

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

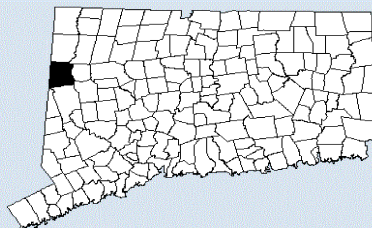


Kent School District

860-927-3537 • <http://www.kentcenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	235
Per Pupil Expenditures ¹	\$24,046
Total Expenditures ¹	\$5,674,806

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	112	47.7	48.4
Male	123	52.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	21	8.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	197	83.8	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	34	14.5	35.9
Students with Disabilities ¹	21	8.9	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	7	3.7	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	*	*
District	10	4.4	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 17

Number of school-based arrests: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.5
Paraprofessional Instructional Assistants	3.7
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	3.3
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	9.5

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	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	38	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	12	60.0
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	12	5.3	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	6	2.7	1.8
All Disabilities	22	9.8	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,365,407	14,200	9,663
Instructional Supplies and Equipment	175,744	742	321
Improvement of Instruction and Educational Media Services	118,500	500	578
Student Support Services	395,219	1,668	1,103
Administration and Support Services	605,438	2,555	1,861
Plant Operation and Maintenance	575,642	2,429	1,637
Transportation	410,205	1,311	877
Costs of Students Tuitioned Out	0	N/A	N/A
Other	28,651	121	201
Total	5,674,806	24,046	16,236

Additional Expenditures

Land, Buildings, and Debt Service	918,286	3,875	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	528,206	43.5	34.6
Noncertified Personnel	295,803	24.4	14.6
Purchased Services	41,265	3.4	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	85,420	7.0	8.5
Other Expenditures	263,846	21.7	14.7
Total Expenditures	1,214,540	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.1
State	2.2	2.6
Federal	2.1	2.4
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).

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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	0	N/A	0	N/A	0	N/A
Hispanic or Latino	14	*	14	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	8	*	8	*	*	*
White	128	82.6	128	73.7	40	60.3
English Learners	*	*	*	*	*	*
Non-English Learners	151	81.8	151	72.7	51	59.8
Eligible for Free or Reduced-Price Meals	24	67.4	24	59.9	11	*
Not Eligible for Free or Reduced-Price Meals	131	84.5	131	75.4	41	61.4
Students with Disabilities	15	*	15	*	7	*
Students without Disabilities	140	84.1	140	75.6	45	62.6
High Needs	34	67.3	34	59.5	16	*
Non-High Needs	121	85.9	121	76.8	36	64.5
District	155	81.9	155	73.0	52	59.4

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			
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	68.2	81.5	64.0	N/A	74	71.6
Curl Up	77.3	85.2	80.0	N/A	74	81.1
Push Up	68.2	66.7	72.0	N/A	74	68.9
Mile Run/PACER	54.5	88.9	80.0	N/A	74	75.7
All Tests - District	45.5	55.6	48.0	N/A	74	50.0
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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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	81.9	75	50.0	50	100.0	67.1
	High Needs Students	67.3	75	44.9	50	89.8	55.9
Math Performance Index	All Students	73.0	75	48.7	50	97.3	62.2
	High Needs Students	59.5	75	39.6	50	79.3	50.5
Science Performance	All Students	59.4	75	39.6	50	79.2	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	73.4%	100%	73.4	100	73.4	55.4%
	High Needs Students	69.5%	100%	69.5	100	69.5	49.8%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	61.7%
	High Needs Students	50.0%	100%	50.0	100	50.0	53.7%
Chronic Absenteeism	All Students	4.4%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	4.1%	<=5%	50.0	50	100.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.1% 50.0%	75%	33.3	50	66.7	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				610.9	800	76.4	

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	67.3	7.7	16.7	
Math Performance Index Gap	75.0	59.5	15.5	18.7	
Science Performance Index Gap	64.5	N/A	.	16.6	
Graduation Rate Gap	

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	97.0
	High Needs Students	97.2
Math	All Students	97.0
	High Needs Students	97.2
Science	All Students	96.3
	High Needs Students	.

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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Our school follows a Strategic Plan for School Improvement that is clear and outlines the school's goal areas. Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team - Data Team exist for the purpose of determining when students should be receiving SRBI Services and identifying when we need to be served at Level 2 and when students should be referred for evaluation to determine Special Education.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this. Special Education students receive individualized support per their IEP and/or 504 plan. Students may receive individual counseling to develop tools for handling their learning challenges. The Special Education Team meets weekly to develop plans for supporting any special education and 504 students, reviews new referrals and other special education policies and procedures.

The Student Support Team meets regularly to discuss students who are referred for academic and behavioral concerns. The team consists of teachers and service providers including: Title 1, Special Education, counselor, and psychologist. The team collaborates to create a plan to address student needs and challenges, and then meets again in 6-8 weeks to assess growth and make changes as needed. Teachers reach out to parents with any concerns, keeps them posted about the SST process and the child's progress. Truancy is addressed with a clear and concise absence policy that is given to all parents at the beginning of the school year by means of the Student Handbook and the school website. Families are invited to discuss how the school can support their child to enable regular attendance.

We engage families in student learning in a number of ways- through Open House night, family events, four evenings of Student Led and Student Involved Conferences, and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. We strive to have a two-way discussion regarding student achievement and programs. Because our class sizes are low, teachers are able to develop personal relationships with students and their parents and keep constant communication with parents. Teachers provide parents with suggestions for learning activities and provide additional resources to parents to use when working with their children. Through Power School, parents are able to track their child's academic progress, as well as head off any academic issues by contacting teachers early on when they notice missing assignments or a dip in grades.

In addition to PTO, parents have an active voice in the planning and implementation of programs and initiatives that benefit their children's safety and well-being.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Kent Center School offers two programs that promote a positive and safe school community. The first program is called Second Step, a nationally recognized program which is used to teach students about empathy and effective communication skills. Through the process of learning how to understand others' perspectives, the goal of the program is to help students develop tolerance and compassion towards others so that they can successfully work in groups and problem solve in a positive and proactive fashion. T.

The second program is called Student Success Planning, and incorporates all of the topics addressed in the Second Step Program but takes it one step further by teaching students in grades 6 through 8 how the skills they've been practicing in the elementary grades are relevant to the real world. Students are encouraged to set both short and long-term goals, explore their strengths and interests, and learn how they can use their strengths and interests to begin creating a career path for themselves.

Students are provided with opportunities throughout the school year to attend culturally enriching field trips and events. Due to our proximity to New York City, older students often have opportunities to attend places such as the Metropolitan Museum of Art and The Museum of Natural History. The arts are an integral part of our community and are an important part of our town's history. Because of this, students in all grades have various opportunities to attend art galleries and events both locally and throughout the region. When students reach 7th grade, they receive the opportunity to attend a week long camp called Nature's Classroom. In addition to the hands-on learning that takes place, students are exposed to a wide variety of activities that promote creative thinking as well as build independence, confidence and positive risk-taking.

Our school also now has the support of an EL teacher who focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year.

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Equitable Allocation of Resources among District Schools

Kent Center School is the only school in the Kent District. Although Kent is part of Regional School District One, it has its own Board of Education that develops an education budget, which the town approves annually. After eighth grade, approximately half of our graduating students attend Housatonic Valley Regional High School, while the remaining half attend private schools. Kent Center School is assessed tuition for its students. The town supports, with five other towns, a central office and a regional pupil services department. Kent Center School is staffed with appropriate personnel, based on student population and need. The only services shared among schools are occupational therapy and physical therapy. Our Regional Pupil Services (special education) provides Kent with a full time psychologist, speech clinician, two fully staffed resource classrooms and an alternative program for children with special needs. Kent is a very generous community and supports the school wholeheartedly. There are plenty of resources, and teachers enjoy up to date materials, textbooks and supplies, in addition to small classes equipped with the latest technology and well-maintained facility.