

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



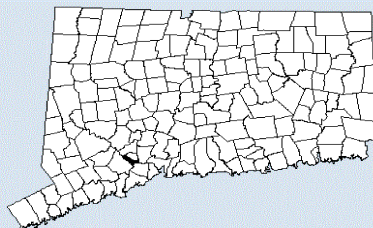
Derby School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,308
Per Pupil Expenditures ¹	\$17,788
Total Expenditures ¹	\$26,504,131

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	610	46.6	48.4
Male	698	53.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	25	1.9	5.2
Black or African American	244	18.7	12.8
Hispanic or Latino of any race	447	34.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	73	5.6	3.6
White	514	39.3	52.4
English Learners	40	3.1	7.6
Eligible for Free or Reduced-Price Meals	937	71.6	42.1
Students with Disabilities ³	239	18.3	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	57	9.6	64	9.9
Male	86	12.8	129	17.2
Black or African American	34	13.8	58	20.9
Hispanic or Latino of any race	42	9.7	63	13.3
White	49	10.1	63	11.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	124	13.3	169	16.3
Students with Disabilities	49	19.9	57	19.4
District	143	11.3	193	13.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 318

Number of school-based arrests: 11

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

Derby School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	98.3
Paraprofessional Instructional Assistants	41.5
Special Education	
Teachers and Instructors	16.0
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.9
School Level	7.1
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	69.9

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	1	0.7	1.1
Black or African American	2	1.4	3.8
Hispanic or Latino of any race	3	2.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	133	95.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	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	12	*	*	*
Hispanic or Latino of any race	13	50.0	19	76.0
White	20	48.8	29	85.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	52.5	38	73.1
Students with Disabilities	8	*	7	*
District	49	55.7	59	78.7
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	*	*
Emotional Disturbance	12	52.2
Intellectual Disability	0	0
Learning Disability	41	56.9
Other Health Impairment	35	64.8
Other Disabilities	*	*
Speech/Language Impairment	27	77.1
District	126	51.9
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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	35	2.5	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	72	5.2	5.5
Other Health Impairment	55	4.0	3.2
Other Disabilities	26	1.9	1.1
Speech/Language Impairment	43	3.1	1.8
All Disabilities	258	18.7	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	33	12.8	8.2
Private Schools or Other Settings	10	3.9	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	\$16,852,625	\$11,310	\$10,545
Support services - students	\$1,619,864	\$1,188	\$1,373
Support services - instruction	\$559,126	\$410	\$644
Support services - general administration	\$898,689	\$659	\$462
Support services - school based administration	\$1,747,930	\$1,281	\$1,007
Central and other support services	\$399,503	\$293	\$671
Operation and maintenance of plant	\$2,738,867	\$2,008	\$1,629
Student transportation services	\$1,321,745	\$1,068	\$1,231
Food services	.	.	\$13
Enterprise operations	\$365,783	\$268	\$157
Minor school construction	.	.	\$65
Total	\$26,504,131	\$17,788	\$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	\$1,045,663	17.2	29.7
Instructional Aide Salaries	\$896,065	14.7	9.6
Other Salaries	\$426,390	7.0	10.4
Employee Benefits	\$653,045	10.7	13.0
Purchased Services Other Than Transportation	\$284,619	4.7	5.5
Special Education Tuition	\$2,249,716	37.0	22.6
Supplies	\$11,840	0.2	0.6
Property Services	\$170	0.0	0.4
Purchased Services For Transportation	\$516,055	8.5	8.0
Equipment	\$3,208	0.1	0.2
All Other Expenditures	\$1,079	0.0	0.1
Total	\$6,087,851	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	57.5
State	34.7
Federal	7.8
Tuition & Other	.

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

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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.

	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	*	*	*	*	*	*
Black or African American	120	49.0	121	41.5	49	45.9
Hispanic or Latino of any race	238	53.7	238	49.1	88	50.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	42	50.8	42	45.4	16	*
White	283	63.5	283	59.8	125	59.3
English Learners	61	49.5	61	46.9	20	42.9
Non-English Learners	644	58.0	645	53.0	270	55.1
Eligible for Free or Reduced-Price Meals	434	54.1	435	49.1	170	51.1
Not Eligible for Free or Reduced-Price Meals	271	62.5	271	57.7	120	58.6
Students with Disabilities	135	37.8	136	31.3	47	39.2
Students without Disabilities	570	61.9	570	57.5	243	57.2
High Needs	482	52.9	483	48.0	190	50.3
Non-High Needs	223	66.8	223	62.1	100	61.8
District	705	57.3	706	52.4	290	54.2

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	88.5	67.0	61.1	69.0	408	71.3
Curl Up	83.3	84.9	70.0	73.3	408	77.9
Push Up	78.1	76.4	68.9	80.2	408	76.2
Mile Run/PACER	85.4	82.1	58.9	60.3	408	71.6
All Tests - District	72.9	58.5	50.0	42.2	408	55.4
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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	22	81.8
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49	75.5
Students with Disabilities	13	*
District	101	79.2
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	96.2	14	17.9
Male	95.3	15	17.6
Black or African American	89.3	*	*
Hispanic or Latino of any race	98.0	9	17.6
White	96.0	18	24.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.8	12	10.6
Students with Disabilities	88.5	0	0.0
District	95.7	29	17.8
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	64.7	82.1
Male	51.2	66.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	59.1	83.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45.2	67.6
Students with Disabilities	*	*
District	57.1	74.5
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

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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	57.3	75	38.2	50	76.4	67.7
	High Needs Students	52.9	75	35.3	50	70.6	58.1
Math Performance Index	All Students	52.4	75	35.0	50	69.9	63.1
	High Needs Students	48.0	75	32.0	50	64.0	52.7
Science Performance Index	All Students	54.2	75	36.2	50	72.3	63.8
	High Needs Students	50.3	75	33.5	50	67.0	54.2
ELA Academic Growth	All Students	48.8%	100%	48.8	100	48.8	59.9%
	High Needs Students	47.1%	100%	47.1	100	47.1	55.1%
Math Academic Growth	All Students	55.7%	100%	55.7	100	55.7	62.5%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.2%
Progress Toward English Proficiency	Literacy	82.7%	100%	41.4	50	82.7	60.0%
	Oral	75.7%	100%	37.8	50	75.7	52.1%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.8	10.4%
	High Needs Students	13.4%	<=5%	33.2	50	66.4	16.1%
Preparation for CCR	% Taking Courses	66.3%	75%	44.2	50	88.3	80.0%
	% Passing Exams	17.8%	75%	11.9	50	23.7	42.6%
On-track to High School Graduation		85.5%	94%	45.5	50	91.0	88.0%
4-year Graduation All Students (2018 Cohort)		79.2%	94%	84.3	100	84.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		80.6%	94%	85.7	100	85.7	83.3%
Postsecondary Entrance (Class of 2018)		57.1%	75%	76.2	100	76.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.5% 55.4%	75%	36.9	50	73.9	96.4% 52.9%
Arts Access		63.1%	60%	50.0	50	100.0	51.9%
Accountability Index				999.5	1450	68.9	

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	66.8	52.9	13.8	15.4	
Math Performance Index Gap	62.1	48.0	14.1	17.6	
Science Performance Index Gap	61.8	50.3	11.5	16.1	
Graduation Rate Gap	92.0%	80.6%	11.4%	11.1%	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.

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	98.8
	High Needs Students	98.5
Math	All Students	98.9
	High Needs Students	98.7
Science	All Students	97.1
	High Needs Students	96.1

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: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Derby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2018-2019 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 five 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.

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.

In an effort to support student learning at home, Derby utilizes several web based programs that parents and students can access from home. Most content areas have a web based learning component for parents to stay connected, to follow their child's learning, and to engage in meaningful activities that will support continued learning. The programs available for parents are: Reflex Math, iXL Math, Khan Academy, Edgenuity, Lexia, and Raz-Kids.

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 Derby Board of Education received the Bonnie B. Carney Award for Excellence in Educational Communication from the CT Association of Boards of Education for the district's social media submission and W-IRV student news broadcast.

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 2018-2019 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.

Derby Schools offer many extracurricular opportunities. One of our strongest clubs is our Human Relations Club (HRC), which is in its 6th year at DMS and 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, wrestling, 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.

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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.