

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



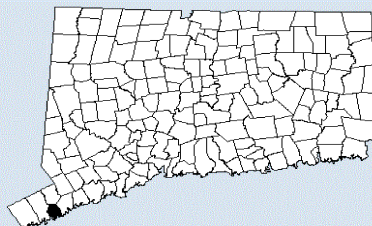
## Darien School District

Dr. Alan Addley, Superintendent • 203-656-7400 • <http://www.darienps.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,765
Per Pupil Expenditures <sup>1</sup>	\$22,095
Total Expenditures <sup>1</sup>	\$105,681,980

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,306	48.4	48.4
Male	2,459	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	247	5.2	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	266	5.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	158	3.3	3.8
White	4,038	84.7	51.1
English Learners	63	1.3	8.3
Eligible for Free or Reduced-Price Meals	129	2.7	43.3
Students with Disabilities <sup>3</sup>	807	16.9	16.0

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

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	108	4.7	9	0.4
Male	136	5.7	35	1.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	17	6.5	*	*
White	204	5.2	38	0.9
English Learners	8	12.3	0	0.0
Eligible for Free or Reduced-Price Meals	7	6.0	*	*
Students with Disabilities	63	7.8	21	2.3
District	244	5.2	44	0.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 133

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> 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.

<sup>5</sup> 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 2019-20

## Darien School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	345.3
Paraprofessional Instructional Assistants	25.0
<b>Special Education</b>	
Teachers and Instructors	70.0
Paraprofessional Instructional Assistants	105.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.3
School Level	28.0
<b>Library/Media</b>	
Specialists (Certified)	7.8
Support Staff	4.1
Instructional Specialists Who Support Teachers	21.2
Counselors, Social Workers and School Psychologists	34.0
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	181.8

<sup>1</sup> 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	7	1.4	1.2
Black or African American	5	1.0	4.0
Hispanic or Latino of any race	17	3.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	487	94.2	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	9	45.0	11	*
White	128	46.5	258	79.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	23	33.8	35	45.5
District	151	47.3	291	79.3
State		75.8		84.8

<sup>2</sup> 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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	18	42.9
Emotional Disturbance	21	65.6
Intellectual Disability	*	*
Learning Disability	164	81.2
Other Health Impairment	223	85.8
Other Disabilities	*	*
Speech/Language Impairment	134	86.5
District	567	78.4
State		67.8

<sup>3</sup> 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 2019-20

## Darien School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	1.0	2.0
Emotional Disturbance	32	0.7	1.1
Intellectual Disability	13	0.3	0.5
Learning Disability	203	4.3	5.7
Other Health Impairment	264	5.6	3.3
Other Disabilities	30	0.6	1.1
Speech/Language Impairment	174	3.7	1.8
All Disabilities	763	16.3	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$63,522,283	\$13,281	\$10,923
Support services - students	\$8,505,168	\$1,794	\$1,277
Support services - instruction	\$6,076,464	\$1,282	\$682
Support services - general administration	\$1,790,755	\$378	\$467
Support services - school based administration	\$4,796,038	\$1,012	\$1,021
Central and other support services	\$4,782,930	\$1,009	\$679
Operation and maintenance of plant	\$9,125,114	\$1,925	\$1,718
Student transportation services	\$3,778,599	\$1,698	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,814,299	\$383	\$163
Minor school construction	\$1,490,330	\$314	\$59
Total	\$105,681,980	\$22,095	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,867,972	18.4	28.5
Instructional Aide Salaries	\$3,357,407	10.5	10.1
Other Salaries	\$6,119,920	19.2	11.1
Employee Benefits	\$3,724,102	11.7	13.0
Purchased Services Other Than Transportation	\$4,024,588	12.6	5.7
Special Education Tuition	\$7,209,424	22.6	22.5
Supplies	\$207,127	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,335,770	4.2	8.0
Equipment	\$31,110	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$31,877,420	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	94.5
State	3.7
Federal	1.2
Tuition & Other	0.5

<sup>4</sup> 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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Darien School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	21	100.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	95.0
Students with Disabilities	74	90.5
District	335	97.9
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	89.0	95.4
Male	87.1	94.6
Black or African American	*	*
Hispanic or Latino of any race	90.5	*
White	87.7	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	81.4	93.6
District	88.1	95.0
State	71.8	87.6

<sup>3</sup> 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.

<sup>4</sup> 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 2019-20

## Darien 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	92.5%	100%	60.4%
	Oral	69.9%	100%	57.6%
Chronic Absenteeism	All Students	5.2%	<=5%	12.2%
	High Needs Students	7.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	64.4%	75%	80.4%
On-track to High School Graduation		96.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		87.7%	75%	71.5%
Arts Access		61.3%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	94.8%	-0.8%	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](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](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](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2019-20

## Darien School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

Continuous improvement is a hallmark of the Darien Public Schools. Goals for the current year support the continuation of building a culture of professional learning and collaboration as strategic planning efforts help shape a new District mission, vision and core values and goals.

Professional learning is at the heart of District improvement efforts. Whether working in teams, collaborating with Teachers College or engaging in other forms of job-embedded professional development, the talented faculty demonstrate high-quality instruction and commitment to learning. The District continues to focus on utilizing instructional technology to enhance learning for students.

Darien prioritizes and practices the advancement of learner-centered practices to engage students and improve learning. With a continuous commitment to providing quality PK-12 supports and interventions, teachers and specialists work together to provide dynamic differentiated instruction grounded in student performance data. Additionally, the District values co-teaching as an instructional model to support populations of special learners.

Darien is known for providing an excellent and dynamic curriculum as the foundation to an exceptional learning experience. Therefore, curriculum revision is always a goal to ensure teachers are current and students have access to a guaranteed and viable program of study. Commitment to curriculum represents reflective practice and commitment to high-quality pedagogy and assessment practices.

Communication and outreach with families plays an important role in District processes. In addition to an updated website, systems for messaging and regular public meetings, the District benefits from an impressive parent network that supports student learning at both the school and District levels. Parents lend their talents and resources to the schools and are included in the decision making process. The District also works closely with many town organizations to support the needs of families and students. The District strives to continuously improve systems for communication with parents and the community so that everyone has a clear picture of the district philosophy and programs. Decisions are made in the best interests of all students.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

In order to address racial, ethnic, and economic isolation, Darien has worked with strategic partners to optimize conditions for the learning community. Collaborating with various organizations allows for ongoing professional learning for staff, essential education for students and strategies to make systemic improvements for equity and access.

The District has engaged in a variety of experiences for students across diverse communities. Recent opportunities for students include participation in The Center for Global Study Interdistrict Magnet Program, the Regional Center for the Arts Magnet; The Westhill Vocational Agriculture Program; the Stamford Academy of IT & Engineering; the Western Region CMEA HS Music Festival; FCIAC HS competitions; and CSDE Interdistrict Music Composition Program.

Additionally, students interact with peers across communities through school-sponsored clubs and activities including debate team; DECA; robotics club; Ultimate Frisbee; JETS, math team; Model Congress; and Model UN. Participation in the A Better Chance Program; Respect for Differences; Building with Books; Person-to-Person; the Anti-Defamation League's NAMES Program; and the China Youth Exchange. Darien's comprehensive athletic and arts programs foster important opportunities for peer relationships beyond Darien. Students from other communities reside in Darien and go to the District schools through participation in the ABC Program. provide additional learning opportunities for students.

Through student-led organizations, like student council and government, students connect with local agencies to support social initiatives for children & their families in neighboring towns. Across grade levels and content areas, students experience learning to raise their social awareness and understanding of diverse perspectives. As curriculum is revised, Darien continues to build an understanding of diversity as a reflection of society and the ever-changing world.

Efforts to celebrate diversity and reduce racial and ethnic isolation have been identified as priorities for consideration of inclusion in the development of new strategic plan.

# District Profile and Performance Report for School Year 2019-20

## Darien School District

### **Equitable Allocation of Resources among District Schools**

The Darien Board of Education recognizes the need to provide an equitable education for all students. Darien develops and supports policies and practices that ensure access to resources at all buildings. The annual budget appropriates funding for programming supporting comprehensive and inclusive offerings that are aligned to a rigorous curriculum. Funding formulas ensure equity in budgeting among the five elementary schools.

Darien adheres to class size guidelines and ensures resources, materials, and high-quality educators are in place with consistency. Initiatives are identified through system-wide planning & curriculum evaluation processes that are communicated with transparency to all stakeholders. District data teams support the work of understanding the varying needs of the student population. Data are disaggregated to support decision making for equity and access.

Additionally, Darien benefits from the amazing generosity of PTOs and many community organizations and businesses. Guidelines have been established to ensure that all schools have similar access to enrichment funds.

**Note:** The Profile and Performance Reports (PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.