

STRATEGIC SCHOOL PROFILE 2005-06**Danbury School District****EDDIE L DAVIS, Superintendent**

Telephone: (203) 797-4701



 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 12.6%
2000 Population: 74,848	Public School Enrollment as % of Total Student Population: 88.6%
1990-2000 Population Growth: 14.1%	Percent of Adults without a High School Diploma in 2000: 23.2%
2000 Per Capita Income: \$24,500	Adult Education Enrollment in 2004-05 School Year: 1,020
Number of Public Schools: 17	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 82
Number of Nonpublic Schools: 9	

 District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	33.0	42.4	26.9
	2002-03	38.3	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	37.5	28.1	12.6
	2000-01	29.6	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	88.7	83.1	88.0
	2000-01	83.3	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	73.7	75.5	79.2
	2000-01	68.3	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	29.3	24.6	21.7
	2000-01	47.1	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	9,586
5-Year Enrollment Change	2.3%
Projected 2010 Enrollment	
Elementary	4,475
Middle School	2,203
High School	3,029
Prekindergarten, Other	168

Race/Ethnicity	Number	Percent
American Indian	7	0.1
Asian American	801	8.4
Black	1,025	10.7
Hispanic	2,570	26.8
White	5,183	54.1
Total Minority 2005-06	4,403	45.9
Total Minority 2000-01	3,948	42.1

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION


Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Danbury Public Schools is perhaps one of the best racial, ethnic, and economically balanced districts in the State. The community celebrates its diversity and works hard to ensure its schools are meeting the needs of all its students. We have two ESL Reception Centers that welcome our non-English speaking students and help their parents adjust to our schools' culture. We also work closely with community groups such as the Hispanic Center, Danbury Children First and other groups to assist parents and students in mastering the transition to the Danbury Public Schools.

The construction of a Magnet School on the Western CT State University campus is complete and the Magnet School opened in the fall of 2006. This K-5 magnet school will serve students from throughout the Greater Danbury Area. It will mirror the diversity of the Danbury Public Schools. The theme of the school will be around dual language with an international focus. In addition, our school will work closely with surrounding communities in a host of student exchange programs.

The District continues to work at improving its percentage of minority employees. Focus has been given to participating in state -based career job fairs as a potential source for minority teaching candidates.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				
# of Certified Staff		Grade K	2005-06	District	DRG	State
Teachers	670.3			19.3	18.7	18.3
Administrators	47.3			17.6	N/A	18.1
Department Chairs	0.0	Grade 2	2005-06	19.0	19.4	19.7
Library/Media Staff	19.0			20.2	N/A	19.5
Other Professionals	79.6	Grade 5	2005-06	22.1	20.7	21.2
% Minority 2005-06	8.7			22.2	N/A	21.7
% Minority 2000-01	7.8	Grade 7	2005-06	20.7	20.6	21.1
# Non-Certified Instructional	198.8			29.5	N/A	21.9
		High School	2005-06	23.2	22.3	20.3
			2000-01	21.2	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	14.4	13.4	13.1
% with Master's Degree or Above	78.2	79.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	27.2	26.9	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	966	988	986
Middle School	998	1,010	1,015
High School	963	993	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	4.2	3.5	3.4
Students Per Teacher	14.3	13.7	13.6
Teachers Per Administrator	14.2	14.6	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	25.8	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	46.1	54.4	10.3	91.3
	Writing	52.3	61.0	13.6	100.0
	Mathematics	64.5	56.3	13.6	90.0
Grade 4	Reading	45.8	57.8	17.5	89.7
	Writing	47.6	62.8	29.9	91.1
	Mathematics	59.0	58.8	22.4	92.3
Grade 5	Reading	49.2	60.9	19.5	92.0
	Writing	53.1	65.0	25.0	90.8
	Mathematics	62.7	60.7	18.2	89.9
Grade 6	Reading	53.8	63.6	26.6	92.8
	Writing	46.3	62.2	25.9	94.4
	Mathematics	49.2	58.6	12.5	95.1
Grade 7	Reading	57.9	66.7	26.9	95.0
	Writing	46.3	60.0	25.5	89.8
	Mathematics	47.8	57.0	19.2	93.0
Grade 8	Reading	63.0	66.7	13.3	93.6
	Writing	60.0	62.4	2.7	96.4
	Mathematics	50.6	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	37.2	46.5	0.0	83.1
Writing Across the Disciplines	44.5	52.4	0.0	86.3
Mathematics	32.4	46.3	0.0	82.3
Science	32.5	44.6	0.0	85.3



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	74.4	73.2	74.9
Mathematics: Average Score	485	480	512
Mathematics: % Scoring 600 or More	18.3	16.4	24.6
Verbal: Average Score	482	490	510
Verbal: % Scoring 600 or More	16.7	15.7	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	9.7	7.4
2004-2005 Annual Rate for Grades 9 through 12	2.1	1.7
1999-2000 Annual Rate for Grades 9 through 12	3.9	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	505	86.6	82.3
	2000	409	81.8	78.5
 Employed or in Military	2005	60	10.3	13.9
	2000	86	17.2	17.6
 Unemployed	2005	11	1.9	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$63,531	\$6,649	\$6,555	\$6,980	\$6,555
Instructional Supplies and Equipment	\$3,705	\$388	\$259	\$307	\$260
Improvement of Instruction and Educational Media Services	\$4,518	\$473	\$402	\$375	\$391
Student Support Services	\$5,877	\$615	\$656	\$669	\$656
Administration and Support Services	\$9,039	\$946	\$1,144	\$1,221	\$1,153
Plant Operation and Maintenance	\$7,049	\$738	\$1,120	\$1,103	\$1,113
Transportation	\$5,195	\$473	\$523	\$488	\$522
Costs for Students Tuitioned Out	\$1,587	N/A	N/A	N/A	N/A
Other	\$720	\$75	\$124	\$70	\$122
Total	\$101,221	\$10,275	\$11,031	\$11,354	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,830	\$819	\$1,473	\$1,213	\$1,467
Adult Education	\$310	N/A	N/A	N/A	N/A

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	73.1	21.1	5.3	0.5
Without School Construction	72.2	21.6	5.7	0.5

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$9,378	5.2	\$9,546	\$9,062	5.1
Salaries and Benefits	\$7,835	5.2	\$7,947	\$7,454	4.7
Supplies	\$381	32.8	\$512	\$513	12.7
Equipment	\$521	-6.0	\$153	\$133	16.7
High School					
Total	\$8,340	7.3	\$9,750	\$9,640	3.5
Salaries and Benefits	\$6,955	6.7	\$7,965	\$7,759	3.1
Supplies	\$311	37.6	\$635	\$585	11.6
Equipment	\$508	-4.5	\$224	\$152	14.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education ensures that each school within the school district receives a base level of support for personnel and instructional supplies.

Student enrollment and class size determine the base level of funding for personnel. Support levels for instructional supplies are also based on an allocation per student. The Central Office then determines what additional personnel and instructional supplies are required for schools with specific needs or programs in addition to the base level of support. Additional allocations are budgeted for these adjustments. Overall the criteria for determining budgets are the student enrollment and program needs.

In addition, budgets for the maintenance of our facilities and the purchase of equipment are evaluated at the Central Office and budget commitments are made based on needs and program. In recent years we also have made good use of the State Facilities Grant to improve the overall appearance of all of our schools.

The District, being a Priority School District, also receives a significant amount of funding for a specifically targeted population and program. These funds and other grants are allocated in keeping with the goals and objectives of the various grants.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

CMT

- The district continues to implement its Systemic Instructional Improvement plan with good results. Notable gains have been achieved. However, the achievement gap remains our major area of focus.

CAPT

- The significant effort that has been made to address the issue of student participant rates for the CAPT assessment is achieving its intended purpose. Consequently, all subgroups have increased their participation rates. Additionally, student performance in reading, writing and science continues to improve based upon targeted interventions.

<p>Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>

<p>For the school district website, see www.danbury.k12.ct.us/</p>
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Filename: DIST019.DOC
Directory: J:\SSPbox\SSP Internet 2005-06
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 34-00
Subject:
Author: csde
Keywords:
Comments:
Creation Date: 12/4/2006 11:18 AM
Change Number: 1
Last Saved On: 12/4/2006 11:18 AM
Last Saved By: csde
Total Editing Time: 0 Minutes
Last Printed On: 12/4/2006 11:50 AM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,133 (approx.)
Number of Characters: 11,584 (approx.)