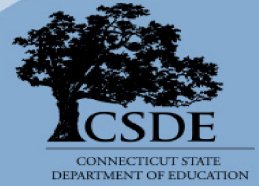


Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



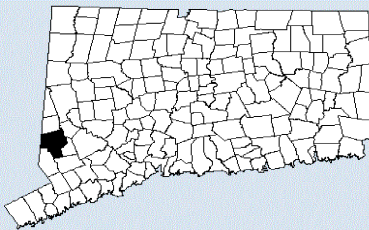
Danbury School District

Mr. Kevin Walston, Superintendent • 203-797-4701 • www.danbury.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	21
Enrollment	12,109
Per Pupil Expenditures ¹	\$16,037
Total Expenditures ¹	\$190,644,634

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

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

Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	6,263	51.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	592	4.9	5.2
Black or African American	803	6.6	12.5
Hispanic or Latino of any race	7,549	62.3	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	412	3.4	4.5
White	2,725	22.5	47.5
English Learners/Multilingual Learners	4,174	34.5	9.7
Eligible for Free or Reduced-Price Meals	5,845	48.3	42.4
Students with Disabilities ³	1,695	14.0	17.1

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	1,053	18.2	*	*
Male	1,183	19.3	738	11.1
Non-Binary	0	*	*	*
Black or African American	156	19.7	114	13.2
Hispanic or Latino of any race	1,457	19.5	766	9.5
White	418	15.8	178	6.3
English Learners/Multilingual Learners	885	20.4	418	9.1
Eligible for Free or Reduced-Price Meals	1,121	20.1	656	11.1
Students with Disabilities	393	25.1	210	10.8
District	2,236	18.7	1,114	8.7
State		20.0		7

Number of students qualified as truant under state statute: 2,404

Number of school-based arrests: 36

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 2022-23

Danbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	756.8
Paraprofessional Instructional Assistants	75.8
Special Education	
Teachers and Instructors	114.0
Paraprofessional Instructional Assistants	158.0
Administrators, Coordinators and Department Chairs	
District Central Office	18.4
School Level	49.6
Library/Media	
Specialists (Certified)	19.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	46.8
Counselors, Social Workers and School Psychologists	67.8
School Nurses	30.0
Other Staff Providing Non-Instructional Services/Support	457.4

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	25	2.3	1.3
Black or African American	49	4.6	4.6
Hispanic or Latino of any race	100	9.3	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.1	0.2
White	897	83.5	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	13.2

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	59	95.2	61	98.4
Hispanic or Latino of any race	402	94.4	431	95.6
White	213	98.6	247	98.0
English Learners/Multilingual Learners	134	87.0	150	90.4
Eligible for Free or Reduced-Price Meals	354	99.7	382	99.5
Students with Disabilities	97	95.1	127	94.1
District	731	96.1	809	96.8
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	61	29.8
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	445	78.5
Other Health Impairment	157	69.5
Other Disabilities	13	23.6
Speech/Language Impairment	236	77.1
District	927	63.4
State		68.6

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).

District Profile and Performance Report for School Year 2022-23

Danbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	214	1.8	2.4
Emotional Disability	35	0.3	1.0
Intellectual Disability	68	0.6	0.6
Learning Disability	567	4.8	6.3
Other Health Impairment	228	1.9	3.4
Other Disabilities	145	1.2	1.1
Speech/Language Impairment	341	2.9	1.9
All Disabilities	1,598	13.5	16.7

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	23	1.4	8.1
Private Schools or Other Settings	76	4.8	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$143,045,568	\$12,033	\$12,671
Support services - students	\$4,885,105	\$413	\$1,558
Support services - instruction	\$2,645,882	\$224	\$837
Support services - general administration	\$3,032,090	\$256	\$463
Support services - school based administration	\$2,526,016	\$214	\$1,133
Central and other support services	\$11,074,792	\$937	\$716
Operation and maintenance of plant	\$12,158,278	\$1,028	\$1,893
Student transportation services	\$11,276,904	\$1,244	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
Total	\$190,644,634	\$16,037	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$16,070,330	39.5	29.0
Instructional Aide Salaries	\$3,418,729	8.4	10.6
Other Salaries	\$7,618,911	18.7	10.1
Employee Benefits	\$5,594,549	13.7	13.1
Purchased Services Other Than Transportation	\$977,706	2.4	5.9
Special Education Tuition	\$2,477,221	6.1	21.8
Supplies	\$140,796	0.3	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$4,343,403	10.7	8.1
Equipment	\$82,848	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$40,724,494	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.4	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	64.2
State	25.6
Federal	9.6
Tuition & Other	0.6

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 2022-23

Danbury 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	9	*	9	*	*	*
Asian	292	69.9	291	65.2	126	66.9
Black or African American	358	57.3	356	49.3	158	49.9
Hispanic or Latino of any race	3,333	53.9	3,331	49.9	1,374	51.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	159	63.6	159	55.6	*	*
White	1,366	64.0	1,364	58.2	628	60.9
English Learners/Multilingual Learners	2,310	51.4	2,308	48.2	902	49.7
Non-English Learners/Non-Multilingual Learners	3,207	62.4	3,202	56.3	1,448	57.9
Eligible for Free or Reduced-Price Meals	3,045	54.9	3,042	50.0	1,252	52.1
Not Eligible for Free or Reduced-Price Meals	2,472	61.3	2,468	56.4	1,098	57.7
Students with Disabilities	764	40.1	760	35.1	333	39.2
Students without Disabilities	4,753	60.6	4,750	55.7	2,017	57.3
High Needs	4,014	53.5	4,009	49.1	1,658	51.1
Non-High Needs	1,503	69.1	1,501	63.0	692	63.5
District	5,517	57.8	5,510	52.9	2,350	54.7

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.5	76.6	82.1	85.1	4,034	82.8
Curl Up	80.2	76.8	79.1	95.3	4,075	85.1
Push Up	70.6	71.8	75.1	77.3	4,080	74.3
Mile Run/PACER	81.2	69.9	56.6	60.9	4,057	66.2
All Tests - District	49.3	44.3	42.2	49.6	3,956	46.9
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The 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.

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

District Profile and Performance Report for School Year 2022-23

Danbury School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	76	80.3
Hispanic or Latino of any race	464	76.3
White	237	84.4
English Learners/Multilingual Learners	161	59.0
Eligible for Free or Reduced-Price Meals	565	77.7
Students with Disabilities	133	68.4
District	852	80.0
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.6	211	26.4
Male	91.6	166	20.8
Non-Binary	N/A	N/A	N/A
Black or African American	94.4	24	19.4
Hispanic or Latino	91.4	115	13.1
White	94.9	175	37.4
English Learners/ Multilingual Learners	86.9	*	*
Eligible for Free or Reduced-Price Meals	95.3	124	16.8
Students with Disabilities	83.1	*	*
District	93.1	377	23.6
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation 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.

Copyright © 2023 The College Board. www.collegeboard.org

ACT[®] statistics derived from data provided by ACT, Inc.

Copyright © 2023 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2023

College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	59.5	91.2
Male	48.5	85.0
Non-Binary	N/A	N/A
Black or African American	57.8	88.2
Hispanic or Latino of any race	43.7	89.0
White	65.9	87.4
English Learners/ Multilingual Learners	18.1	*
Eligible for Free or Reduced-Price Meals	47.1	87.6
Students with Disabilities	41.8	85.7
District	54.1	88.4
State	66.1	87.7

⁵ 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.

⁶ 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 2022-23

Danbury 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.8	75	38.5	50	77.0	63.9
	High Needs Students	53.5	75	35.7	50	71.4	54.1
Math Performance Index	All Students	52.9	75	35.3	50	70.5	59.7
	High Needs Students	49.1	75	32.7	50	65.4	48.9
Science Performance Index	All Students	54.7	75	36.5	50	73.0	61.6
	High Needs Students	51.1	75	34.0	50	68.1	51.1
ELA Academic Growth	All Students	55.2%	100%	55.2	100	55.2	57.2%
	High Needs Students	53.4%	100%	53.4	100	53.4	52.5%
Math Academic Growth	All Students	57.2%	100%	57.2	100	57.2	61.8%
	High Needs Students	56.0%	100%	56.0	100	56.0	55.5%
Progress Toward English Proficiency	Literacy	58.2%	100%	29.1	50	58.2	55.3%
	Oral	59.7%	100%	29.9	50	59.7	56.1%
Chronic Absenteeism	All Students	18.7%	<=5%	22.5	50	45.0	20.0%
	High Needs Students	20.7%	<=5%	18.6	50	37.3	28.5%
Preparation for CCR	% Taking Courses	96.4%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	23.6%	75%	15.7	50	31.5	44.3%
On-track to High School Graduation		71.8%	94%	38.2	50	76.4	82.4%
4-year Graduation All Students (2022 Cohort)		80.0%	94%	85.2	100	85.2	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		84.0%	94%	89.4	100	89.4	85.6%
Postsecondary Entrance (Class of 2022)		54.1%	75%	72.1	100	72.1	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 46.9%	75%	31.3	50	62.6	93.0% 45.5%
Arts Access		57.9%	60%	48.2	50	96.4	54.5%
Accountability Index				964.8	1450	66.5	

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	69.1	53.5	15.6	16.6	
Math Performance Index Gap	63.0	49.1	13.9	18.0	
Science Performance Index Gap	63.5	51.1	12.5	17.8	
Graduation Rate Gap	94.0%	84.0%	10.0%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.9
	High Needs Students	99.0
Math	All Students	98.8
	High Needs Students	98.8
Science	All Students	98.4
	High Needs Students	98.3

³Minimum 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: 45.6 State: 49.6

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2022-23

Danbury School District

Narratives

Danbury Public School's rich diversity has enabled us to develop and enhance awareness of the cultural, racial, ethnic, and socio-economic backgrounds of our students and families.

We work to ensure that our diversity is reflected in our curricula, teaching strategies, and choice of materials. We have a K-5 magnet school, a 6-8 lottery school, and a 9-12 dual enrollment program to provide choice for parents and students at the elementary, middle, and school levels. All students eventually come together when they attend Danbury High School.

Danbury has secured a site and funding for its Career Academy opening in 2025 (formerly 2024) that will provide students with workforce pathways opportunities to become job ready alongside becoming collagen ready.

The district recently established a communications department to enhance two-way communication through enhanced web presence, social media, and other modalities to keep families and the community informed about work in the school district.

Through a rigorous academic program and recently approved Portrait of Graduate, we encourage students to be Advocates, Collaborators, Innovators, and Learners who purposely Communicate their thinking and act as global stewards.

Each school supports and works to help every student to recognize and advance to their full potential. The diversity within our district is one of our strengths. We embrace that and have made it our goal to motivate, inspire, and empower each member of our diverse learning community.

In order to effectively communicate with families, notices are sent home in a variety of languages to ensure families are able to have a voice in their child's education. The district provides interpreters to schools for parent engagement events and uses interpreting devices to address language barriers where appropriate.

District Profile and Performance Report for School Year 2022-23

Danbury School District

Equitable Allocation of Resources among District Schools

Danbury Public Schools is committed to ensuring equity. This commitment is visible across all areas of our work, strategic plan and funding of district, school, and program improvement.

Danbury Public Schools makes resources available at each school to accomplish this goal. The annual operating budgets are thoughtfully developed each year based on the known and anticipated needs for the current school year.

In order to support district and school improvement, supplemental grants are directly allocated to the schools with the most needs.

We staff at appropriate levels to support students who need additional services and resources (ELLs, students with disabilities, etc.). In order to ensure that there is equity of resources across the district, we use a consistent class size enrollment to determine the number of teachers, specialists, coaches, support personnel, and staff needed.

As construction on the new Danbury Career Academy begin, we are also improving Danbury High School to ensure students who remain at the east side campus have access to the same innovative, state of the art facilities as students attending the new building.