Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	7
Enrollment	1,295
Per Pupil Expenditures[1]	$18,489
Total Expenditures[1]	$26,291,806

[1] *Expenditure data reflect the 2018-19 school year.*
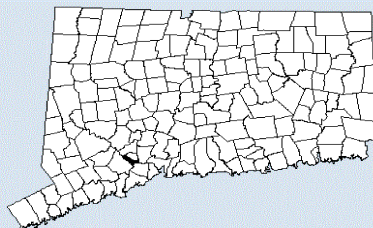
Community Information

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 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	614	47.4	48.4
Male	681	52.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	249	19.2	12.7
Hispanic or Latino of any race	450	34.7	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	94	7.3	3.8
White	478	36.9	51.1
English Learners	27	2.1	8.3
Eligible for Free or Reduced-Price Meals	730	56.4	43.3
Students with Disabilities[3]	265	20.5	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	85	14.4	51	8.0
Male	106	16.4	110	15.0
Black or African American	46	18.5	53	19.3
Hispanic or Latino of any race	67	15.3	47	9.7
White	64	14.3	48	9.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	144	18.6	127	13.6
Students with Disabilities	63	24.6	59	19.3
District	191	15.4	161	11.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 159

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays 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	93.9
Paraprofessional Instructional Assistants	85.5
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	53.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.9
School Level	7.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	67.4

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	1.2
Black or African American	1	0.7	4.0
Hispanic or Latino of any race	5	3.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	133	95.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	10.4

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	*	*	11	*
Hispanic or Latino of any race	13	46.4	15	71.4
White	25	62.5	28	75.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	52.0	40	78.4
Students with Disabilities	7	*	8	*
District	46	52.9	60	77.9
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	14	51.9
Intellectual Disability	*	*
Learning Disability	63	74.1
Other Health Impairment	27	57.4
Other Disabilities	12	40.0
Speech/Language Impairment	31	77.5
District	152	57.1
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	36	2.7	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	85	6.3	5.7
Other Health Impairment	49	3.6	3.3
Other Disabilities	34	2.5	1.1
Speech/Language Impairment	43	3.2	1.8
All Disabilities	278	20.5	15.6

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	37	13.3	8.2
Private Schools or Other Settings	10	3.6	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$16,945,010	$11,916	$10,923
Support services - students	$1,673,306	$1,289	$1,277
Support services - instruction	$343,221	$264	$682
Support services - general administration	$829,432	$639	$467
Support services - school based administration	$1,668,332	$1,285	$1,021
Central and other support services	$749,456	$577	$679
Operation and maintenance of plant	$2,384,247	$1,837	$1,718
Student transportation services	$1,389,845	$1,120	$1,288
Food services	.	.	$12
Enterprise operations	$308,957	$238	$163
Minor school construction	.	.	$59
Total	$26,291,806	$18,489	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$1,026,412	16.6	28.5
Instructional Aide Salaries	$884,999	14.3	10.1
Other Salaries	$436,735	7.1	11.1
Employee Benefits	$626,777	10.2	13.0
Purchased Services Other Than Transportation	$294,414	4.8	5.7
Special Education Tuition	$2,334,043	37.8	22.5
Supplies	$6,284	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$548,124	8.9	8.0
Equipment	$10,265	0.2	0.2
All Other Expenditures	$975	0.0	0.1
Total	$6,169,028	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	57.1
State	36.6
Federal	6.3
Tuition & Other	0.0

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19 Cohort Count[2]	Rate (%)
Black or African American	20	*
Hispanic or Latino of any race	24	75.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64	68.8
Students with Disabilities	17	*
District	84	75.0
State		88.5

[1] The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
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College Entrance and Persistence

	Class of 2019 Entrance[3] Rate (%)	Class of 2018 Persistence[4] Rate (%)
Female	63.3	59.1
Male	65.0	77.3
Black or African American	*	*
Hispanic or Latino of any race	66.7	*
White	62.5	80.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.6	*
Students with Disabilities	*	*
District	64.3	68.2
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	15.4%	<=5%	12.2%
	High Needs Students	18.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	64.6%	75%	80.4%
On-track to High School Graduation		81.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		75.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		64.2%	75%	71.5%
Arts Access		60.8%	60%	51.8%

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]
Graduation Rate Gap	94.0%	83.6%	10.4%	10.9%	N

[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.

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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2019-2020 District Improvement Plan supported universal Pre-K, Scientific Research-Based Interventions (SRBI), wrap-around services, job-embedded instructional coaching for teachers, and professional learning dedicated towards improved teacher practice, data collection, and technology integration.

Over the past six years, Derby Public Schools has increased the continuum of special education services that are provided within district. We have increased our ability to educate students at their neighborhood schools, with the addition of four specialized elementary Learning Centers. These small classrooms are supported by a special education teacher, paraprofessionals, and behavior specialist. In 2018, a new Academic Learning Center was opened at Derby Middle School. A new Life Skills Learning Center for Grades 9-12 is being planned for SY2020-2021.

The district is focused on increasing daily student attendance rates and decreasing chronic absenteeism by engaging students and families, recognizing good and improved attendance, monitoring student attendance, providing early outreach and support, and developing supports to remove barriers to regular school attendance. This PK-Grade 12 priority is part of our district Improvement Plan and is supported by each school's principal, attendance coordinator, school climate specialist, social worker, nurse, psychologist and secretary. The district partners with the Derby Youth Bureau and local non-profits to provide outreach and support for families in need of assistance. A new district Attendance Team was created in 2018 to develop systems, procedures and protocols for supporting regular school attendance. This team provided support with student attendance and engagement during remote learning due to the COVID-19 school closure.

In an effort to support student learning at home, Derby utilizes several web based programs that parents and students can access from home. The programs available for parents are: Reflex Math, iXL Math, Khan Academy, Edgenuity, Lexia, and Raz-Kids. Parent workshops were held to support families with technology use during remote learning including Google Classroom, Zoom, Google Meet, and PowerSchool.

Strong home-school connections are made through the use of the district's website, our school's social media posts, Class Dojo, school newsletters, daily student newscast, and regular school events designed to engage families and the community. The Superintendent held weekly Parent Focus Groups via Zoom to communicate information about remote learning and the school reopening plan throughout the pandemic.

The district holds regular parent events and workshops to support home-school partnerships. This year included several information nights, including: district-wide Open Houses and Report Card Nights, a Kindergarten, Grade 6 and Freshman Orientation, a Junior Parent Information Night to prepare for Senior Year, an SAT/PSAT Informational Night, Financial Aid Night, and a Vaping Presentation hosted by BH Care and the Derby Youth Bureau. The elementary schools hosted several family Literacy Nights, Math Nights, and Family Game Night.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Derby Public Schools participate in Open Choice magnet schools through our RESC and have 116 students attending local magnet schools during the 2019-2020 school year.

In 2018, DHS opened a new, $1.2 million Advanced Manufacturing Center in partnership with Asnuntuck and Housatonic Community Colleges. Students earned dual credit for courses in computer-aided design (CAD), Blueprinting, and Introductory Tool Bench Work, The Advanced Manufacturing Program will provide students with a career path and high earning potential which will positively impact the student's lives and the community. The program expanded this year to include a new cohort .   .Derby Schools offer many extracurricular opportunities. One of our strongest clubs is our Human Relations Club (HRC), which is in its 7th year at DHS. The Human Relations Club is a student run organization in which students plan, organize and coordinate activities to reduce prejudice, bias, and discrimination and to increase cultural and ethnic awareness in our schools and community. The program helps to expand understanding of issues beyond one's own view, promotes critical thinking, and builds positive relationships.

Derby participates in varsity and junior varsity sports/clubs, including: football, soccer, cheer, dance, indoor/outdoor track, wresting, basketball, baseball, and softball.

At the elementary level, there are regular performances which promote multiculturalism, diversity and an appreciation for other traditions through music, dance, theater and puppet shows. Also, the annual Multicultural Night, which features performance by students wearing clothing from their native country and a pot-luck dinner, is a very popular event. The two elementary schools also plan several combined trips, events and activities to promote equity and community.

Many of our K-12 teachers lead programs and plan field trips that bring Derby students into other local communities to extend and connect learning outside of the traditional classroom. Hundreds of students also participated in several extended, overnight trips outside of Derby including, Nature's Classroom, Boston, New York, Washington D.C., Delaware, Maryland, California, and Italy to gain an appreciation of our state, nation and world.

Equitable Allocation of Resources among District Schools

All school administrators are active participants in the budgeting process and provide allocation requests to the Business Manager and Superintendent to adequately accommodate each student's needs. The Business office works directly with each administrator to facilitate the equitable allocation of funds; each school is identified as a cost center and the distributed funds are constantly monitored to ensure each school's financial needs are accommodated.

Derby Public school students in kindergarten - Grade 5 attend one of two neighborhood elementary schools: Bradley School and Irving School. Specialist positions (psychologists, social workers, counselors, library clerks, nurses, etc) are distributed equitably on a per pupil basis. Paraprofessional staff is allocated on the basis of student need, including the requirements of Individual Educational Plans. Beyond these resources, Irving receives additional staff and program funding through Title I due to its relatively larger proportion of low income children. All Derby students in grades 6-8 attend the Derby Middle School, while all 9 -12 students attend Derby High School. Thus resource equity is ensured at the secondary level.