

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



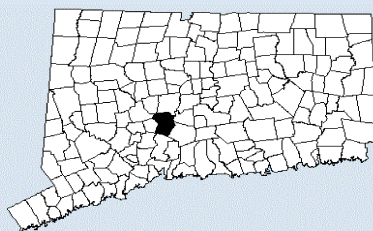
Cheshire School District

Mr. Jeffrey Solan, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,296
Per Pupil Expenditures ¹	\$16,123
Total Expenditures ¹	\$70,391,184

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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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	2,085	48.5	48.4
Male	2,211	51.5	51.6
American Indian or Alaska Native	7	0.2	0.3
Asian	418	9.7	5.1
Black or African American	115	2.7	12.8
Hispanic or Latino	239	5.6	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	86	2.0	3.3
White	3,431	79.9	53.6
English Learners	51	1.2	7.2
Eligible for Free or Reduced-Price Meals	370	8.6	36.7
Students with Disabilities ¹	514	12.0	14.8

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	86	4.2	15	0.7
Male	126	5.8	105	4.7
Black or African American	*	*	*	*
Hispanic or Latino	19	8.3	14	5.8
White	155	4.6	85	2.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	77	13.9	45	7.6
Students with Disabilities	76	14.4	47	7.9
District	212	5.0	120	2.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 11

Number of school-based arrests: 19

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	270.6
Paraprofessional Instructional Assistants	52.5
Special Education	
Teachers and Instructors	49.0
Paraprofessional Instructional Assistants	126.1
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	20.7
Library/Media	
Specialists (Certified)	6.5
Support Staff	6.2
Instructional Specialists Who Support Teachers	14.7
Counselors, Social Workers and School Psychologists	23.8
School Nurses	8.1
Other Staff Providing Non-Instructional Services/Support	211.0

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	3	0.8	1.1
Black or African American	2	0.5	3.7
Hispanic or Latino	6	1.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	383	97.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.5

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	*	*	*	*
Hispanic or Latino	16	*	9	*
White	304	97.1	279	90.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	38	88.4	39	84.8
Students with Disabilities	41	82.0	39	59.1
District	362	96.5	325	89.5
State		69.3		80.1

²College-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	39	56.5
Emotional Disturbance	24	60.0
Intellectual Disability	*	*
Learning Disability	108	77.1
Other Health Impairment	104	79.4
Other Disabilities	*	*
Speech/Language Impairment	38	80.9
District	327	68.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	71	1.7	1.8
Emotional Disturbance	40	0.9	1.1
Intellectual Disability	24	0.6	0.5
Learning Disability	140	3.3	5.2
Other Health Impairment	132	3.1	3.1
Other Disabilities	30	0.7	1.1
Speech/Language Impairment	50	1.2	1.8
All Disabilities	487	11.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	5.1	8.3
Private Schools or Other Settings	19	3.9	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,774,727	9,621	9,847
Instructional Supplies and Equipment	933,582	215	287
Improvement of Instruction and Educational Media Services	2,711,485	624	589
Student Support Services	4,114,910	948	1,120
Administration and Support Services	6,753,193	1,555	1,905
Plant Operation and Maintenance	7,151,229	1,647	1,648
Transportation	3,985,528	863	904
Costs of Students Tuitioned Out	1,984,609	N/A	N/A
Other	981,921	226	208
Total	70,391,184	16,123	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,711,900	394	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,185,428	42.0	33.8
Noncertified Personnel	3,638,475	21.3	14.5
Purchased Services	774,725	4.5	5.5
Tuition to Other Schools	1,885,370	11.0	23.4
Special Ed. Transportation	853,057	5.0	8.7
Other Expenditures	2,753,147	16.1	14.1
Total Expenditures	17,090,202	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.5	83.2
State	14.3	14.6
Federal	1.5	1.5
Tuition & Other	0.7	0.7

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.

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	*	*	*	*
Asian	232	85.5	232	84.3
Black or African American	63	69.9	63	59.9
Hispanic or Latino	128	70.3	127	64.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	35	79.1	35	74.5
White	1806	78.2	1805	72.5
English Learners	49	66.2	49	62.0
Non-English Learners	2219	78.5	2217	73.1
Eligible for Free or Reduced-Price Meals	273	66.4	273	60.4
Not Eligible for Free or Reduced-Price Meals	1995	79.9	1993	74.6
Students with Disabilities	257	55.5	257	50.0
Students without Disabilities	2011	81.2	2009	75.8
High Needs	484	63.4	484	57.7
Non-High Needs	1784	82.3	1782	77.0
District	2268	78.2	2266	72.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	69.4	80.6	87.8	87.1	1,390	81.9
Curl Up	81.3	85.4	91.1	92.8	1,390	87.9
Push Up	71.6	75.2	87.5	86.8	1,390	80.6
Mile Run/PACER	76.5	78.9	77.8	77.7	1,390	77.8
All Tests - District	48.5	54.4	68.4	67.3	1,390	60.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46	91.3
Students with Disabilities	54	75.9
District	391	96.7
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	238	69.0
Male	96.7	247	62.8
Black or African American	*	*	*
Hispanic or Latino	96.7	14	46.7
White	97.8	409	65.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.5	31	34.8
Students with Disabilities	84.5	13	11.2
District	97.6	485	65.7
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.8	96.7
Male	80.6	97.0
Black or African American	*	*
Hispanic or Latino	*	*
White	81.5	97.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.5	92.0
Students with Disabilities	65.3	89.5
District	83.9	96.9
State	70.9	88.3

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.

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	78.2	75	50.0	50	100.0	67.6
	High Needs Students	63.4	75	42.3	50	84.6	57.5
Math Performance Index	All Students	72.9	75	48.6	50	97.2	62.7
	High Needs Students	57.7	75	38.5	50	77.0	52.0
ELA Academic Growth	All Students	69.7%	100%	69.7	100	69.7	60.7%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.6%
Math Academic Growth	All Students	67.8%	100%	67.8	100	67.8	61.9%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.4%
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.9	10.7%
	High Needs Students	12.6%	<=5%	34.8	50	69.7	16.6%
Preparation for CCR	% Taking Courses	93.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	65.7%	75%	43.8	50	87.6	44.8%
On-track to High School Graduation		99.2%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.7%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.8%	94%	96.6	100	96.6	81.8%
Postsecondary Entrance (Class of 2017)		83.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.3% 59.7%	75%	39.8	50	79.6	96.6% 50.1%
Arts Access		53.7%	60%	44.7	50	89.5	51.2%
Accountability Index				1044.9	1250	83.6	

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	63.4	11.6	15.9	
Math Performance Index Gap	75.0	57.7	17.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	90.8%	3.2%	12.7%	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	98.1
	High Needs Students	96.1
Math	All Students	98.0
	High Needs Students	96.1
Science	All Students	97.4
	High Needs Students	93.3

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: 59 State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools work diligently to connect with our community. Over the 2017-18 school year we hosted more than a dozen community forums. A significant portion of those forums focused on supporting parents who had questions about navigating special education. Everything from the Department of Developmental Services to understanding school services was covered. Beyond special education, topics included social media, the impact of opioids on the brain, and social-emotional learning. These forums are part of regular opportunities to work with families to support their capacity to support children at home in both academic and developmental domains.

Our schools believe that supporting individuals and families is the best way to limit truancy. We rely on frequent school to home communication and student support to engage children and maintain positive attendance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cheshire Public Schools actively participate in the Open Choice program and magnet opportunities that exist in our area. We benefit from many students who attend our schools despite early morning commutes from New Haven. We also have several Cheshire residents who take advantage of New Haven schools such as the Educational Center for the Arts. We believe that these exchanges provide enriching experiences for all of our students.

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Equitable Allocation of Resources among District Schools

The Cheshire Public Schools is committed to meeting the needs of all of our students. As such, allocation of resources is contingent on the needs of each individual schools. There is great disparity in the size of our elementary schools with our Early Childhood Center serving only a couple hundred students and our largest elementary school serving nearly 800. The principals of all of our schools work closely with each other and central office administrators to identify needs and to ensure they are filled in a supportive and economically responsible way. This often means that we work collaboratively and creatively with the Town or other partners and grant providers to maximize our efforts.