

**STRATEGIC SCHOOL PROFILE 2007-08****New Canaan School District**

DAVID E. ABBEY, Superintendent  
Telephone: (203) 594-4018

Location: 39 Locust Avenue  
New Canaan,  
Connecticut

Website: [www.newcanaan.k12.ct.us](http://www.newcanaan.k12.ct.us)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Fairfield	Per Capita Income in 2000: \$82,049
Town Population in 2000: 19,395	Percent of Adults without a High School Diploma in 2000*: 4.5%
1990-2000 Population Growth: 8.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 81.0%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	4,116
5-Year Enrollment Change	4.8%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	0	0.0	1.0	28.7
K-12 Students Who Are Not Fluent in English	20	0.5	0.8	5.4
Students Identified as Gifted and/or Talented*	419	10.2	6.9	4.0
PK-12 Students Receiving Special Education Services in District	488	11.9	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	299	100.0	96.8	79.2
Homeless	2	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	8	1.3	7.2	20.2

\*46.5% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	115	2.8
Black	36	0.9
Hispanic	77	1.9
White	3,883	94.3
Total Minority	233	5.7

**Percent of Minority Professional Staff:** 2.7%

**Non-English Home Language:** 3.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 31.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The New Canaan Board of Education has established goals, curricula and programs designed to develop the understandings and skills that will be required of students as they move into more diverse contexts and communities. This commitment is reflected in the Board goal of "Developing an environment that fosters respect, ethical behavior and responsible 21st century citizenship." The NCHS graduation expectations explicitly address diversity by requiring all students to appreciate differences and demonstrate respect of self and others. Achievement of this goal is evidenced by course, co curricular, community service and conduct records.

The district continues to emphasize a systemic approach to integrating the concepts, knowledge, skills and processes related to diversity goals into the K-12 curriculum. In recognition of this goal, the Board approved initiation of an elementary World Language program for all students. Spanish in K-5 will be phased in over the next several years. This year Chinese was initiated at the HS with 3 full sections and will be offered as part of our HS World Languages program in the future with a planned trip to China in Spring 2009. Diversity literacy is also part of the district Social Studies curriculum. In summer 2008 department leaders began to examine K-12 Enduring Understandings to include a focus on globalization, connectivity and diversity. Unit essential questions focused on a broad world view, multiple perspective analysis of events and patterns, and diversity awareness including (ethnic, racial, economic and special needs.) Programs such as: Links, an award winning Grade 4 inter-district nature education program under the direction of the New Canaan Nature Center, and school exchange programs and web based inter-district projects that pair New Canaan students with peers from urban and rural districts are examples of the annual initiatives undertaken to break down isolation. KidsLink, another award winning program involved hundreds of contributing student authors and performers across diverse districts in the creation of a literary magazine and a CD of music. This project also supports diversity initiatives such as Mission to Madagascar, the KidsLink annual Celebrate Friendship Picnic, and a joint viewing of theatre productions that focus on those who, despite adversity, contribute and lead. Recently, the use of web based collaborations (web cams, blogs and e mail exchanges) has added to the opportunities for students to interact with peers from across the globe. In addition, each school annually offers an array of cultural arts and enrichment / extension activities that expose students to authors, performers and speakers from diverse backgrounds through partnerships with the greater community. The district maintains a long standing relationship with A Better Chance, hosting approximately 7 students annually. In addition, it is typical that in any given year several NC students take advantage of the opportunity to participate in regional magnet programs available to them.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	85.5	52.0	99.4
Writing	87.6	63.4	99.4
Mathematics	86.9	60.0	96.3
Grade 4 Reading	88.3	55.9	100.0
Writing	89.6	62.9	98.7
Mathematics	88.7	60.3	98.7
Grade 5 Reading	88.2	62.2	97.5
Writing	88.9	64.5	95.7
Mathematics	86.8	65.9	88.3
Science	92.2	54.9	100.0
Grade 6 Reading	92.3	66.3	98.8
Writing	79.9	61.9	82.7
Mathematics	90.8	66.4	94.0
Grade 7 Reading	92.8	71.1	95.5
Writing	87.5	62.0	94.2
Mathematics	91.7	63.0	97.4
Grade 8 Reading	92.1	64.8	98.1
Writing	93.0	63.4	98.1
Mathematics	89.6	60.8	93.7
Science	90.8	58.6	98.7

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	82.4	45.5	96.2
Writing Across the Disciplines	91.2	57.9	99.2
Mathematics	90.2	50.1	100.0
Science	85.8	46.3	100.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.8	36.1	97.3

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	77.6	
Average Score	Mathematics	599	504	99.2
	Critical Reading	581	502	97.7
	Writing	593	503	98.5

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	98.9	92.6	86.2
Cumulative Four-Year Dropout Rate for Class of 2007	1.0	6.2	83.5
2006-07 Annual Dropout Rate for Grade 9 through 12	0.5	1.7	77.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.4	83.4
% Employed (Civilian Employment and in Armed Services)	1.4	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	285.82
Paraprofessional Instructional Assistants	57.10
Special Education	
Teachers and Instructors	31.30
Paraprofessional Instructional Assistants	60.40
Library/Media Specialists and Assistants	9.20
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.00
School Level	18.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.60
Counselors, Social Workers, and School Psychologists	25.80
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	162.45

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.9	12.7	13.6
% with Master's Degree or Above	86.1	85.4	75.6

Average Class Size	District	DRG	State
Grade K	18.7	18.9	18.1
Grade 2	20.1	20.5	19.3
Grade 5	21.0	21.7	20.9
Grade 7	21.6	21.4	20.5
High School	20.9	20.1	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	1,000	987
Middle School	1,012	999	1,017
High School	990	987	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.1	3.4
Middle School	4.0	2.7	2.7
High School	3.4	2.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$33,946	\$8,201	\$7,153	\$8,205	\$7,159
Instructional Supplies and Equipment	\$648	\$157	\$262	\$272	\$266
Improvement of Instruction and Educational Media Services	\$1,178	\$285	\$443	\$559	\$429
Student Support Services	\$5,354	\$1,294	\$764	\$821	\$761
Administration and Support Services	\$9,246	\$2,234	\$1,256	\$1,450	\$1,271
Plant Operation and Maintenance	\$8,521	\$2,059	\$1,329	\$1,740	\$1,322
Transportation	\$3,576	\$791	\$605	\$681	\$601
Costs for Students Tuitioned Out	\$1,503	N/A	N/A	N/A	N/A
Other	\$1,056	\$255	\$147	\$178	\$145
<b>Total</b>	<b>\$65,029</b>	<b>\$15,711</b>	<b>\$12,203</b>	<b>\$14,330</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,829	\$683	\$1,875	\$1,844	\$1,882

Special Education Expenditures	
Total Expenditures	\$12,611,375
Percent of Total PK-12 Expenditures Used for Special Education	19.4%

**Revenue Sources, % of Expenditures 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
Including School Construction	92.2	7.0	0.7	0.0
Excluding School Construction	96.2	3.0	0.8	0.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

Allocations across the district are equitably distributed through a collaborative goal setting and budgeting process. Priorities are established using the district mission, goals and school improvement plans. The budgeting process is an inclusive one that incorporates input and feedback from stakeholders. BOE policy requires that specific budget goals, assumptions, constraints and priorities are identified annually. BOE regulation states that budget outcomes shall, "provide financial resources to deliver quality services, and allocate resources to reflect the importance of the elementary and secondary instructional program." In creating the budget, the administration analyzes current and past expenditures, enrollment projections and staffing needs as determined by student and operational needs: learning, safety, security and health are priority issues. Administrators and instructional leaders use data-based analysis to identify needs and growth areas. There is a purposeful focus on considering the needs of all students and student groups through the curricular, cocurricular and donation supported budgeting processes. Town government and the community support education not only through the annual budget but also through collaborative service projects and services. Parent associations and community organizations work in concert and devote time, energy and resources to supporting a variety of innovations. Examples of such initiatives include installation of SmartBoard technologies at all schools, the HS based broadcast studio, and athletics and arts programs that are both highly valued and generously and equitably supported in spirit and in kind.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	467
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	30	0.7	0.8	0.7
Learning Disability	151	3.7	4.0	4.0
Intellectual Disability	9	0.2	0.2	0.5
Emotional Disturbance	8	0.2	0.4	1.0
Speech Impairment	155	3.8	2.3	2.4
Other Health Impairment*	82	2.0	1.8	2.1
Other Disabilities**	32	0.8	0.6	0.9
Total	467	11.5	10.1	11.5

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	100.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	56.5	20.4	89.9	62.1
	Writing	55.7	19.3	87.7	63.0
	Mathematics	56.5	22.6	89.2	62.7
	Science	51.4	22.2	91.5	56.8
CAPT	Reading Across the Disciplines	58.3	11.4	82.4	45.5
	Writing Across the Disciplines	62.5	16.3	91.2	57.9
	Mathematics	62.5	14.7	90.2	50.1
	Science	66.7	14.4	85.8	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	31.3
	% With Accommodations	68.7
CAPT	% Without Accommodations	16.0
	% With Accommodations	84.0
% Assessed Using Skills Checklist		6.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	18	3.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	368	78.8	76.6	71.6
40.1 to 79.0 Percent of Time	66	14.1	16.7	16.6
0.0 to 40.0 Percent of Time	33	7.1	6.7	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

For the past several years New Canaan schools have focused improvement plans around the theme of Teaching for Understanding: Responsive Teaching for 21st Century Learning. The Board of Education has held constant to five goals (high standards of achievement; responsible citizenship; effective communication; high quality teaching; safety, security and responsible stewardship of resources.) Related objectives are set annually as informed by data analysis and the study of international and national contexts, expectations and achievement standards.

Student learning across all areas of performance is assessed on an ongoing basis using multiple indicators of growth. State and national testing results once again evidence that New Canaan students perform at the top of their peer group. The percent of students achieving at or above goal on CMT (grades 3-8) and CAPT (grade 10) continues to be in the very top tier of DRG A. In 10/20 subtests students performed at the top of the DRG in percent at goal. This includes: Grade 3 Reading and Writing; Grade 4 Reading, Writing, Math (tie); Grade 5 Science; Grade 6 Reading; Grade 8 Science; Grade 10 Math and Science. In many other subtests students scored at the NC Board of Education target of 90% and /or were in top 3 districts of DRGA. In addition, in many of the subtests half or more of students at a grade achieved in the advanced level. In grades 3-8 half or more of students achieved advanced in mathematics. In Grade 8 Writing, 68% were in the advanced range. CAPT scores evidenced the same pattern, with half or more demonstrating advanced competencies.

Approximately 98% of the Class of 2008 participated in SAT's. The trend of scoring at or near the top of the State continued in that composite SAT score for the Class of 2008 was 1804, the highest in CT. Class of 2008 subtest means are Math 614; Critical Reading 590 and Writing 600. One indicator of the overall strength of the academic program for all students is the mean scores for students in the 25th percentile- Reading 520, Math 550 and Writing 540. The 2008 New Canaan 25th percentile SAT means are all above the State 50th percentile means. Continued strength of performance in SAT subject tests and AP tests also prepare students well for entering into and succeeding at rigorous university studies. Student achievements in the Sciences, Technology, Arts, and Athletics are evidenced by the number of recognitions and awards garnered in state, regional and national competitions. NCPS are most proud of the high participation rates for student activities in all of these areas. Service organizations abound and students, families and teachers collaborate on numerous projects.

Continuous improvement initiatives for the upcoming year include: School based use of Response to Intervention processes to ensure all students meet growth goals; implementation of phasing plan that will result in K-5 Spanish systematically being added to our current 6-12 World Language Program over the next 3 years and continued expansion of World Language studies at the HS including Mandarin Chinese; implementation of Information Communication Technology (ICT) Benchmark Assessments; initiation of digital portfolios for Visual and Performing Arts students; expansion of Coaches Academy and collaborative teaching in support of inclusive classrooms and continued work of Learning Support Teams in developing a Respectful Schools framework.

To ensure we garner external feedback about our goals and results, New Canaan participates in NEASC and also is a member of the TriState Consortium, an organization comprised of high performing districts from CT, NY and NJ dedicated to continuous improvement of student learning using rigorous standards of performance across 15 indicators. Last year TriState completed a "critical friends" review of our ICT program and continues to use this resource to examine our practices and outcomes across disciplines.

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