	0.8	3.5
Hispanic or Latino	5	3.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	128	95.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	9.2

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	7	*	10	*
Hispanic or Latino	7	30.4	14	66.7
White	13	31.0	39	75.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	38.9	34	65.4
Students with Disabilities	*	*	9	45.0
District	29	34.9	63	67.7
State		58.4		73.8

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	*	*
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	43	82.7
Other Health Impairment	39	76.5
Other Disabilities	*	*
Speech/Language Impairment	31	81.6
District	134	68.7
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.7	1.5
Emotional Disturbance	15	1.0	1.0
Intellectual Disability	7	0.5	0.5
Learning Disability	52	3.4	4.4
Other Health Impairment	51	3.3	2.6
Other Disabilities	23	1.5	1.0
Speech/Language Impairment	39	2.5	1.9
All Disabilities	213	13.8	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	17	8.0	8.1
Private Schools or Other Settings	10	4.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,805,695	7,876	9,134
Instructional Supplies and Equipment	529,869	353	334
Improvement of Instruction and Educational Media Services	88,946	59	498
Student Support Services	1,883,730	1,257	1,001
Administration and Support Services	2,481,459	1,655	1,694
Plant Operation and Maintenance	2,133,786	1,423	1,572
Transportation	957,798	504	813
Costs of Students Tuitioned Out	1,601,203	N/A	N/A
Other	245,571	164	186
Total	21,728,057	13,421	15,289

Additional Expenditures

Land, Buildings, and Debt Service	540,180	360	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,456,501	29.6	35.1
Noncertified Personnel	847,763	17.3	14.2
Purchased Services	188,775	3.8	5.2
Tuition to Other Schools	1,403,245	28.6	22.0
Special Ed. Transportation	343,087	7.0	8.6
Other Expenditures	674,723	13.7	14.9
Total Expenditures	4,914,094	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.6	57.6
State	37.1	38.0
Federal	4.3	4.4
Tuition & Other	0.0	0.0

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	*	*	*	*	8	*
Black or African American	103	54.2	102	43.7	56	42.2
Hispanic or Latino	195	57.9	194	48.8	79	46.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	25	65.8	25	54.9	7	*
White	399	65.9	396	55.7	171	51.6
English Language Learners	55	52.0	55	44.4	22	40.2
Non-English Language Learners	685	63.0	680	52.9	301	49.3
Eligible for Free or Reduced-Price Meals	448	58.2	445	48.6	201	46.0
Not Eligible for Free or Reduced-Price Meals	292	68.3	290	58.0	122	53.0
Students with Disabilities	120	42.7	119	35.6	43	32.4
Students without Disabilities	620	66.0	616	55.5	280	51.2
High Needs	493	57.3	489	48.0	216	45.5
Non-High Needs	247	71.9	246	60.7	107	55.1
District	740	62.2	735	52.3	323	48.7

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	81.0	63.6	61.3	76.5	352	69.3
Curl Up	63.8	76.6	82.1	79.4	352	74.7
Push Up	66.7	78.5	69.8	58.8	352	70.5
Mile Run/PACER	70.5	65.4	51.9	50.0	352	61.4
All Tests - District	37.1	41.1	28.3	41.2	352	36.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	21	71.4	64.4	Yes	67.6
Hispanic or Latino	22	72.7	78.0	No	79.8
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	60	78.3	70.1	Yes	72.8
Students with Disabilities	*	*	.		.
District	102	81.4	76.9	Yes	78.8
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	56.5	9	9.8
Male	41.7	10	11.9
Black or African American	*	*	*
Hispanic or Latino	45.5	*	*
White	58.5	14	14.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	41.5	*	*
Students with Disabilities	*	0	*
District	49.4	19	10.8
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	60.4	76.2
Male	47.8	91.3
Black or African American	*	*
Hispanic or Latino	*	*
White	59.0	89.3
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	44.4	68.2
Students with Disabilities	*	*
District	54.5	84.1
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first 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	62.2	75	82.9	100	82.9	67.9
	High Needs Students	57.3	75	76.4	100	76.4	56.7
Math Performance Index	All Students	52.3	75	69.7	100	69.7	59.3
	High Needs Students	48.0	75	64.0	100	64.0	47.8
Science Performance Index	All Students	48.7	75	64.9	100	64.9	56.5
	High Needs Students	45.5	75	60.6	100	60.6	45.9
Chronic Absenteeism	All Students	16.7%	<=5%	26.5	50	53.1	10.6%
	High Needs Students	20.5%	<=5%	18.9	50	37.9	17.3%
Preparation for CCR	% Taking Courses	52.3%	75%	34.8	50	69.7	66.1%
	% Passing Exams	10.8%	75%	7.2	50	14.4	37.3%
On-track to High School Graduation		69.7%	94%	37.1	50	74.1	85.6%
4-year Graduation All Students (2014 Cohort)		81.4%	94%	86.6	100	86.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		73.6%	94%	78.3	100	78.3	77.6%
Postsecondary Entrance (Class of 2014)		54.5%	75%	72.7	100	72.7	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		79.8% 36.1%	75%	12.0	50	24.1	87.6% 51.0%
Arts Access		58.1%	60%	48.4	50	96.8	45.7%
Accountability Index				841.2	1250	67.3	

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	71.9	57.3	14.6	17.3	
Math Performance Index Gap	60.7	48.0	12.7	19.6	
Science Performance Index Gap	55.1	45.5	9.6	17.2	
Graduation Rate Gap	92.5%	73.6%	18.9%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.0
	High Needs Students	99.0
Math	All Students	98.2
	High Needs Students	98.3
Science	All Students	99.4
	High Needs Students	99.1

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: 42.8 State: 50.1

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 2014-15

Derby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools