

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



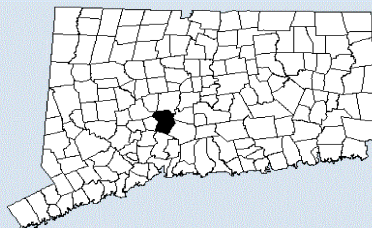
Cheshire School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,284
Per Pupil Expenditures ¹	\$16,372
Total Expenditures ¹	\$70,957,651

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,101	49.0	48.4
Male	2,183	51.0	51.6
American Indian or Alaska Native	7	0.2	0.3
Asian	415	9.7	5.2
Black or African American	112	2.6	12.8
Hispanic or Latino of any race	251	5.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	100	2.3	3.6
White	3,399	79.3	52.4
English Learners	50	1.2	7.6
Eligible for Free or Reduced-Price Meals	574	13.4	42.1
Students with Disabilities ³	528	12.3	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	128	6.2	18	0.8
Male	123	5.8	82	3.7
Black or African American	*	*	10	8.5
Hispanic or Latino of any race	24	9.8	8	3.1
White	191	5.7	75	2.2
English Learners	12	21.8	*	*
Eligible for Free or Reduced-Price Meals	91	15.2	36	5.5
Students with Disabilities	88	16.1	36	5.7
District	251	6.0	100	2.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 10

Number of school-based arrests: 10

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

Cheshire School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	272.9
Paraprofessional Instructional Assistants	32.2
Special Education	
Teachers and Instructors	50.0
Paraprofessional Instructional Assistants	137.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	20.8
Library/Media	
Specialists (Certified)	6.6
Support Staff	6.2
Instructional Specialists Who Support Teachers	18.1
Counselors, Social Workers and School Psychologists	26.2
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	208.6

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	0.7	1.1
Black or African American	2	0.5	3.8
Hispanic or Latino of any race	6	1.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	392	97.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.0

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 of any race	19	*	20	100.0
White	280	98.6	323	97.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	97.9	53	96.4
Students with Disabilities	43	97.7	66	89.2
District	344	98.9	389	97.5
State		74.5		85.2

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	42	54.5
Emotional Disturbance	25	50.0
Intellectual Disability	*	*
Learning Disability	101	70.1
Other Health Impairment	93	72.1
Other Disabilities	*	*
Speech/Language Impairment	33	80.5
District	301	61.8
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Cheshire School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	79	1.9	1.9
Emotional Disturbance	50	1.2	1.1
Intellectual Disability	22	0.5	0.5
Learning Disability	145	3.4	5.5
Other Health Impairment	129	3.1	3.2
Other Disabilities	35	0.8	1.1
Speech/Language Impairment	45	1.1	1.8
All Disabilities	505	12.0	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	1.4	8.2
Private Schools or Other Settings	21	4.2	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$43,793,386	\$10,105	\$10,545
Support services - students	\$5,708,925	\$1,333	\$1,373
Support services - instruction	\$2,628,570	\$614	\$644
Support services - general administration	\$938,623	\$219	\$462
Support services - school based administration	\$3,622,656	\$846	\$1,007
Central and other support services	\$2,119,457	\$495	\$671
Operation and maintenance of plant	\$7,091,863	\$1,655	\$1,629
Student transportation services	\$4,026,028	\$1,112	\$1,231
Food services	\$29,303	\$7	\$13
Enterprise operations	\$998,841	\$233	\$157
Minor school construction	.	.	\$65
Total	\$70,957,651	\$16,372	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,272,225	36.2	29.7
Instructional Aide Salaries	\$2,556,115	14.8	9.6
Other Salaries	\$1,980,388	11.4	10.4
Employee Benefits	\$2,358,111	13.6	13.0
Purchased Services Other Than Transportation	\$904,046	5.2	5.5
Special Education Tuition	\$2,104,922	12.2	22.6
Supplies	\$219,841	1.3	0.6
Property Services	\$45,265	0.3	0.4
Purchased Services For Transportation	\$866,416	5.0	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$17,307,328	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	85.6
State	12.2
Federal	1.8
Tuition & Other	0.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

Cheshire School District

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	*	*	*	*	*	*
Asian	229	88.3	229	87.7	111	89.0
Black or African American	66	72.8	66	63.8	23	64.4
Hispanic or Latino of any race	132	71.6	131	67.5	70	67.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	1,685	80.4	1,682	76.3	767	74.3
English Learners	53	70.6	53	69.2	19	*
Non-English Learners	2,106	80.7	2,102	76.7	964	75.5
Eligible for Free or Reduced-Price Meals	284	68.4	283	62.3	128	64.1
Not Eligible for Free or Reduced-Price Meals	1,875	82.2	1,872	78.7	855	77.0
Students with Disabilities	249	57.6	246	51.0	114	56.1
Students without Disabilities	1,910	83.4	1,909	79.8	869	77.9
High Needs	477	66.1	474	60.4	212	63.3
Non-High Needs	1,682	84.5	1,681	81.1	771	78.7
District	2,159	80.4	2,155	76.5	983	75.3

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	78.6	75.0	83.7	88.6	1,332	81.8
Curl Up	86.4	89.6	91.3	93.0	1,332	90.3
Push Up	78.9	79.6	87.9	85.6	1,332	83.3
Mile Run/PACER	76.8	77.1	85.9	71.3	1,332	77.8
All Tests - District	60.7	59.5	66.8	64.0	1,332	62.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

Cheshire School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	10	*
Hispanic or Latino of any race	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	43	95.3
Students with Disabilities	50	70.0
District	351	94.9
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	247	65.9
Male	96.2	225	60.5
Black or African American	*	*	*
Hispanic or Latino of any race	97.4	20	51.3
White	97.7	381	61.9
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.1	34	33.3
Students with Disabilities	83.9	15	12.7
District	97.3	472	63.2
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	91.9	94.9
Male	81.3	91.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.6	92.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.0	84.6
Students with Disabilities	51.1	68.8
District	85.9	92.9
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

Cheshire School District

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	80.4	75	50.0	50	100.0	67.7
	High Needs Students	66.1	75	44.1	50	88.2	58.1
Math Performance Index	All Students	76.5	75	50.0	50	100.0	63.1
	High Needs Students	60.4	75	40.3	50	80.5	52.7
Science Performance Index	All Students	75.3	75	50.0	50	100.0	63.8
	High Needs Students	63.3	75	42.2	50	84.3	54.2
ELA Academic Growth	All Students	70.5%	100%	70.5	100	70.5	59.9%
	High Needs Students	60.3%	100%	60.3	100	60.3	55.1%
Math Academic Growth	All Students	77.3%	100%	77.3	100	77.3	62.5%
	High Needs Students	65.3%	100%	65.3	100	65.3	55.2%
Progress Toward English Proficiency	Literacy	72.4%	100%	36.2	50	72.4	60.0%
	Oral	64.4%	100%	32.2	50	64.4	52.1%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.1	10.4%
	High Needs Students	14.9%	<=5%	30.2	50	60.4	16.1%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	63.2%	75%	42.1	50	84.2	42.6%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.9%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		98.0%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		85.9%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.6% 62.9%	75%	41.9	50	83.9	96.4% 52.9%
Arts Access		53.1%	60%	44.3	50	88.6	51.9%
Accountability Index				1224.9	1450	84.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	66.1	8.9	15.4	
Math Performance Index Gap	75.0	60.4	14.6	17.6	
Science Performance Index Gap	75.0	63.3	11.7	16.1	
Graduation Rate Gap	94.0%	98.0%	-4.0%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.1
	High Needs Students	95.9
Math	All Students	97.9
	High Needs Students	95.4
Science	All Students	98.1
	High Needs Students	96.5

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 63.3 State: 51.5

District Profile and Performance Report for School Year 2018-19

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools focused improvement plans around Personalized Learning, Complex Thinking, and Social Emotional Learning. A Personalized learning Task Force was established which included school personnel, parents and community members. Learning Walks were initiated to help foster high-quality instructional practices in the area of Complex Thinking. Personalized professional development was offered to all teachers in the area of social emotional learning which focused on topics such as Responsive Classroom, R.U.L.E.R., and Mindfulness.

The Cheshire Public Schools also 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. An overview of all school services that the Department of Developmental Services offers was covered. Beyond special education, topics included social media, the impact of opioids on the brain, and social-emotional learning. These special forums were developed in response to parental requests and supplemented the way in which we work with families to strengthen their capacity to support children at home in both academic and developmental domains. Other connections with parents included: a family math night, an internet safety presentation, a mental health informational session, a transition planning meeting, a college fair, and a session on financial planning. Events such as parent-teacher basketball, Trunk-or-Treat, Someone Special Dance and grandparent bingo help keep parents and grandparents connected to our schools. 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, as well as, magnet opportunities that exist in our area. Over 30 students from New Haven are enrolled in Cheshire schools grades 1-12. 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. Our schools provided programs and presentations that foster racial and ethnic diversity that center around African, Asian and Latin American themes. In addition to cultural programs that teach and promote diversity awareness, our students are involved in Kindness Clubs at the elementary level and a Be One Day at the high school level to experience diversity activities first hand.

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Cheshire School District

Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states that each student in the school district shall be supplied with the appropriate level of material and resources to assure adequate opportunities to achieve academic success. Schools develop their resource needs based on the curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board in its strategic plan. This process assures there is continuity among individual school plans. Principals and central office administrators work collaboratively to develop budgets for instructional resources to support teaching and learning. Although supplies are allocated based on curriculum needs, enrollment, and a per pupil average at each grade level, in some years a school may receive greater funding than others due to changes in enrollment, specific needs or unique circumstances. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and to purchase appropriate materials, supplies, and equipment to meet their individual education programs are based on that information.