

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

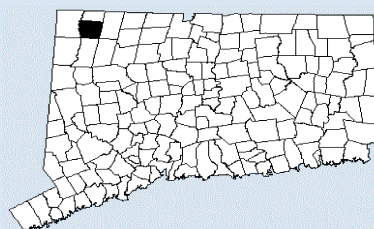


Canaan School District

860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	76
Per Pupil Expenditures ¹	\$26,309
Total Expenditures ¹	\$2,209,918

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	38	50.0	48.3
Male	38	50.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	2.7
White	*	*	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	*	*	38.0
Students with Disabilities ¹	8	10.5	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	0	*	0	*
District	7	9.2	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	4.5

¹In 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	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	22	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	6	*
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	4.6
Other Health Impairment	*	*	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	8	10.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,304,305	16,722	9,387
Instructional Supplies and Equipment	32,325	414	318
Improvement of Instruction and Educational Media Services	74,068	950	541
Student Support Services	108,025	1,385	1,048
Administration and Support Services	301,203	3,862	1,790
Plant Operation and Maintenance	230,401	2,954	1,608
Transportation	147,334	1,128	845
Costs of Students Tuitioned Out	213	N/A	N/A
Other	12,044	154	194
Total	2,209,918	26,309	15,762

Additional Expenditures

Land, Buildings, and Debt Service	82,561	1,058	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	150,064	50.3	35.1
Noncertified Personnel	42,858	14.4	14.5
Purchased Services	6,477	2.2	5.5
Tuition to Other Schools	213	0.1	21.6
Special Ed. Transportation	25,369	8.5	8.3
Other Expenditures	73,476	24.6	15.0
Total Expenditures	298,457	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.3	90.9
State	7.8	7.1
Federal	1.8	1.9
Tuition & Other	0.1	0.1

⁴Revenue 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 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., 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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Students with Disabilities	6	*	6	*	*	*
Students without Disabilities	41	77.0	40	65.3	*	*
High Needs	11	*	11	*	6	*
Non-High Needs	36	79.6	35	66.9	13	*
District	47	73.6	46	62.5	19	*

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	26	88.5
Curl Up	*	*	*	N/A	26	80.8
Push Up	*	*	*	N/A	26	65.4
Mile Run/PACER	*	*	*	N/A	26	61.5
All Tests - District	*	*	*	N/A	26	46.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.6	75	49.0	50	98.1	67.7
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	62.5	75	41.6	50	83.3	61.4
	High Needs Students	N/A	75	0.0	0	0.0	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	71.1%	100%	71.1	100	71.1	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	45.3%	100%	45.3	100	45.3	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	9.2%	<=5%	41.6	50	83.2	9.6%
	High Needs Students	N/A	<=5%	0.0	0	0.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% 46.2%	75%	30.8	50	61.5	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				279.5	400	69.9	

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	N/A	.	16.5	
Math Performance Index Gap	66.9	N/A	.	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.1
	High Needs Students	.
Math	All Students	94.1
	High Needs Students	.
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: N/A

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

As a small K-8 school we have embraced our numbers and work with dedication to build community and foster engagement. Having students become leaders of their own learning with the use of learning targets and student engaged assessment practices, including implementing student led conferences in grades 3-6, is a priority. This takes place in the general education classes as well as with students with IEPs working on individual goals. We have devoted resources and time to this initiative through the purchase of professional literature, work with a consultant from Expeditionary Learning, conference registrations and in house professional development. Another initiative centers on community building. We have K-8 groups, called "Bunches" within our school, that meet a minimum of once a month.

Truancy is not a prevalent problem at Kellogg School. In isolated cases we have personalized communication with families that includes home visits with the school psychologist and principal to problem solve in an effort to get the student back to school.

We work hard to include and engage families in their children's education. All teachers have an individual parent engagement goal ranging from keeping grades up to date on the web based parent portal in Power School, to organizing student led conferences (implemented this year in grades 3 through 6), to including families on field trips.

Parents are encouraged to engage with their children in an academic context. Books are sent home for family read alouds, and quick links to interactive computer based learning activities to promote mastery are posted on our school website. Teachers reach out to individual parents for meetings to discuss specific support strategies that can be used at home to increase achievement. All parents of students in grades 5-8 have access to the Power School Parent Portal where they can access their child's grades on a daily basis. This encourages and increasing parent to child, and parent to teacher communication.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic isolation is not a concern for students at Kellogg School. Although we are a rural community, our proximity to the Metro-North Train line and consequently New York City contributes to a diverse socio-economic population. We have families living below the poverty line, as well as those that own apartments in New York or come to Falls Village to enjoy their weekend home in the country. We make efforts to expose our students to diverse cultures through the use of literature. For example, our 3rd and 4th graders read *The Single Shard* as a piece in a broader study of world cultures. Our 5th – 8th graders learn about the plight of refugees all over the world in their study of the Universal Declaration of Human Rights. Our school librarian is committed to updating our collection with books on diverse cultures as well as stories and non-fiction literature exposing our students to racial and ethnic groups from all over the world.

In class activities are used to expose our students to other perspectives. For example, our Spanish teacher has reached out to families of our English Language Learners. Parents from Spain have shared stories, games, food and other traditions with our students.

Field trips are another avenue for helping to bridge the divide. Our 3rd and 4th graders traveled to Hartford to visit the capital. Our 5th graders participate in Immigration Nation, our 6th graders participate in Project Tree and our 7th graders participate in The Writing Project. These are all state-grant funded programs for the very purpose of reducing racial, ethnic and economic isolation through the guise of field trips to various sites across the state.

Our 6th and 7th graders attended Nature's Classroom for a week on the shore, partnering with another school from another state. Our 8th graders travel to Quebec City for a week, immersing themselves in the culture of the French Canadian.

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Equitable Allocation of Resources among District Schools

Lee H Kellogg School from the Town of Canaan is its own school in its own district. In other words, we are the only school in the district of Canaan. The townspeople, who are also our taxpayers, have traditionally been supportive of the education of their children, operating under the philosophy that it, 'Takes a Village to Raise a Child.' Our high school students attend Housatonic Valley Regional High School, which is a regional school shared by six towns. Monetary resources for our high school students are allocated based on population, of which Canaan constituted 5.0% in the 2015-2016 school year. Special Education resources are also allocated proportionately, by population, but the actual services are distributed as needed. The Canaan School District's portion was 7.1% in the 2015-2016 school year.