

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



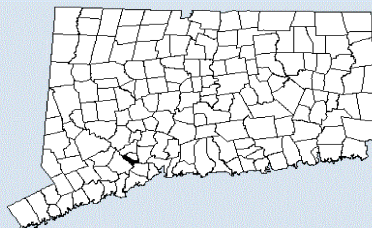
Derby School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,387
Per Pupil Expenditures ¹	\$16,005
Total Expenditures ¹	\$24,408,295

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	637	45.9	48.4
Male	750	54.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	35	2.5	5.1
Black or African American	217	15.6	12.9
Hispanic or Latino	402	29.0	24.0
Pacific Islander	*	*	0.1
Two or More Races	62	4.5	2.9
White	665	47.9	54.8
English Learners	57	4.1	6.8
Eligible for Free or Reduced-Price Meals	863	62.2	35.9
Students with Disabilities ¹	203	14.6	14.3

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	70	11.1	36	5.6
Male	104	14.2	127	16.3
Black or African American	36	16.1	50	21.6
Hispanic or Latino	57	14.1	38	9.0
White	71	11.2	65	9.8
English Learners	7	11.3	*	*
Eligible for Free or Reduced-Price Meals	137	15.9	137	15.0
Students with Disabilities	45	20.7	49	19.8
District	174	12.8	163	11.4
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 217

Number of school-based arrests: 13

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.

District Profile and Performance Report for School Year 2016-17

Derby School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	99.9
Paraprofessional Instructional Assistants	43.0
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	12.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	9.6
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	3.9
Other Staff Providing Non-Instructional Services/Support	49.8

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	0.7	3.6
Hispanic or Latino	5	3.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	131	95.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

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	*	*	10	*
Hispanic or Latino	8	*	11	52.4
White	21	43.8	32	66.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	16	38.1	32	62.7
Students with Disabilities	9	*	*	*
District	36	42.9	57	61.3
State		63.6		77.5

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	*	*
Intellectual Disability	0	0
Learning Disability	40	76.9
Other Health Impairment	31	62.0
Other Disabilities	7	*
Speech/Language Impairment	35	81.4
District	120	59.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	24	1.6	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	53	3.6	4.9
Other Health Impairment	51	3.5	2.9
Other Disabilities	27	1.8	1.1
Speech/Language Impairment	44	3.0	1.8
All Disabilities	217	14.8	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,968,239	10,085	9,663
Instructional Supplies and Equipment	743,373	537	321
Improvement of Instruction and Educational Media Services	12,469	9	578
Student Support Services	1,433,088	1,035	1,103
Administration and Support Services	2,732,901	1,973	1,861
Plant Operation and Maintenance	2,503,534	1,808	1,637
Transportation	1,163,329	731	877
Costs of Students Tuitioned Out	1,541,567	N/A	N/A
Other	309,795	224	201
Total	24,408,295	16,005	16,236

Additional Expenditures

Land, Buildings, and Debt Service	606,837	438	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,383,676	27.3	34.6
Noncertified Personnel	881,970	17.4	14.6
Purchased Services	169,404	3.3	5.8
Tuition to Other Schools	1,389,558	27.4	21.8
Special Ed. Transportation	504,721	10.0	8.5
Other Expenditures	734,129	14.5	14.7
Total Expenditures	5,063,458	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.0	58.0
State	36.0	36.9
Federal	5.0	5.1
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).

District Profile and Performance Report for School Year 2016-17

Derby 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	0	N/A	0	N/A	0	N/A
Asian	19	*	19	*	*	*
Black or African American	105	50.8	104	43.8	42	38.9
Hispanic or Latino	196	53.8	196	46.2	91	43.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	35	63.2	35	48.8	11	*
White	379	62.8	379	56.5	147	49.4
English Learners	61	53.1	61	46.4	27	38.2
Non-English Learners	676	59.6	675	52.4	269	46.7
Eligible for Free or Reduced-Price Meals	444	55.6	444	47.7	189	43.3
Not Eligible for Free or Reduced-Price Meals	293	64.2	292	58.3	107	50.5
Students with Disabilities	115	41.0	114	35.3	50	32.2
Students without Disabilities	622	62.4	622	54.9	246	48.7
High Needs	485	55.0	484	47.4	207	42.8
Non-High Needs	252	66.9	252	60.5	89	53.2
District	737	59.1	736	51.9	296	45.9

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			
Grade 4			
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	82.1	65.6	70.2	74.6	380	73.4
Curl Up	67.5	69.8	76.9	84.1	380	73.4
Push Up	54.7	79.2	68.3	79.4	380	68.7
Mile Run/PACER	59.8	64.6	50.0	58.7	380	58.2
All Tests - District	34.2	36.5	40.4	47.6	380	38.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	31	74.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68	72.1
Students with Disabilities	22	59.1
District	97	76.3
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	16	20.5
Male	96.0	22	22.2
Black or African American	91.2	*	*
Hispanic or Latino	94.4	6	16.7
White	99.0	26	27.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	11	11.8
Students with Disabilities	91.7	0	0.0
District	96.6	38	21.5
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	63.4	100.0
Male	46.3	*
Black or African American	*	*
Hispanic or Latino	41.7	*
White	65.9	96.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47.4	88.0
Students with Disabilities	*	*
District	54.9	93.0
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.1	75	39.4	50	78.7	67.1
	High Needs Students	55.0	75	36.7	50	73.3	55.9
Math Performance Index	All Students	51.9	75	34.6	50	69.2	62.2
	High Needs Students	47.4	75	31.6	50	63.2	50.5
Science Performance	All Students	45.9	75	30.6	50	61.2	55.3
	High Needs Students	42.8	75	28.5	50	57.0	45.2
ELA Academic Growth	All Students	43.6%	100%	43.6	100	43.6	55.4%
	High Needs Students	45.2%	100%	45.2	100	45.2	49.8%
Math Academic Growth	All Students	46.3%	100%	46.3	100	46.3	61.7%
	High Needs Students	44.7%	100%	44.7	100	44.7	53.7%
Chronic Absenteeism	All Students	12.8%	<=5%	34.5	50	69.0	9.9%
	High Needs Students	15.4%	<=5%	29.3	50	58.6	15.8%
Preparation for CCR	% Taking Courses	52.5%	75%	35.0	50	70.1	70.7%
	% Passing Exams	21.5%	75%	14.3	50	28.6	43.5%
On-track to High School Graduation		80.7%	94%	42.9	50	85.8	87.8%
4-year Graduation All Students (2016 Cohort)		76.3%	94%	81.2	100	81.2	87.4%
6-year Graduation - High Needs Students (2014)		81.8%	94%	87.0	100	87.0	82.0%
Postsecondary Entrance (Class of 2016)		54.9%	75%	73.2	100	73.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.5% 38.7%	75%	25.8	50	51.6	92.0% 51.6%
Arts Access		62.6%	60%	50.0	50	100.0	50.5%
Accountability Index				854.5	1350	63.3	

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	66.9	55.0	11.9	16.7	
Math Performance Index Gap	60.5	47.4	13.0	18.7	
Science Performance Index Gap	53.2	42.8	10.4	16.6	
Graduation Rate Gap	94.0%	81.8%	12.2%	12.0%	Y

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	99.4
	High Needs Students	99.0
Math	All Students	99.2
	High Needs Students	98.8
Science	All Students	98.7
	High Needs Students	98.6

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: * **State: 50.2**

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 2016-17

Derby School District

Narratives

Efforts to reduce Racial, Ethnic and Economic Isolation. We participate in Open Choice through our RESC and have 109 students attending magnet schools for the 2014-2015 school year.

We partner with Derby Early Childhood Council and Everyday Democracy to provide "train the trainer" workshops on identifying and understanding what Race Equity means in our schools and community.

Derby Schools offers many extracurricular opportunities. One of our strongest clubs is our Human Relations Club (HRC). We are in our 4th year of expanding our Human Relations Club (HRC) at both the middle and high school. Currently 95 students participate. The Human Relations Club is a student run organization in which students plan, organize and coordinate activities to reduce prejudice and discrimination and to increase cultural, racial and ethnic awareness in our school and community.

The HRC is a joint effort with Derby Middle and High Schools and Ansonia Middle and High Schools and Shelton Schools. In conjunction with our local Senior Center, the HRC has conducted several events revolving the issues of diversity, bullying, self-esteem and a general emphasis of giving back to the community.

The Dialogue for Change program at DHS is specifically designed where students, teachers and eventually parents and community members gather to critically communicate and problem solve together to bring a unique energy, insights, and assets to conversations that can make positive, mindset changes within the school and community. Through this initiative, students and teachers have a chance to hear and be heard and find ways to work with others on the issues that are important to them. Students have a chance to experience their own potential as active and involved citizens. The program consists of students and teachers, offering different ways of talking and listening, expanding understandings of issues beyond one's own view, resolving conflicts, promoting critical thinking, building relationships and bridges among all kinds of participants, connecting teens with adults and the broader world, and helping teens solve problems and more importantly take part in solutions. The program will bring different kinds of people together, around a shared concern, to open up new ways to relate to each other.

District Profile and Performance Report for School Year 2016-17

Derby School District

Equitable Allocation of Resources among District Schools

Equitable Allocation of Resources Among District Schools. District-wide expenses that at one time were accounted to each school have been segregated and assigned to the Board of Education Central Office. This practice enables proper oversight and control of district-wide expenditures while fostering the equitable allocation of facility-specific operating expenses to each Derby Public School.

The school administrators are active participants in the budgeting process and responsible to 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.