

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



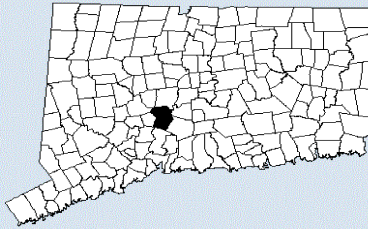
## Cheshire School District

Dr. Greg Florio, Superintendent • 203-250-2400 • [www.cheshire.k12.ct.us/](http://www.cheshire.k12.ct.us/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	11
Enrollment	4,413
Per Pupil Expenditures <sup>1</sup>	\$14,864
Total Expenditures <sup>1</sup>	\$67,706,606

<sup>1</sup>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)

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### 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](http://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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,140	48.5	48.3
Male	2,273	51.5	51.6
American Indian or Alaska Native	10	0.2	0.2
Asian	432	9.8	4.9
Black or African American	131	3.0	12.8
Hispanic or Latino	199	4.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	43	1.0	2.7
White	3,598	81.5	55.9
English Learners	38	0.9	6.4
Eligible for Free or Reduced-Price Meals	385	8.7	38.0
Students with Disabilities <sup>1</sup>	498	11.3	13.7

<sup>1</sup>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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	93 4.4	17 0.8
Male	135 6.0	127 5.5
Black or African American	* *	* *
Hispanic or Latino	20 9.8	11 5.2
White	181 5.1	114 3.2
English Learners	6 14.3	* *
Eligible for Free or Reduced-Price Meals	57 15.2	29 7.1
Students with Disabilities	81 16.2	58 10.2
District	228 5.2	144 3.2
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 18

Number of school-based arrests: 10

<sup>2</sup>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.

<sup>3</sup>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 2015-16

## Cheshire School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	275.1
Paraprofessional Instructional Assistants	47.7
<b>Special Education</b>	
Teachers and Instructors	46.8
Paraprofessional Instructional Assistants	102.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.1
School Level	19.3
<b>Library/Media</b>	
Specialists (Certified)	5.8
Support Staff	12.7
Instructional Specialists Who Support Teachers	14.7
Counselors, Social Workers and School Psychologists	20.6
School Nurses	8.6
Other Staff Providing Non-Instructional Services/Support	218.5

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.0
Black or African American	2	0.5	3.5
Hispanic or Latino	6	1.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	385	97.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

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

<sup>2</sup>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	9.1	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino	11	*	9	*
White	310	93.4	269	77.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	90.6	14	58.3
Students with Disabilities	36	72.0	47	65.3
District	370	93.2	309	77.4
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	35	51.5
Emotional Disturbance	25	67.6
Intellectual Disability	7	28.0
Learning Disability	104	80.0
Other Health Impairment	104	80.6
Other Disabilities	9	32.1
Speech/Language Impairment	40	87.0
District	324	70.0
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Cheshire School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	70	1.6	1.6
Emotional Disturbance	37	0.8	1.0
Intellectual Disability	26	0.6	0.5
Learning Disability	130	3.0	4.6
Other Health Impairment	129	2.9	2.8
Other Disabilities	36	0.8	1.0
Speech/Language Impairment	56	1.3	1.9
All Disabilities	484	11.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,852,145	8,795	9,387
Instructional Supplies and Equipment	1,066,157	235	318
Improvement of Instruction and Educational Media Services	2,675,819	591	541
Student Support Services	4,010,271	885	1,048
Administration and Support Services	6,433,172	1,420	1,790
Plant Operation and Maintenance	6,257,467	1,381	1,608
Transportation	3,842,473	797	845
Costs of Students Tuitioned Out	2,572,438	N/A	N/A
Other	996,664	220	194
Total	67,706,606	14,864	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,389,787	527	1,524
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<sup>3</sup>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	6,591,883	40.4	35.1
Noncertified Personnel	3,210,690	19.7	14.5
Purchased Services	764,883	4.7	5.5
Tuition to Other Schools	2,475,562	15.2	21.6
Special Ed. Transportation	753,613	4.6	8.3
Other Expenditures	2,525,190	15.5	15.0
Total Expenditures	16,321,821	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.4	81.1
State	16.0	16.3
Federal	1.8	1.9
Tuition & Other	0.8	0.8

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2015-16

## 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	8	*	8	*	0	N/A
Asian	248	85.0	248	83.0	110	74.9
Black or African American	75	70.2	75	61.1	32	55.7
Hispanic or Latino	106	73.7	106	64.7	52	58.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	82.8	22	75.8	6	*
White	1953	77.7	1951	70.7	839	66.3
English Learners	25	58.9	25	54.8	7	*
Non-English Learners	2387	78.2	2385	71.6	1032	66.7
Eligible for Free or Reduced-Price Meals	218	65.3	217	59.3	91	57.4
Not Eligible for Free or Reduced-Price Meals	2194	79.3	2193	72.6	948	67.5
Students with Disabilities	297	56.7	297	51.0	119	52.5
Students without Disabilities	2115	81.0	2113	74.3	920	68.5
High Needs	469	61.6	468	55.9	185	55.7
Non-High Needs	1943	82.0	1942	75.1	854	69.0
District	2412	78.0	2410	71.4	1039	66.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	68.2	61.0	70.8	89.5	1,318	71.8
Curl Up	89.0	89.2	88.5	96.2	1,318	90.7
Push Up	75.3	71.0	85.7	88.9	1,318	79.8
Mile Run/PACER	81.5	78.7	82.9	78.0	1,318	80.2
All Tests - District	51.7	45.6	56.5	70.7	1,318	55.6
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Cheshire School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	39	92.3	.		.
Students with Disabilities	45	75.6	78.4	No	80.4
District	392	97.2	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.0	249	69.9
Male	95.2	247	56.1
Black or African American	*	*	*
Hispanic or Latino	91.7	9	37.5
White	96.6	425	62.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	92.9	18	32.1
Students with Disabilities	81.3	7	14.6
District	96.5	496	62.3
State	95.6		40.7

<sup>5</sup>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

<sup>6</sup>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.

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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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	89.7	95.2
Male	79.9	91.6
Black or African American	*	*
Hispanic or Latino	*	*
White	85.3	92.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.9	89.7
Students with Disabilities	36.6	69.6
District	84.8	93.5
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Cheshire School District

### 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	78.0	75	50.0	50	100.0	67.7
	High Needs Students	61.6	75	41.0	50	82.1	56.7
Math Performance Index	All Students	71.4	75	47.6	50	95.2	61.4
	High Needs Students	55.9	75	37.3	50	74.6	49.9
Science Performance Index	All Students	66.6	75	44.4	50	88.8	57.5
	High Needs Students	55.7	75	37.1	50	74.3	47.0
ELA Academic Growth	All Students	70.0%	100%	70.0	100	70.0	63.8%
	High Needs Students	65.4%	100%	65.4	100	65.4	58.3%
Math Academic Growth	All Students	72.9%	100%	72.9	100	72.9	65.0%
	High Needs Students	63.8%	100%	63.8	100	63.8	57.4%
Chronic Absenteeism	All Students	5.2%	<=5%	49.6	50	99.2	9.6%
	High Needs Students	14.6%	<=5%	30.8	50	61.5	15.6%
Preparation for CCR	% Taking Courses	85.3%	75%	50.0	50	100.0	67.6%
	% Passing Exams	62.3%	75%	41.5	50	83.1	40.7%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		89.8%	94%	95.5	100	95.5	78.6%
Postsecondary Entrance (Class of 2015)		84.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7%   55.6%	75%	37.1	50	74.2	89.2%   50.5%
Arts Access		53.3%	60%	44.4	50	88.9	47.5%
<b>Accountability Index</b>				<b>1128.5</b>	<b>1350</b>	<b>83.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	61.6	13.4	16.5	
Math Performance Index Gap	75.0	55.9	19.1	18.9	
Science Performance Index Gap	69.0	55.7	13.3	17.2	
Graduation Rate Gap	94.0%	89.8%	4.2%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	96.8
Math	All Students	98.6
	High Needs Students	96.6
Science	All Students	99.2
	High Needs Students	97.4

<sup>3</sup>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: 53.7**

**State: 51.4**

#### 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 2015-16

## Cheshire School District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2015-16

## Cheshire School District

### Equitable Allocation of Resources among District Schools