

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



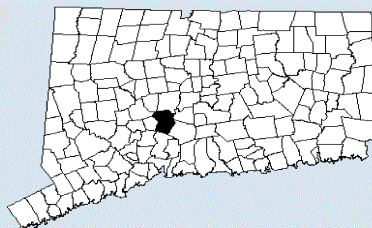
Cheshire School District

Dr. Jeffrey Solan, Superintendent • 203-250-2400 • www.cheshire.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,199
Per Pupil Expenditures ¹	\$16,859
Total Expenditures ¹	\$72,898,997

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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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 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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,042	48.6	48.4
Male	2,157	51.4	51.6
American Indian or Alaska Native	7	0.2	0.3
Asian	395	9.4	5.2
Black or African American	119	2.8	12.7
Hispanic or Latino of any race	255	6.1	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	116	2.8	3.8
White	3,307	78.8	51.1
English Learners	54	1.3	8.3
Eligible for Free or Reduced-Price Meals	627	14.9	43.3
Students with Disabilities ³	546	13.0	16.0

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

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	123	6.1	12	0.6
Male	155	7.4	56	2.6
Black or African American	12	10.0	8	6.4
Hispanic or Latino of any race	29	11.6	7	2.6
White	201	6.2	47	1.4
English Learners	6	10.3	*	*
Eligible for Free or Reduced-Price Meals	77	12.8	28	4.2
Students with Disabilities	85	15.9	28	4.6
District	278	6.8	68	1.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 20

Number of school-based arrests: 0

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.

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 2019-20

Cheshire School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	268.2
Paraprofessional Instructional Assistants	32.2
Special Education	
Teachers and Instructors	51.0
Paraprofessional Instructional Assistants	136.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	20.8
Library/Media	
Specialists (Certified)	6.6
Support Staff	6.0
Instructional Specialists Who Support Teachers	17.1
Counselors, Social Workers and School Psychologists	27.3
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	211.8

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.5	1.2
Black or African American	2	0.5	4.0
Hispanic or Latino of any race	6	1.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	389	97.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	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	10	*	*	*
Hispanic or Latino of any race	12	*	20	95.2
White	287	98.0	287	97.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	97.9	50	96.2
Students with Disabilities	43	91.5	51	87.9
District	353	98.1	354	97.8
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	39	56.5
Emotional Disturbance	21	45.7
Intellectual Disability	*	*
Learning Disability	102	65.4
Other Health Impairment	98	72.1
Other Disabilities	*	*
Speech/Language Impairment	29	80.6
District	296	60.4
State		67.8

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	72	1.7	2.0
Emotional Disturbance	46	1.1	1.1
Intellectual Disability	22	0.5	0.5
Learning Disability	156	3.8	5.7
Other Health Impairment	136	3.3	3.3
Other Disabilities	38	0.9	1.1
Speech/Language Impairment	51	1.2	1.8
All Disabilities	521	12.6	15.6

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	10	1.9	8.2
Private Schools or Other Settings	16	3.1	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,218,097	\$10,457	\$10,923
Support services - students	\$5,882,115	\$1,378	\$1,277
Support services - instruction	\$2,696,440	\$631	\$682
Support services - general administration	\$923,178	\$216	\$467
Support services - school based administration	\$3,708,127	\$868	\$1,021
Central and other support services	\$1,922,201	\$450	\$679
Operation and maintenance of plant	\$7,199,510	\$1,686	\$1,718
Student transportation services	\$4,307,512	\$1,178	\$1,288
Food services	.	.	\$12
Enterprise operations	\$1,025,953	\$240	\$163
Minor school construction	\$15,863	\$4	\$59
Total	\$72,898,997	\$16,859	\$17,629

³ 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	\$6,460,388	35.4	28.5
Instructional Aide Salaries	\$2,683,874	14.7	10.1
Other Salaries	\$2,120,235	11.6	11.1
Employee Benefits	\$2,703,396	14.8	13.0
Purchased Services Other Than Transportation	\$854,243	4.7	5.7
Special Education Tuition	\$2,246,410	12.3	22.5
Supplies	\$221,375	1.2	0.6
Property Services	\$34,483	0.2	0.3
Purchased Services For Transportation	\$903,463	5.0	8.0
Equipment	.	.	0.2
All Other Expenditures	\$800	0.0	0.1
Total	\$18,228,667	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.4
State	13.9
Federal	1.3
Tuition & Other	0.4

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 2019-20 Cheshire 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 Proficient¹

	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

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, [click here](#).

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

Cheshire School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59	94.9
Students with Disabilities	52	84.6
District	375	97.6
State		88.5

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 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-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	88.7	95.6
Male	82.0	95.5
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	86.9	96.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	69.5	83.3
Students with Disabilities	46.0	79.2
District	85.5	95.6
State	71.5	87.5

³ 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.

⁴ 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.

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	70.0%	100%	60.4%
	Oral	75.2%	100%	57.6%
Chronic Absenteeism	All Students	6.8%	<=5%	12.2%
	High Needs Students	13.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	97.9%	75%	80.4%
On-track to High School Graduation		97.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		96.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		85.5%	75%	71.5%
Arts Access		52.1%	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	96.4%	-2.4%	10.9%	N

¹ 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.

² 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](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Cheshire School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Cheshire Public Schools continued to focus on plans for improvement around personalized learning, complex thinking, and social-emotional learning. A Personalized Learning Task Force, which included school personnel, parents, and community members, established district goals and outlined its vision of a Cheshire Public Schools graduate. Board approved district goals centered around curriculum, instructional strategies, student work, assessment and evaluation, technology, and personalized learning. These goals chart our course of action and serve as a critical filter in decision making. The Cheshire Public Schools Vision of the Graduate outlined the attributes we want our students to demonstrate upon graduation. The skills, knowledge, and characteristics in the vision are described in three ways: the student as a thinker and learner, the student as a collaborator with others, and the student as a community contributor. Learning Walks were expanded to help foster high-quality instructional practices in the area of complex thinking. Personalized professional development was offered to all teachers in the area of social-emotional learning which focused on topics such as Responsive Classroom, R.U.L.E.R., and mindfulness.

The Cheshire Public Schools also worked diligently to connect with our community. Over the 2019-20 school year, the district established a social media presence on Twitter, Instagram, and Facebook in order to share timely, pertinent information about our schools. We hosted parent and community forums focused on personalized learning, culture and climate, school modernization, as well as several Family Math Nights

At the onset of the pandemic, schools had to make the monumental shift to remote learning practically overnight. Parent communication was a top priority as we strived to support parents and students. District communication included email, school messenger, social media, video messages from the Superintendent, Board of Education live-streamed virtual meetings, and the establishment of a COVID-19 email hotline for parents to ask questions. The district worked diligently to keep parents informed, answer their questions, and provide academic, technical, and social-emotional support during the lockdown and remote learning.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Cheshire Public Schools actively participate in the Open Choice program, as well as, magnet opportunities that exist in our area. Over 35 students from New Haven are enrolled in Cheshire schools grades 1-12. We benefit from many students who attend our schools despite early morning commutes from New Haven. We also have several Cheshire residents who take advantage of New Haven schools such as the Educational Center for the Arts. We believe that these exchanges provide enriching experiences for all of our students.

At the elementary level, activities enable students to build a classroom community based on equality, respect, and understanding of each other's unique backgrounds. Throughout the year, each school hosts a variety of multicultural programs for students and family cultural potluck dinners. Grades K-2 study cultural universals and compare cultures. In Grades 3-6, culture, diversity, and understanding perspective are embedded in units on local history, comparative cultures around the world, regions of the United States, U.S. History, and geography spanning North America, Central America, and South America.

At the middle school level, the language arts curriculum is based on an independent reading program where students choose a wide variety of texts and authors of all different races and ethnicities. Discussion around the perspective of each author and the experience of each individual in the context of society inform the reader and class as a whole.

Each year, at the high school, students organize and run B1 Day, a day-long community recognition and celebration of differences, and the importance of being united (B1) in valuing and nurturing acceptance and caring for one and all in our community. Sophomores and Juniors also participate in Challenge Day, an annual event that promotes empathy and compassion and provides students the tools to create a school where everyone feels included. Students in our English classes explore connections between fictional texts and real-world events which offer opportunities to explore race and socioeconomic issues and isolation. The department contextualizes literary choices within their social and political contexts. Our social studies classes focus on themes that include human rights struggles around the globe

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Equitable Allocation of Resources among District Schools

Cheshire Board of Education Policy states that each student in the school district shall be supplied with the appropriate level of material and resources to assure adequate opportunities to achieve academic success. Schools develop their resource needs based on curricular programs and annual strategic initiatives in the school strategic plan. Those strategic initiatives are connected to the major objectives set forth by the Board in its strategic plan. This process assures there is continuity among individual school plans. Principals and central office administrators work collaboratively to develop budgets for instructional resources to support teaching and learning. Although supplies are allocated based on curriculum needs, enrollment, and a per-pupil average at each grade level, in some years a school may receive greater funding than others due to changes in enrollment, specific needs, or unique circumstances. Students with special needs are evaluated on an individual basis and decisions to provide adequate support and to purchase appropriate materials, supplies, and equipment to meet their individual education programs are based on that information.