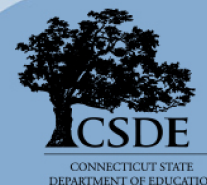


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



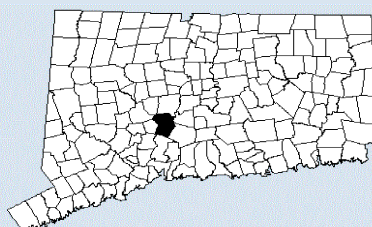
Cheshire School District

Dr. Jeffrey Solan, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,122
Per Pupil Expenditures ¹	\$17,354
Total Expenditures ¹	\$73,616,239

¹ Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,098	50.9	51.5
American Indian or Alaska Native	7	0.2	0.3
Asian	394	9.6	5.2
Black or African American	126	3.1	12.7
Hispanic or Latino of any race	270	6.6	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	121	2.9	4.0
White	3,204	77.7	49.9
English Learners	75	1.8	8.3
Eligible for Free or Reduced-Price Meals	646	15.7	42.7
Students with Disabilities ³	549	13.3	16.3

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	79	4.0	8	0.4
Male	98	4.8	48	2.2
Black or African American	15	11.7	*	*
Hispanic or Latino of any race	18	7.0	*	*
White	121	3.8	46	1.4
English Learners	8	9.6	*	*
Eligible for Free or Reduced-Price Meals	71	12.4	18	2.6
Students with Disabilities	76	14.1	21	3.2
District	177	4.4	56	1.3
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 56

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2020-21

Cheshire School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	268.6
Paraprofessional Instructional Assistants	31.9
Special Education	
Teachers and Instructors	52.2
Paraprofessional Instructional Assistants	132.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	20.4
Library/Media	
Specialists (Certified)	6.6
Support Staff	5.8
Instructional Specialists Who Support Teachers	16.9
Counselors, Social Workers and School Psychologists	28.3
School Nurses	8.9
Other Staff Providing Non-Instructional Services/Support	213.3

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.5	1.3
Black or African American	3	0.8	4.1
Hispanic or Latino of any race	7	1.8	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	389	97.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	7.3

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	*	*	9	*
Hispanic or Latino of any race	18	*	14	*
White	296	98.3	300	97.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	97.8	36	90.0
Students with Disabilities	56	100.0	52	88.1
District	372	98.2	367	97.1
State		75.9		85.6

² College-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	44	61.1
Emotional Disturbance	21	52.5
Intellectual Disability	*	*
Learning Disability	112	70.0
Other Health Impairment	96	73.8
Other Disabilities	*	*
Speech/Language Impairment	38	90.5
District	320	64.9
State		67.9

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).

District Profile and Performance Report for School Year 2020-21

Cheshire School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	76	1.9	2.1
Emotional Disturbance	40	1.0	1.1
Intellectual Disability	22	0.5	0.5
Learning Disability	160	3.9	5.8
Other Health Impairment	131	3.2	3.3
Other Disabilities	39	1.0	1.2
Speech/Language Impairment	46	1.1	1.9
All Disabilities	514	12.7	15.9

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	8	1.6	8.3
Private Schools or Other Settings	14	2.7	4.8

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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,929,713	\$10,827	\$11,205
Support services - students	\$6,064,704	\$1,448	\$1,346
Support services - instruction	\$2,764,565	\$660	\$698
Support services - general administration	\$988,389	\$236	\$464
Support services - school based administration	\$3,801,876	\$908	\$1,037
Central and other support services	\$2,202,620	\$526	\$691
Operation and maintenance of plant	\$6,953,342	\$1,660	\$1,692
Student transportation services	\$3,927,680	\$1,089	\$1,159
Food services	\$73,093	\$17	\$21
Enterprise operations	\$910,257	\$217	\$151
Total	\$73,616,239	\$17,354	\$17,838

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,151,855	38.2	29.6
Instructional Aide Salaries	\$2,763,511	14.7	11.1
Other Salaries	\$2,223,094	11.9	9.5
Employee Benefits	\$2,701,962	14.4	13.5
Purchased Services Other Than Transportation	\$819,643	4.4	5.4
Special Education Tuition	\$1,950,192	10.4	22.5
Supplies	\$253,923	1.4	0.5
Property Services	\$32,763	0.2	0.3
Purchased Services For Transportation	\$847,913	4.5	7.2
Equipment	.	.	0.2
All Other Expenditures	\$830	0.0	0.1
Total	\$18,745,687	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.5	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	84.2
State	13.8
Federal	1.5
Tuition & Other	0.5

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).

District Profile and Performance Report for School Year 2020-21

Cheshire 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Cheshire School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	21	95.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61	90.2
Students with Disabilities	50	78.0
District	348	96.0
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	86.1	201	52.6
Male	83.7	181	48.3
Black or African American	*	*	*
Hispanic or Latino	78.8	10	30.3
White	85.1	306	50.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	76.7	29	33.7
Students with Disabilities	57.4	8	7.0
District	84.9	382	50.5
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	86.8	93.6
Male	75.9	89.0
Black or African American	*	*
Hispanic or Latino of any race	80.0	*
White	80.9	90.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.5	82.9
Students with Disabilities	39.1	73.9
District	81.2	91.5
State	67.4	84.9

³ College 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.

⁴ College 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 2020-21

Cheshire School District

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	4.4%	<=5%	19.0%
	High Needs Students	11.8%	<=5%	30.2%
Preparation for CCR	% Taking Courses	97.6%	75%	80.6%
	% Passing Exams	50.5%	75%	36.0%
On-track to High School Graduation		95.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.0%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		95.5%	94%	85.2%
Postsecondary Entrance (Class of 2020)		81.2%	75%	67.4%
Arts Access		47.7%	60%	50.7%

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
Graduation Rate Gap	94.0%	95.5%	-1.5%	9.8%	N

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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools continued to focus plans for improvement around our goals to advance complex thinking and social-emotional learning. Of course, this took on a different look through the pandemic. We held many parent Google Meetings with parents through the summer preceding the 20-21 school year. Several hundred parents participated, sharing their perspectives on student experiences and needs for the upcoming year with a vested interest in ensuring that students had as much safe access to in-person learning as possible. We also used this opportunity to solicit feedback on the improvement of school programs and coached them on strategies to best support their children at home.

The Cheshire Public Schools leveraged new strategies to connect with our community. Over the 2020-21 school year, the district had a very active social media presence on Twitter, Instagram, and Facebook in order to share timely, pertinent information about our schools. We also utilized our newly created website that was devoted exclusively to pandemic-related resources and instructional supports. Parent communication was a top priority as we strived to support parents and students. District communication included email, school messenger, social media, video messages from the Superintendent, Board of Education live-streamed virtual meetings, and the establishment of a COVID-19 email hotline for parents to ask questions. The district worked diligently to keep parents informed, answer their questions, and provide academic, technical, and social-emotional support during the lockdown and remote learning.

Communication was also critical to ensure that students remained engaged with school. We closely tracked in-person and remote attendance to support learners. When we realized that in the course of the early spring that we still had 21% of our students who had not been in school for in-person learning since the onset of the pandemic we immediately began contacting families. We closed the year with 89% of our students in person.

Our district improvement was focused exclusively on meeting the academic and social-emotional needs of our students. On the SEL side, we focused on regular communication and supports to students and families. Academically, we began professional development in Accelerated Learning (a focus on maintaining student progress on grade-level material rather than trying to recapture lost time) in the summer preceding the school year. That training continued with another large cohort of staff throughout the year. This work supported all students particularly those identified for identified needs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

CPS actively participates in the Open Choice program, as well as magnet opportunities. Over 35 students from New Haven are enrolled in Cheshire schools. We believe that this exchange provides enriching experiences for all of our students. As such, we have increased our open choice enrollment by over 30% for next year.

At the elementary level, we build a classroom community based on equality, respect, and understanding of each other's unique backgrounds. K-2 studies and compares cultures. In Grades 3-6, culture, diversity, and understanding perspective are embedded in units on local history, comparative cultures around the world.

At the middle school, the language arts curriculum is based on an independent reading program where students choose a wide variety of texts and authors of all different races and ethnicities. Discussion around the perspective of each author and the experience of each individual in the context of society inform the reader and class as a whole.

CHS engages in a variety of academic and co-curricular pursuits to reduce ethnic, racial, and economic isolation. Students in our English classes explore connections between fictional texts and real-world events which offer opportunities to explore race and socioeconomic issues and isolation. The department contextualizes literary choices within their social and political contexts. Our social studies classes focus on themes that include human rights struggles around the globe, cultural diversity as part of our American national identity, and the struggle for freedom, equality, and social justice. Cheshire High School also formed a Rams Against Racism Club this past year. The CHS Gender-Sexuality Alliance club was also instrumental in joining with the town to fly a Unity Flag at the Youth Center for the first time in the month of June. Finally, State Education Resource Center (SERC) interviewed volunteer students to support understanding of their perspective and inform work moving forward.

Districtwide, we continue to work on our SEL goal including cultural awareness with partners such as SCSU, Meriden Public Schools, and SERC. We actively recruit a diverse workforce and work to educate our staff and community on the importance of an inclusive and diverse environment for our students.

District Profile and Performance Report for School Year 2020-21

Cheshire School District

Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states that each student in the school district shall be supplied with the appropriate level of material and resources to assure adequate opportunities to achieve academic success. Schools develop their resource needs based on curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board in its strategic plan. This process assures there is continuity among individual school plans. Principals and central office administrators work collaboratively to develop budgets for instructional resources to support teaching and learning. Although supplies are allocated based on curriculum needs, enrollment, and a per-pupil average at each grade level, in some years a school may receive greater funding than others due to changes in enrollment, specific needs, or unique circumstances. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and to purchase appropriate materials, supplies, and equipment to meet their individual education programs are based on that information.