

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



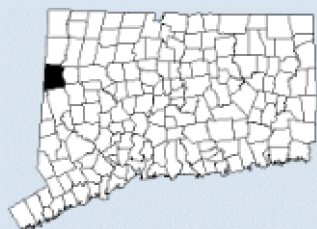
Kent School District

Melony Brady-Shanley, Superintendent • 860-927-3537 • <http://www.kentcenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	180
Per Pupil Expenditures	\$31,348
Total Expenditures	\$6,018,817

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	86	47.8	48.4
Male	94	52.2	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	*	*	12.4
Hispanic or Latino of any race	24	13.3	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	6.1	4.8
White	139	77.2	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	49	27.2	44.8
Students with Disabilities	29	16.1	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	9	11.1	0	0.0
Male	13	14.1	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	17	12.9	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	12	23.5	0	0.0
Students with Disabilities	*	*	*	*
All Students - District	22	12.7	*	*
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: 12
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	24.0
General Education Paraprofessionals	7.0
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	3.2
District Central Office Administrators	0.0
School Level Administrators	1.5
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	21.3

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	10.0
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	1	2.6	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	36	94.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	1	2.6	6.8
Teachers	0	0	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	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	10	*
All Disabilities - District	24	96.0
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	*	*	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	7	4.9	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	11	7.6	2.0
All Disabilities	26	18.1	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	\$4,081,751	\$21,259	\$13,471
Support services - students	\$184,592	\$966	\$1,826
Support services - instruction	\$75,091	\$393	\$972
Support services - general administration	\$274,492	\$1,437	\$568
Support services - school based administration	\$327,934	\$1,717	\$1,274
Central and other support services	\$100,342	\$525	\$761
Operation and maintenance of plant	\$552,810	\$2,894	\$2,125
Student transportation services	\$376,674	\$1,865	\$1,695
Food services	.	.	\$10
Enterprise operations	\$45,130	\$236	\$219
Total	\$6,018,817	\$31,348	\$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	\$423,098	45.7	26.4
Instructional Aide Salaries	\$46,637	5.0	10.1
Other Salaries	\$128,604	13.9	10.5
Employee Benefits	\$201,496	21.8	13.3
Purchased Services Other Than Transportation	\$44,482	4.8	6.8
Special Education Tuition	\$16,337	1.8	22.8
Supplies	\$4,986	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$58,755	6.3	8.7
Equipment	\$1,047	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$925,441	100.0	100.0

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

Level	Percent (%)
District	15.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.8
State	0.5
Federal	4.0
Tuition & Other	1.7

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	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	77	78.2	77	72.8	25	81.6
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	78.7	27	76.0	12	*
Not Eligible for Free or Reduced-Price Meals	73	79.2	73	73.9	23	77.3
Students with Disabilities	15	*	15	*	6	*
Students without Disabilities	85	81.3	85	76.6	29	83.4
High Needs	39	74.6	39	70.9	18	*
Non-High Needs	61	82.0	61	76.7	17	*
All Students - District	100	79.1	100	74.4	35	79.9

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	*	*	*	N/A	41	65.9
Curl Up	*	*	*	N/A	41	82.9
Push Up	*	*	*	N/A	41	61.0
Mile Run/PACER	*	*	*	N/A	37	70.3
All Tests - District	*	*	*	N/A	37	54.1
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	79.1	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	74.6	75	49.7	50	99.4	54.9
Math Performance Index	All Students	74.4	75	49.6	50	99.3	61.1
Math Performance Index	High Needs Students	70.9	75	47.3	50	94.5	50.6
Science Performance Index	All Students	79.9	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	71.1%	100%	71.1	100	71.1	60.6%
ELA Academic Growth	High Needs Students	68.9%	100%	68.9	100	68.9	55.7%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	62.3%
Math Academic Growth	High Needs Students	75.3%	100%	75.3	100	75.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	12.7%	<=5%	34.6	50	69.1	17.2%
Chronic Absenteeism	High Needs Students	22.1%	<=5%	15.9	50	31.8	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	54.1%	75%	18.0	50	36.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				604.4	800	75.5	

Physical Fitness Estimated Participation Rate - District: 88.1% | 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	74.6	0.4	16.9	N
Math Performance Index Gap	75.0	70.9	4.1	18.4	N
Science Performance Index Gap	.	.	.	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	91.4
ELA	High Needs Students	89.4
Math	All Students	91.4
Math	High Needs Students	89.4
Science	All Students	86.0
Science	High Needs Students	90.5

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

Families will actively use the PowerSchool platform to stay informed about their students' academic progress and achievement reports. To support this, informational sessions on PowerSchool will be held for parents during open house events, ensuring they understand how to navigate and utilize the system effectively. At the start of the school year, a comprehensive communication newsletter will be distributed to parents, outlining the various communication channels and types of updates they can expect from the school throughout the year. To foster ongoing, transparent, and meaningful engagement, school staff will reach out to families monthly, providing updates on their child's academic development, upcoming school events, and available resources. This consistent contact aims to build trust and maintain clear lines of communication between home and school. Additionally, progress report reminders will be sent out mid-trimester to encourage parents to access PowerSchool for detailed student performance information. To keep families informed on a more immediate basis, a weekly "Friday Blast" newsletter will be sent, highlighting key school and community events to ensure parents are aware of opportunities and happenings within the school and surrounding area. Beyond digital communication, the school also leverages social media platforms such as Facebook, as well as local newspapers and town-wide announcements from the Kent First Selectmen, to reach a broader audience and keep both families and community members up to date with news and events related to the school. Together, these multifaceted communication strategies aim to create a well-informed, engaged school community where families feel connected and supported in their children's educational journey.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Kent Center School, fostering a supportive and inclusive community is a core focus. Morning Meetings are regularly held in classrooms to encourage open dialogue between students and staff, creating a safe space where everyone's voice is heard and respected. The school actively facilitates ongoing workshops designed to promote empathy, collaboration, and a sense of belonging among students. Teachers receive consistent support through coaching and professional development opportunities that help them integrate culturally responsive practices into their teaching, ensuring that all students feel seen and valued. To better understand the school climate and equity issues, Kent Center School administers annual climate surveys and equity audits, gathering meaningful feedback from students, families, and staff to guide continuous improvement. The school also fosters connections across grades and schools through monthly community-building sessions, shared events, and collaborative projects that help unite the student body and reduce social barriers. Recognizing the importance of strong home-school partnerships, Kent Center School provides translation services for forms and lunch programs and ensures communication is accessible to families from diverse backgrounds. Events are intentionally designed to invite participation from all families, supporting inclusivity and engagement throughout the school community. These combined efforts work together to create an environment where every member feels connected, respected, and empowered to contribute.

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Equitable Allocation of Resources among District Schools

.At Kent Center School, the budget process is guided by the school's mission, prioritizing equity, student achievement, and inclusion. Resources are focused on ensuring all students have access to technology, necessary supports for success, and mental health services. Academic and demographic data drive the allocation of funds to maximize impact where needs are greatest. The school actively seeks grants, partnerships, and community funding to address unmet needs, particularly in high-need areas. Teacher assignments, counselor availability, and support staff distribution are managed equitably to provide fair access for all students. Investments are made in culturally responsive teaching materials, social-emotional learning programs, and enrichment opportunities designed to benefit the entire student body. This strategic approach ensures resources effectively support student growth and well-being across the school community.

District Profile and Performance Report for School Year 2024-25

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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	0	0.0	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	1	100.0	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.