Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Chester School District

Dr. Ruth Levy, Superintendent • 860-526-2417 • http://www.reg4.k12.ct.us

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	194
Per Pupil Expenditures[1]	$21,540
Total Expenditures[1]	$4,609,467

[1]*Expenditure data reflect the 2017-18 school year.*
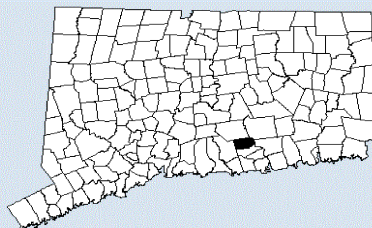
Community Information

[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 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	87	44.8	48.4
Male	107	55.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	14	7.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	8	4.1	3.6
White	168	86.6	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	52	26.8	42.1
Students with Disabilities[3]	28	14.4	15.4

[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.

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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0.0	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

[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	17.5
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	6.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.3
Support Staff	0.4
Instructional Specialists Who Support Teachers	2.9
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	15.0

[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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	2.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	35	97.2	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	11	*
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	23	88.5
State		67.6

[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		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	11	5.7	5.5
Other Health Impairment	7	3.6	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	28	14.4	15.0

[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		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	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] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$2,382,056	$11,131	$10,545
Support services - students	$71,018	$346	$1,373
Support services - instruction	$85,439	$417	$644
Support services - general administration	$610,784	$2,979	$462
Support services - school based administration	$324,216	$1,582	$1,007
Central and other support services	$594,765	$2,901	$671
Operation and maintenance of plant	$366,745	$1,789	$1,629
Student transportation services	$88,742	$433	$1,231
Food services	$85,700	$418	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$4,609,467	$21,540	$17,153

[3]Expenditures 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	$435,100	53.1	29.7
Instructional Aide Salaries	$197,972	24.1	9.6
Other Salaries	$46,355	5.7	10.4
Employee Benefits	$87,356	10.7	13.0
Purchased Services Other Than Transportation	$31,710	3.9	5.5
Special Education Tuition	$13,296	1.6	22.6
Supplies	$8,051	1.0	0.6
Property Services	$328	0.0	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$820,168	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.8	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	91.2
State	6.1
Federal	2.7
Tuition & Other	.

[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.

	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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	87	82.4	87	79.5	*	*
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	24	75.2
Eligible for Free or Reduced-Price Meals	27	78.6	27	71.8	*	*
Not Eligible for Free or Reduced-Price Meals	75	84.1	75	81.3	*	*
Students with Disabilities	20	70.3	20	62.2	6	*
Students without Disabilities	82	85.7	82	82.9	18	*
High Needs	41	74.8	41	67.3	9	*
Non-High Needs	61	87.9	61	86.5	15	*
District	102	82.7	102	78.8	24	75.2

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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.5	70.0	N/A	N/A	56	78.6
Curl Up	92.3	90.0	N/A	N/A	56	91.1
Push Up	80.8	70.0	N/A	N/A	56	75.0
Mile Run/PACER	80.8	76.7	N/A	N/A	56	78.6
All Tests - District	65.4	53.3	N/A	N/A	56	58.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

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	82.7	75	50.0	50	100.0	67.7
	High Needs Students	74.8	75	49.9	50	99.8	58.1
Math Performance Index	All Students	78.8	75	50.0	50	100.0	63.1
	High Needs Students	67.3	75	44.9	50	89.8	52.7
Science Performance Index	All Students	75.2	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	78.5%	100%	78.5	100	78.5	59.9%
	High Needs Students	73.0%	100%	73.0	100	73.0	55.1%
Math Academic Growth	All Students	83.2%	100%	83.2	100	83.2	62.5%
	High Needs Students	77.3%	100%	77.3	100	77.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	1.5%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.2% | 58.9%	75%	39.3	50	78.6	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**696.0**	**800**	**87.0**	

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	75.0	74.8	0.2	15.4	
Math Performance Index Gap	75.0	67.3	7.7	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

[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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	96.0
	High Needs Students	.

[3]Minimum 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**

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

Narratives

School District Improvement Plans and Parental Outreach Activities

Chester Elementary School continues to focus to ensure that all of our students are continuing to make progress and achieving at high levels. Our School Improvement Planning team consists of classroom teachers, a special education teacher, a specialist, and the principal. The team meets on a monthly basis to review and analyze data to ensure we are meeting the needs of our faculty and students. The School Improvement Plan provides the focus for our staff in developing SMART goals in the areas of reading, writing, critical and creative problem solving, and math. All certified staff develop SMART goals that are aligned to the school and district goals. The SMART goals include instructional strategies, action steps to achieve the goals, and progress monitoring strategies to measure student growth and progress throughout the school year. The principal presents and updates the public on progress being made at Board of Education and PTO meetings.

Scientific Research-Based Intervention meetings are held on a weekly basis to analyze student data and monitor student progress. Decisions are made in a timely manner to review referrals for students making limited instructional progress or exhibiting behavioral concerns. Students in Tier II and Tier III are discussed on an ongoing basis in order to make educationally appropriate decisions as their progress is continually being reviewed. Students with attendance issues are monitored through the SRBI process. The team consists of the school psychologist, counselor, SLP, ELA consultant, math coach, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance. Students that receive special education services are supported through inclusion and co-teaching in order to meet individual student needs.

At Chester Elementary School, parent communication is extremely important and occurs at the district level, school level, and individual classroom level. Communication efforts take on many forms, which include, but are not limited to informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our September Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year, our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Parents and community members are important partners in our school. Parents are part of the Social Development Team and the PTO. Additionally, our website is updated on an on-going basis, a weekly school newsletter is emailed to each family, and classroom teachers provide weekly or monthly newsletters. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies, and a calendar of events. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact. It is distributed to all families on the first day of school and identifies policies, procedures, and school programs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chester Elementary School's Social Development program is in its twenty first year. Its goal states that Chester Elementary School is a learning and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are.

.We provide cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring the music of the world and stories of other cultures. Students in grades 3-6 receive Spanish instruction as part of our Foreign Language in the Elementary Schools (FLES) program, which includes the study of Hispanic culture around the world.

.Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit that focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences between people. Our literature-based reading program (K-6) presents stories of people from different ethnic backgrounds.

Equitable Allocation of Resources among District Schools

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plan needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.