

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

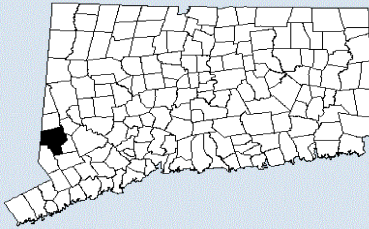


Danbury School District

203-797-4701 • www.danbury.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	20
Enrollment	11,157
Per Pupil Expenditures ¹	\$13,007
Total Expenditures ¹	\$141,102,974

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	5,406	48.5	48.3
Male	5,751	51.5	51.6
American Indian or Alaska Native	11	0.1	0.2
Asian	739	6.6	4.9
Black or African American	832	7.5	12.8
Hispanic or Latino	5,135	46.0	23.0
Pacific Islander	7	0.1	0.0
Two or More Races	292	2.6	2.7
White	4,141	37.1	55.9
English Learners	2,580	23.1	6.4
Eligible for Free or Reduced-Price Meals	5,969	53.5	38.0
Students with Disabilities ¹	1,397	12.5	13.7

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	365	6.8	257	4.7
Male	443	7.9	562	9.6
Black or African American	76	9.3	113	13.5
Hispanic or Latino	381	7.5	424	8.1
White	279	6.9	233	5.6
English Learners	181	6.6	182	6.6
Eligible for Free or Reduced-Price Meals	468	8.2	499	8.5
Students with Disabilities	176	13.5	189	12.4
District	808	7.4	819	7.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 516

Number of school-based arrests: 19

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	641.1
Paraprofessional Instructional Assistants	60.4
Special Education	
Teachers and Instructors	99.7
Paraprofessional Instructional Assistants	237.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	53.4
Library/Media	
Specialists (Certified)	21.0
Support Staff	8.2
Instructional Specialists Who Support Teachers	55.2
Counselors, Social Workers and School Psychologists	60.8
School Nurses	22.4
Other Staff Providing Non-Instructional Services/Support	374.2

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	17	1.8	1.0
Black or African American	37	3.9	3.5
Hispanic or Latino	64	6.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	2	0.2	0.1
White	820	87.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	9.4

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	29	39.2	52	63.4
Hispanic or Latino	76	31.1	132	53.9
White	150	50.3	268	79.3
English Learners	13	14.4	25	27.5
Eligible for Free or Reduced-Price Meals	100	36.2	169	59.9
Students with Disabilities	29	36.3	66	65.3
District	295	43.4	494	68.0
State		61.2		73.9

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	66	44.6
Emotional Disturbance	18	37.5
Intellectual Disability	8	14.3
Learning Disability	427	74.3
Other Health Impairment	145	71.8
Other Disabilities	10	18.9
Speech/Language Impairment	101	72.7
District	775	63.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	149	1.4	1.6
Emotional Disturbance	48	0.4	1.0
Intellectual Disability	56	0.5	0.5
Learning Disability	576	5.3	4.6
Other Health Impairment	205	1.9	2.8
Other Disabilities	116	1.1	1.0
Speech/Language Impairment	154	1.4	1.9
All Disabilities	1,304	12.1	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	91,588,394	8,387	9,387
Instructional Supplies and Equipment	3,824,445	350	318
Improvement of Instruction and Educational Media Services	2,197,302	201	541
Student Support Services	6,358,806	582	1,048
Administration and Support Services	13,564,212	1,242	1,790
Plant Operation and Maintenance	11,242,822	1,030	1,608
Transportation	8,184,167	645	845
Costs of Students Tuitioned Out	3,211,984	N/A	N/A
Other	930,842	85	194
Total	141,102,974	13,007	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,529,806	598	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	11,514,007	43.3	35.1
Noncertified Personnel	4,565,254	17.2	14.5
Purchased Services	934,215	3.5	5.5
Tuition to Other Schools	3,164,224	11.9	21.6
Special Ed. Transportation	2,545,961	9.6	8.3
Other Expenditures	3,883,353	14.6	15.0
Total Expenditures	26,607,014	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.4	69.9
State	36.5	25.8
Federal	3.2	3.3
Tuition & Other	1.0	1.0

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	*	*	*	*	*	*
Asian	381	72.0	380	68.7	150	54.6
Black or African American	396	58.7	392	50.6	175	46.3
Hispanic or Latino	2458	60.5	2453	53.8	1007	45.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	147	67.7	145	63.5	48	55.2
White	2029	69.1	2025	61.9	890	56.1
English Learners	1327	56.6	1325	50.6	424	38.0
Non-English Learners	4093	67.2	4079	60.3	1851	53.6
Eligible for Free or Reduced-Price Meals	3042	61.0	3030	54.4	1208	46.4
Not Eligible for Free or Reduced-Price Meals	2378	69.3	2374	62.5	1067	55.6
Students with Disabilities	762	46.6	757	41.3	329	36.5
Students without Disabilities	4658	67.6	4647	60.6	1946	53.1
High Needs	3515	60.0	3502	53.6	1402	45.7
Non-High Needs	1905	73.2	1902	65.9	873	58.8
District	5420	64.6	5404	57.9	2275	50.7

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	87.1	61.5	67.9	93.3	2,914	76.8
Curl Up	68.0	61.5	56.2	96.9	2,914	69.3
Push Up	51.5	59.6	53.3	84.1	2,914	60.9
Mile Run/PACER	75.2	67.5	53.9	68.2	2,914	66.3
All Tests - District	29.9	25.0	24.4	62.0	2,914	33.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	75	64.0	82.1	No	83.6
Hispanic or Latino	305	67.2	78.4	No	80.4
English Learners	145	45.5	70.9	No	73.8
Eligible for Free or Reduced-Price Meals	447	67.8	74.6	No	77.0
Students with Disabilities	84	65.5	69.9	No	72.9
District	772	77.1	82.7	No	84.1
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	224	32.4
Male	93.4	203	28.4
Black or African American	93.6	28	17.9
Hispanic or Latino	92.4	70	14.3
White	96.2	275	43.2
English Learners	89.5	7	3.9
Eligible for Free or Reduced-Price Meals	93.2	89	15.9
Students with Disabilities	79.3	*	*
District	94.5	427	30.4
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.0	85.8
Male	64.5	88.3
Black or African American	78.3	*
Hispanic or Latino	52.4	78.9
White	75.1	90.6
English Learners	37.5	67.9
Eligible for Free or Reduced-Price Meals	53.9	81.6
Students with Disabilities	39.5	86.4
District	67.9	86.9
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.6	75	43.1	50	86.2	67.7
	High Needs Students	60.0	75	40.0	50	80.0	56.7
Math Performance Index	All Students	57.9	75	38.6	50	77.2	61.4
	High Needs Students	53.6	75	35.7	50	71.4	49.9
Science Performance Index	All Students	50.7	75	33.8	50	67.6	57.5
	High Needs Students	45.7	75	30.5	50	60.9	47.0
ELA Academic Growth	All Students	63.9%	100%	63.9	100	63.9	63.8%
	High Needs Students	63.4%	100%	63.4	100	63.4	58.3%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	65.0%
	High Needs Students	63.8%	100%	63.8	100	63.8	57.4%
Chronic Absenteeism	All Students	7.4%	<=5%	45.3	50	90.5	9.6%
	High Needs Students	8.4%	<=5%	43.2	50	86.5	15.6%
Preparation for CCR	% Taking Courses	56.1%	75%	37.4	50	74.8	67.6%
	% Passing Exams	30.4%	75%	20.2	50	40.5	40.7%
On-track to High School Graduation		78.8%	94%	41.9	50	83.9	85.1%
4-year Graduation All Students (2015 Cohort)		77.1%	94%	82.0	100	82.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		78.5%	94%	83.5	100	83.5	78.6%
Postsecondary Entrance (Class of 2015)		67.9%	75%	90.5	100	90.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.7% 33.9%	75%	22.6	50	45.2	89.2% 50.5%
Arts Access		43.8%	60%	36.5	50	73.0	47.5%
Accountability Index				980.4	1350	72.6	

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	73.2	60.0	13.2	16.5	
Math Performance Index Gap	65.9	53.6	12.3	18.9	
Science Performance Index Gap	58.8	45.7	13.1	17.2	
Graduation Rate Gap	94.0%	78.5%	15.5%	15.3%	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	98.7
	High Needs Students	98.8
Math	All Students	98.5
	High Needs Students	98.5
Science	All Students	98.7
	High Needs Students	98.5

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: 52.7

State: 51.4

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

The District continues to implement its District Enhancement Plan with very good results. Notable gains have been achieved; however, the achievement gap continues remains our major area of focus. Over the past seven years, our district demonstrated a degree of growth in most grades tested and in most areas tested. We believe that this growth is directly attributable to our efforts to unify all instructional leadership efforts within the district. While student performance in reading, writing, mathematics and science continues to reflect mixed results, we believe that the additions of new principals, the implementation of the positions of Associate Principals for Instruction and the introduction of middle school Department Heads and instructional coaches will lead to greater academic gains and more continuity of effort. Truancy prevention and intervention strategies within DPS have included many components. To address truancy, the SRBI process is well underway in all schools, monitoring attendance of all students and providing immediate interventions when attendance becomes an issue. Pupil personnel staff, including social workers, school psychologists and school counselors are often the front line staff to address these needs. Parents are contacted on a regular basis when students are not in attendance. Meetings are held to determine the root cause of attendance issues. Incentive programs are present in all schools rewarding students for excellent and perfect attendance. In addition, a continued collaboration with community resources and agencies has assisted school personnel in addressing truancy issues. Enlisting bilingual staff to help reduce the communication barrier has also been integrated into all schools. A continual reaching out to parents is a common practice in all schools. Special initiatives have helped to promote communication and engage parents in their child's education. Family University is continuously offered in the spring in an attempt to reach parents in a variety of different ways through a series of workshops. The incorporation of school-wide positive behavioral supports is also a strategy that will help to improve attendance and reduce truancy behaviors. This initiative will involve the collaboration of community agencies, school personnel, police and courts for students that experience habitual truant behaviors. The use of our alternative programs within our district often helps to engage students more through smaller classes, more individualized attention and a more personalized learning approach. Identifying at risk students at an earlier age has proven to be an effective approach in changing truant behavior.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Danbury Public Schools is one of the most racial, ethnic and economically diverse districts in the state. The community celebrates its diversity and works hard to ensure its schools are meeting the needs of all students. We have an ESL Reception Center that welcome our non-English speaking students and helps their parents adjust to our schools' culture. We also work closely with community groups such as the Multicultural/Hispanic Center, the Hord Foundation, the Latino Scholarship Fund, the Danbury School and Business Collaborative, the United Way, and other groups to assist parents and students in mastering the transition to Danbury Public Schools. The Academy of International Studies Magnet School opened in 2006. This K-5 school serves students from the Greater Danbury Area. It mirrors the diversity of Danbury Public Schools. The theme of the school incorporates learning the Spanish language and while also maintaining an international focus. Our new middle school academy program in Global Studies, which opened in September, 2014 offers Mandarin Chinese as well as Spanish language instruction. In addition, our schools works closely with the surrounding communities on a host of student exchange programs. The District continues to work at improving its percentage of minority employees. We have recently reinstated our Minority Recruitment and Retention Committee that is charged with working to ensure that our workforce reflects our student population. Focus has been given to participating in state-based career job fairs as a potential source of minority teaching candidates. We have had considerable success in our efforts to diversify our workforce. Our most recent effort involves the Minority Pipeline Grant Initiative with Western Connecticut State University and the CT State Department of Education in support of a "grow your own" approach to minority recruitment, employment, and retention. Danbury High School minority students are mentored by WCSU students and encouraged to consider a career in teaching. Once these students graduate from DHS they attend WCSU's Teacher's Preparation Program and will eventually be hired to teach in the Danbury Public Schools.

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Equitable Allocation of Resources among District Schools

The Board of Education ensures that each school within the school district receives a base level of support for personnel and instructional supplies. Student enrollment and class size determine the level of funding for personnel. Support levels for instructional supplies are also based on a per pupil allocation. The Central Office then determines what additional personnel and instructional supplies are required for schools with specific programs and needs in addition to the base level funding. Additional allocations are budgeted for these adjustments. The criteria for determining budgets are the student enrollment and program needs. Budgets for the maintenance of our facilities and the purchase of equipment are evaluated at Central Office. The District, being a Priority School District and an Alliance District also receives funding for a specifically targeted population and programs. The Alliance District funding has allowed us to significantly enhance our approach to closing all achievement gaps. These funding streams are allocated in keeping with the grant goals and objectives and addresses the needs of low income and minority students.