

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



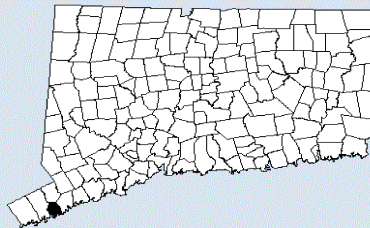
Darien School District

Ms. Lynne Pierson, Superintendent • 203-656-7400 • www.darienps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,932
Per Pupil Expenditures ¹	\$17,900
Total Expenditures ¹	\$88,498,427

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,388	48.4	48.3
Male	2,544	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	194	3.9	4.7
Black or African American	30	0.6	12.9
Hispanic or Latino	203	4.1	22.1
Pacific Islander	*	*	0.0
Two or More Races	47	1.0	2.5
White	4,446	90.1	57.2
English Language Learners	25	0.5	6.3
Eligible for Free or Reduced-Price Meals	100	2.0	37.6
Students with Disabilities ¹	594	12.0	13.3

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	89	3.8	9	0.3
Male	118	4.7	41	1.5
Black or African American	*	*	*	*
Hispanic or Latino	13	6.4	*	*
White	183	4.2	45	1.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	9.1	*	*
Students with Disabilities	46	7.6	14	1.9
District	207	4.3	50	1.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 3

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 2014-15

Darien School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	350.5
Paraprofessional Instructional Assistants	35.0
Special Education	
Teachers and Instructors	60.5
Paraprofessional Instructional Assistants	90.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.7
School Level	21.4
Library/Media	
Specialists (Certified)	9.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	29.1
Counselors, Social Workers and School Psychologists	28.0
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	147.8

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	0.8	1.0
Black or African American	4	0.8	3.5
Hispanic or Latino	11	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	493	96.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.6	9.2

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	*	*	*	*
Hispanic or Latino	*	*	9	*
White	109	35.7	212	67.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	9	25.0	15	34.9
District	121	36.3	232	67.8
State		58.4		73.8

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	20	48.8
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	156	88.1
Other Health Impairment	139	87.4
Other Disabilities	11	40.7
Speech/Language Impairment	87	87.0
District	420	79.5
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Darien School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	0.8	1.5
Emotional Disturbance	13	0.3	1.0
Intellectual Disability	11	0.2	0.5
Learning Disability	177	3.6	4.4
Other Health Impairment	159	3.3	2.6
Other Disabilities	48	1.0	1.0
Speech/Language Impairment	104	2.1	1.9
All Disabilities	553	11.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	1.6	8.1
Private Schools or Other Settings	26	4.7	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	54,074,579	11,029	9,134
Instructional Supplies and Equipment	1,633,149	333	334
Improvement of Instruction and Educational Media Services	4,436,186	905	498
Student Support Services	2,768,100	565	1,001
Administration and Support Services	7,908,795	1,613	1,694
Plant Operation and Maintenance	8,499,653	1,734	1,572
Transportation	3,422,126	634	813
Costs of Students Tuitioned Out	4,422,887	N/A	N/A
Other	1,332,952	272	186
Total	88,498,427	17,900	15,289

Additional Expenditures

Land, Buildings, and Debt Service	8,640,530	1,762	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	9,479,636	38.5	35.1
Noncertified Personnel	3,453,186	14.0	14.2
Purchased Services	1,739,051	7.1	5.2
Tuition to Other Schools	4,422,887	18.0	22.0
Special Ed. Transportation	1,254,482	5.1	8.6
Other Expenditures	4,273,080	17.4	14.9
Total Expenditures	24,622,322	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.3	94.1
State	4.6	4.7
Federal	0.9	1.0
Tuition & Other	0.2	0.2

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 2014-15

Darien 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	*	*	*	*	*	*
Asian	108	93.6	108	93.8	49	77.1
Black or African American	16	*	16	*	11	*
Hispanic or Latino	98	75.9	97	70.1	44	61.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	2293	82.5	2272	76.7	1002	67.2
English Language Learners	11	*	11	*	7	*
Non-English Language Learners	2521	82.7	2499	77.1	1104	67.4
Eligible for Free or Reduced-Price Meals	48	69.1	48	60.7	29	53.4
Not Eligible for Free or Reduced-Price Meals	2484	82.9	2462	77.3	1082	67.7
Students with Disabilities	406	67.8	405	62.2	177	53.3
Students without Disabilities	2126	85.4	2105	79.8	934	69.9
High Needs	444	68.4	443	62.7	197	53.9
Non-High Needs	2088	85.6	2067	80.0	914	70.2
District	2532	82.6	2510	77.0	1111	67.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	84.5	86.6	84.8	77.0	1,346	83.6
Curl Up	93.4	96.5	97.9	97.9	1,346	96.4
Push Up	94.3	88.0	89.7	89.0	1,346	90.3
Mile Run/PACER	95.7	92.0	87.1	88.7	1,346	91.0
All Tests - District	72.5	76.7	73.6	68.1	1,346	73.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Darien School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	58	86.2	90.1	No	90.5
District	336	96.7	94.0	Yes	94.0
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	92.6	277	82.0
Male	89.9	270	80.1
Black or African American	*	*	*
Hispanic or Latino	82.8	22	75.9
White	91.8	501	80.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	53.3	8	26.7
District	91.3	547	81.0
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.4	97.2
Male	87.1	98.5
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	90.0	98.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	88.5	95.1
District	89.3	97.8
State	72.6	88.8

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

District Profile and Performance Report for School Year 2014-15

Darien School District

Next Generation Accountability Results

These statistics are the first 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	82.6	75	100.0	100	100.0	67.9
	High Needs Students	68.4	75	91.2	100	91.2	56.7
Math Performance Index	All Students	77.0	75	100.0	100	100.0	59.3
	High Needs Students	62.7	75	83.7	100	83.7	47.8
Science Performance Index	All Students	67.3	75	89.7	100	89.7	56.5
	High Needs Students	53.9	75	71.9	100	71.9	45.9
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.0%	<=5%	44.1	50	88.2	17.3%
Preparation for CCR	% Taking Courses	52.3%	75%	34.9	50	69.7	66.1%
	% Passing Exams	81.0%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.7%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		94.2%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		90.2%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 73.0%	75%	48.7	50	97.4	87.6% 51.0%
Arts Access		63.2%	60%	50.0	50	100.0	45.7%
Accountability Index				1164.1	1250	93.1	

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	68.4	6.6	17.3	
Math Performance Index Gap	75.0	62.7	12.3	19.6	
Science Performance Index Gap	70.2	53.9	16.3	17.2	
Graduation Rate Gap	94.0%	94.2%	-0.2%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	97.2
	High Needs Students	94.0
Math	All Students	96.3
	High Needs Students	93.8
Science	All Students	99.8
	High Needs Students	99.0

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: 70.9 State: 50.1

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 2014-15

Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

This narrative outlines the plans and activities for improvement in the Darien Public School District with specific references to improving special education programs and services for students with disabilities, truancy prevention, and engaging parents in the planning and improvement of school programs.

Goals for the current year support continuation of Professional Learning Communities in all of district schools with the goal of promoting and advancing learner-centered practices that improve student learning. Grade level and department teams throughout the district meet on a regular basis to collaborate and support professional learning, this includes:

- ? examining student work
- ? differentiation
- ? lesson study
- ? develop pre/post assessments to inform instruction.

The district also provides outside consultants to work closely with teaching staff to enhance their teaching environments. In the elementary schools, our mathematics program is with Investigations and some units are supplemented by Math in the City. The secondary level is expanding literacy development with trainers from Teachers College Reading and Writing Project.

With regard to special education, all building professional staff members have received training this year to assure that students with special needs receive an appropriate education through which they can be successful learners in the general education environment. Scheduling and caseloads are designed to provide high levels of collaboration between their general and special education teachers. In addition, communication and a mentoring program has been created to support collaboration between school and home.

Truancy prevention will be addressed through the development of Student Success Plans for middle and high school students to assure that everyone has the supports they need to meet their learning goals whether academic, career, social, emotional or physical. Administrative staff members in all of the schools pay careful attention to student attendance and follow up promptly to assure that appropriate supports are in place for students to attend school regularly. This includes daily email communication and parent phone calls.

Darien has a goal directed at improving systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Some efforts include a district newsletter "News of the Week", expanded parent workshop offerings, white papers on core philosophies, website accessibility and community focus groups. The district capitalizes on the strong support and on-going feedback received from district and school parent organizations.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In an effort to increase interactions among students with varying backgrounds, we took part in: The Center for Global Study Interdistrict Magnet Prog; the Regional Center for the Arts Magnet; The Westhill Vocational Agriculture Prog, the Stamford Academy of Inf Tech & Eng'g; the Western Region CMEA HS Music Festival; FCIAC HS competitions; CSDE Interdistrict Music Composition Prog. Students participated in activities that foster interactions between students attending schools such as Debate Team, DECA, Robotics Club, Ultimate Frisbee, JETS, Math Team, Model Congress & Model UN. We also participated in the A Better Chance Prog; Respect for Differences, Bldg with Books; Person-to-Person; Anti-Defamation League; NAMES Prog, & the China Youth Exchange. Students from other communities were in residence in Darien through the ABC Prog. We have a formal intercultural exchange with a high school in Shanghai, China & in Qingdao, China. Students are involved in clubs such as: Asian Culture, Com Council, Embrace, Ethnic foods, Int'l Club, Invisible Children, Unite for Africa & Global Connect. Student & teacher participation in interscholastic athletics, music & theater activities remain high- through these we maintain student-to-student interaction with urban & suburban schools in the region. At the middle school, there has been collaboration on a project to link students in Darien with students in Darien, Panama. At the elem level, through Kids Care Student Council students connect with local agencies to support social initiatives for children & their families in neighboring towns. Each of our elem schools participate in reading & discussing books chosen to raise social awareness relating to race, culture, ethnicity, & socioeconomic status in the upper grades. Some schools use the Book of the Month model to raise awareness & engage in high level discourse about social issues relating to many different topics relating to race, ethnicity, & economic isolation throughout the entire school. Our elem schools also have an Int'l Culture Com as part of our PTO that plans activities including such activities as an Int'l Culture Night & presentation to students to broaden knowledge of different cultures. Periodic mtgs with the entire student population focus on kindness, acceptance, celebrating & embracing differences.

District Profile and Performance Report for School Year 2014-15

Darien School District

Equitable Allocation of Resources among District Schools

The Darien Board of Ed recognizes the need to provide equal education opportunity & access to resources at all of its schools, especially among its five elem schools. Darien creates & supports policies & practices that ensure that resources are common & equitable among the 5 schools. Darien has 1 middle & 1 high school & access to resources are made equitable & support a continuum. The annual budget, ensures that adequate resources are available to all programs & students K-12. Darien is also supported through PTO contributions. As a result, guidelines have been established to ensure that all schools have substantially similar access to enrichment funds. The school district adheres to a general class size policy & identifies purchasing priorities each year to be certain that resources are allocated to specific programs, schools, materials & human resources. Our initiatives are identified through system-wide planning & curriculum evaluation processes. These initiatives are discussed publicly throughout each year's budget process. In addition, needs assessments & discussions are conducted each year to determine the requirements of each school.