

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



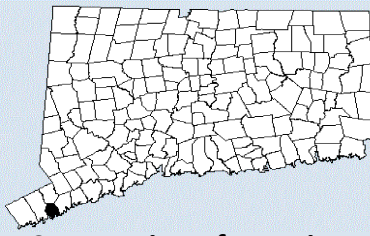
Darien School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	4,754
Per Pupil Expenditures ¹	\$23,163
Total Expenditures ¹	\$108,679,886

¹ Expenditure data reflect the 2020-21 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>

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Notes

Unless otherwise noted, all data are for 2021-22 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, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	2,439	51.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	267	5.6	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	317	6.7	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	193	4.1	4.3
White	3,934	82.8	48.6
English Learners/Multilingual Learners	54	1.1	8.8
Eligible for Free or Reduced-Price Meals	86	1.8	40.6
Students with Disabilities ³	873	18.4	16.7

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	132	5.8	9	0.4
Male	143	6.0	27	1.1
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	10.0	8	2.4
White	221	5.8	20	0.5
English Learners/Multilingual Learners	7	11.9	*	*
Eligible for Free or Reduced-Price Meals	9	9.3	*	*
Students with Disabilities	102	11.5	16	1.5
District	275	5.9	36	0.7
State		23.7		6.5

Number of students qualified as truant under state statute: 178

Number of school-based arrests: 0

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 2021-22

Darien School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	354.1
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	74.8
Paraprofessional Instructional Assistants	109.8
Administrators, Coordinators and Department Chairs	
District Central Office	10.6
School Level	32.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	5.1
Instructional Specialists Who Support Teachers	20.2
Counselors, Social Workers and School Psychologists	35.0
School Nurses	13.9
Other Staff Providing Non-Instructional Services/Support	168.5

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	7	1.3	1.3
Black or African American	7	1.3	4.3
Hispanic or Latino of any race	16	3.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.2
White	508	94.3	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.4

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	*	*	7	*
Hispanic or Latino of any race	24	96.0	14	*
White	278	97.5	314	98.1
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	*	8	*
Students with Disabilities	69	95.8	78	91.8
District	330	97.3	357	97.5
State		81.7		87.7

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 with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	26	51.0
Emotional Disturbance	23	59.0
Intellectual Disability	0	0
Learning Disability	215	83.3
Other Health Impairment	237	84.6
Other Disabilities	7	33.3
Speech/Language Impairment	125	91.2
District	633	79.3
State		68.4

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	1.1	2.3
Emotional Disturbance	40	0.9	1.1
Intellectual Disability	12	0.3	0.6
Learning Disability	258	5.5	6.1
Other Health Impairment	283	6.1	3.3
Other Disabilities	30	0.6	1.1
Speech/Language Impairment	144	3.1	1.9
All Disabilities	820	17.6	16.3

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	*	*	8.2
Private Schools or Other Settings	*	*	4.6

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: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$63,985,614	\$13,637	\$12,000
Support services - students	\$9,931,863	\$2,135	\$1,468
Support services - instruction	\$4,861,338	\$1,045	\$780
Support services - general administration	\$3,734,009	\$802	\$472
Support services - school based administration	\$5,061,590	\$1,088	\$1,103
Central and other support services	\$4,546,373	\$977	\$703
Operation and maintenance of plant	\$10,694,721	\$2,298	\$1,910
Student transportation services	\$3,366,907	\$2,449	\$1,287
Food services	\$592,300	\$127	\$28
Enterprise operations	\$1,905,170	\$409	\$170
Total	\$108,679,886	\$23,163	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,163,105	19.3	29.7
Instructional Aide Salaries	\$3,940,175	12.3	10.8
Other Salaries	\$6,403,847	20.0	9.8
Employee Benefits	\$3,823,644	12.0	13.8
Purchased Services Other Than Transportation	\$3,811,829	11.9	5.7
Special Education Tuition	\$6,680,680	20.9	22.6
Supplies	\$151,752	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$964,032	3.0	6.3
Equipment	\$29,744	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$31,968,808	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.4	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	94.8
State	2.9
Federal	1.9
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 2021-22

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	136	87.6	136	89.6	52	86.3
Black or African American	22	60.4	22	54.4	11	*
Hispanic or Latino of any race	153	77.1	153	73.8	62	70.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	102	88.2	102	88.3	42	86.9
White	2,044	80.5	2,040	79.1	902	78.2
English Learners/Multilingual Learners	54	67.6	54	68.2	8	*
Non-English Learners/Non-Multilingual Learners	2,406	81.2	2,402	79.7	1,063	78.1
Eligible for Free or Reduced-Price Meals	57	65.1	57	63.9	26	62.5
Not Eligible for Free or Reduced-Price Meals	2,403	81.2	2,399	79.9	1,045	78.5
Students with Disabilities	463	62.9	460	60.1	190	57.8
Students without Disabilities	1,997	85.0	1,996	84.0	881	82.5
High Needs	532	64.6	529	62.2	215	59.7
Non-High Needs	1,928	85.4	1,927	84.3	856	82.8
District	2,460	80.9	2,456	79.5	1,071	78.1

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	88.8	93.6	88.9	91.5	1,313	90.6
Curl Up	92.5	99.1	96.6	95.8	1,313	96.0
Push Up	92.5	92.4	89.2	91.5	1,313	91.3
Mile Run/PACER	92.9	87.2	79.5	92.6	1,313	87.5
All Tests - District	75.2	78.7	70.3	80.2	1,313	75.7
All Tests - State	48.9	46.7	44.3	43.3		45.8

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.

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
White	270	99.3
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*
Students with Disabilities	70	97.1
District	311	99.0
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	291	85.6
Male	98.9	288	78.9
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	100.0	25	62.5
White	98.8	505	83.5
English Learners/ Multilingual Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	12	52.2
Students with Disabilities	95.5	64	40.8
District	98.9	579	82.1
State	95.0		43.5

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.

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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 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	87.1	98.8
Male	80.7	95.7
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	80.0	*
White	84.4	97.4
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	77.0	90.0
District	83.7	97.4
State	66.1	84.9

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

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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	80.9	75	50.0	50	100.0	64.2
	High Needs Students	64.6	75	43.0	50	86.1	54.2
Math Performance Index	All Students	79.5	75	50.0	50	100.0	58.6
	High Needs Students	62.2	75	41.4	50	82.9	47.7
Science Performance Index	All Students	78.1	75	50.0	50	100.0	61.4
	High Needs Students	59.7	75	39.8	50	79.5	51.3
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	60.4%
	High Needs Students	54.3%	100%	54.3	100	54.3	56.2%
Math Academic Growth	All Students	74.6%	100%	74.6	100	74.6	65.2%
	High Needs Students	59.8%	100%	59.8	100	59.8	59.1%
Progress Toward English Proficiency	Literacy	74.3%	100%	37.2	50	74.3	64.9%
	Oral	75.3%	100%	37.7	50	75.3	57.4%
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.3	23.7%
	High Needs Students	10.9%	<=5%	38.1	50	76.2	34.0%
Preparation for CCR	% Taking Courses	97.4%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	82.1%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		96.1%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		99.0%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		96.6%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		83.7%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 75.7%	75%	50.0	50	100.0	94.0% 45.8%
Arts Access		61.4%	60%	50.0	50	100.0	52.4%
Accountability Index				1242.3	1450	85.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.6	10.4	16.6	
Math Performance Index Gap	75.0	62.2	12.8	18.2	
Science Performance Index Gap	75.0	59.7	15.3	17.4	
Graduation Rate Gap	94.0%	96.6%	-2.6%	10.2%	N

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	99.3
	High Needs Students	98.0
Math	All Students	99.2
	High Needs Students	97.6
Science	All Students	98.1
	High Needs Students	94.0

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: 66.0

State: 49.7

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

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Darien School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Continuous improvement is a hallmark of the Darien Public Schools. District goals and improvement plans support building a culture of professional learning and collaboration as strategic planning efforts operationalize the District mission, vision and core values and goals. The recently adopted Vision of the Graduate will also guide the District's work in the years ahead.

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 focuses 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 continuous and responsive, ensuring teachers are current and students have access to guaranteed and viable programs of study. Commitment to curriculum represents reflective practice and commitment to high-quality pedagogy and assessment.

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 to support engagement in school and their social and emotional health. 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 works 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 engages 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 Programs.

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 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 the District's strategic plan. In alignment with these efforts, the District will enter year two with A Diversity, Equity and Inclusion Team working to support and guide District efforts.

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Equitable Allocation of Resources among District Schools

The District 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. The District takes great pride in the quality of instruction and access to learning for all students.

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 and curriculum evaluation processes that are communicated to all stakeholders. District data teams support the work of understanding the varying needs of the student population and make data informed decisions.

Additionally, Darien benefits from the generosity of PTOs and many community organizations and businesses. Parents have positively contributed to the District's Strategic Plan, Vision of the Graduate, budget process, gifts, and recognition of students' accomplishments.