

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Chester School District

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District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	198
Per Pupil Expenditures	\$27,164
Total Expenditures	\$5,948,955

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	109	55.1	48.4
Male	89	44.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	17	8.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	173	87.4	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	56	28.3	44.8
Students with Disabilities	27	13.6	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	10	9.3	0	0.0
Male	8	9.2	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	9	18.0	0	0.0
Students with Disabilities	*	*	*	*
All Students - District	18	9.3	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	19.5
General Education Paraprofessionals	6.1
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	6.1
District Central Office Administrators	1.8
School Level Administrators	0.0
Library/Media Specialists (Certified)	0.7
Library/Media Support Staff	0.4
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.9
Other Staff Providing Non-Instructional Services/Support	20.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	3.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	31	96.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	14.7	6.8
Teachers	2	8.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	9	*
Other Health Impairment	6	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	19	70.4
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	13	6.5	6.5
Other Health Impairment	8	4.0	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	28	14.0	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,670,636	\$16,761	\$13,471
Support services - students	\$426,296	\$2,059	\$1,826
Support services - instruction	\$125,666	\$607	\$972
Support services - general administration	\$376,227	\$1,818	\$568
Support services - school based administration	\$467,430	\$2,258	\$1,274
Central and other support services	\$79,586	\$384	\$761
Operation and maintenance of plant	\$519,073	\$2,508	\$2,125
Student transportation services	\$228,825	\$1,079	\$1,695
Food services	\$55,217	\$267	\$10
Enterprise operations	.	.	\$219
Total	\$5,948,955	\$27,164	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$399,588	35.8	26.4
Instructional Aide Salaries	\$362,334	32.4	10.1
Other Salaries	\$58,514	5.2	10.5
Employee Benefits	\$209,223	18.7	13.3
Purchased Services Other Than Transportation	\$6,392	0.6	6.8
Special Education Tuition	.	.	22.8
Supplies	\$4,140	0.4	0.6
Property Services	\$528	0.0	0.4
Purchased Services For Transportation	\$74,889	6.7	8.7
Equipment	\$1,335	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$1,116,944	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	18.8
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	86.7
State	8.8
Federal	4.4
Tuition & Other	0.0

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	9	*	9	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	103	78.7	103	76.7	30	81.0
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	69.8	31	65.6	6	*
Not Eligible for Free or Reduced-Price Meals	85	80.9	85	80.1	28	84.1
Students with Disabilities	17	*	17	*	*	*
Students without Disabilities	99	81.6	99	79.8	*	*
High Needs	40	67.4	40	64.7	9	*
Non-High Needs	76	83.5	76	82.3	25	87.5
All Students - District	116	77.9	116	76.3	34	80.7

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	87.5	70.8	N/A	N/A	48	79.2
Curl Up	91.7	95.8	N/A	N/A	48	93.8
Push Up	69.6	75.0	N/A	N/A	47	72.3
Mile Run/PACER	100.0	91.7	N/A	N/A	48	95.8
All Tests - District	60.9	54.2	N/A	N/A	47	57.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.9	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	67.4	75	45.0	50	89.9	54.9
Math Performance Index	All Students	76.3	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	64.7	75	43.1	50	86.3	50.6
Science Performance Index	All Students	80.7	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	75.1%	100%	75.1	100	75.1	60.6%
ELA Academic Growth	High Needs Students	71.9%	100%	71.9	100	71.9	55.7%
Math Academic Growth	All Students	77.6%	100%	77.6	100	77.6	62.3%
Math Academic Growth	High Needs Students	73.6%	100%	73.6	100	73.6	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.3%	<=5%	41.4	50	82.9	17.2%
Chronic Absenteeism	High Needs Students	14.5%	<=5%	31.0	50	62.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.4%	75%	38.3	50	76.6	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				647.0	800	80.9	

Physical Fitness Estimated Participation Rate - District: 97.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	67.4	7.6	16.9	N
Math Performance Index Gap	75.0	64.7	10.3	18.4	N
Science Performance Index Gap	75.0	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.3
ELA	High Needs Students	95.2
Math	All Students	98.3
Math	High Needs Students	95.2
Science	All Students	100.0
Science	High Needs Students	.

Minimum 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: * **State: 50.2**

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Chester Elementary School continues to focus to ensure that all of our students are continuing to make progress and achieving at high levels. Our School Improvement Planning team consists of classroom teachers, a special education teacher, a specialist, and the principal. The team meets on a monthly basis to review and analyze data to ensure we are meeting the needs of our faculty and students. The School Improvement Plan aligned with the three pillars of the district strategic plan; teaching and learning, culture and climate, and budget and resources. The principal presents and updates the public on progress being made at Board of Education and PTO meetings.

During the 2023-2024 school year, Chester Elementary School began a systemic shift from Scientific Research Based Intervention (SRBI) to Multi-Tiered Systems of Support (MTSS) for both academics and social emotional learning. MTSS meetings are held on a weekly basis to analyze student data and monitor student progress. Decisions are made in a timely manner to review referrals for students making limited instructional progress or exhibiting behavioral concerns. Students in Tier II and Tier III are discussed on an ongoing basis in order to make educationally appropriate decisions as their progress is continually being reviewed. Students with attendance issues are monitored through the SRBI process. The team consists of the school psychologist, counselor, SLP, ELA consultant, literacy interventionist math coach, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected through iReady universal screeners, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance. Students that receive special education services are supported through inclusion and co-teaching in order to meet individual student needs.

At Chester Elementary School, parent communication is extremely important and occurs at the district level, school level, and individual classroom level. Communication efforts take on many forms, which include, but are not limited to, informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our September Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year, our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Parents and community members are important partners in our school. Parents are part of the Social Development Team and the PTO. Additionally, our website is updated on an on-going basis, a weekly school newsletter is emailed to each family, and classroom teachers provide weekly or monthly newsletters. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies, and a calendar of events. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chester Elementary School's Social Development program is in its twenty-sixth year. Its goal states that Chester Elementary School is a learning and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are.

The PTO provides cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring music of the world and stories of other cultures. Our Book of the Month program embeds our core values into the general curriculum in each classroom as part of our schoolwide Social Development Program. Students in grades 3-6 receive Spanish instruction as part of our World Language program, which includes the study of Hispanic culture around the world.

Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit that focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences of people. Our literature based reading program (K-6) presents stories of people from different ethnic backgrounds.

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Equitable Allocation of Resources among District Schools

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plan needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	1	100.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	1		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.