

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



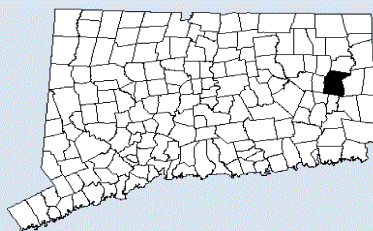
Canterbury School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	459
Per Pupil Expenditures ¹	\$19,212
Total Expenditures ¹	\$9,529,057

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	221	48.1	48.4
Male	238	51.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	25	5.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	18	3.9	3.3
White	410	89.3	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	118	25.7	36.7
Students with Disabilities ¹	56	12.2	14.8

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	9	4.7	*	*
Male	13	5.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	22	5.9	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	8.5	*	*
Students with Disabilities	*	*	*	*
District	22	5.3	7	1.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

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.

District Profile and Performance Report for School Year 2017-18

Canterbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	37.5
Paraprofessional Instructional Assistants	7.7
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	19.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.2
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	27.0

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	1	2.0	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	98.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	18	78.3
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	45	66.2
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Canterbury School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	13	2.1	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	18	2.9	5.2
Other Health Impairment	23	3.7	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.3	1.8
All Disabilities	70	11.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,197,654	11,154	9,847
Instructional Supplies and Equipment	201,391	432	287
Improvement of Instruction and Educational Media Services	110,933	238	589
Student Support Services	488,757	1,049	1,120
Administration and Support Services	917,303	1,968	1,905
Plant Operation and Maintenance	1,137,642	2,441	1,648
Transportation	783,820	905	904
Costs of Students Tuitioned Out	617,666	N/A	N/A
Other	73,891	159	208
Total	9,529,057	19,212	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	652,515	23.1	33.8
Noncertified Personnel	588,805	20.9	14.5
Purchased Services	465,482	16.5	5.5
Tuition to Other Schools	813,253	28.8	23.4
Special Ed. Transportation	42,725	1.5	8.7
Other Expenditures	258,469	9.2	14.1
Total Expenditures	2,821,249	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.3	56.3
State	41.1	41.1
Federal	2.5	2.5
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).

District Profile and Performance Report for School Year 2017-18

Canterbury 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	11	*	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	9	*	9	*
White	235	69.1	233	62.3
English Learners	*	*	*	*
Non-English Learners	257	69.0	255	62.0
Eligible for Free or Reduced-Price Meals	102	66.2	100	59.8
Not Eligible for Free or Reduced-Price Meals	157	70.6	157	63.2
Students with Disabilities	33	48.8	31	40.7
Students without Disabilities	226	71.8	226	64.8
High Needs	119	64.4	117	56.9
Non-High Needs	140	72.6	140	66.0
District	259	68.8	257	61.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	86.7	88.9	94.9	N/A	120	90.0
Curl Up	64.4	69.4	69.2	N/A	120	67.5
Push Up	53.3	75.0	87.2	N/A	120	70.8
Mile Run/PACER	51.1	63.9	74.4	N/A	120	62.5
All Tests - District	28.9	50.0	48.7	N/A	120	41.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

Canterbury School District

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.8	75	45.9	50	91.8	67.6
	High Needs Students	64.4	75	42.9	50	85.8	57.5
Math Performance Index	All Students	61.9	75	41.2	50	82.5	62.7
	High Needs Students	56.9	75	37.9	50	75.9	52.0
ELA Academic Growth	All Students	57.7%	100%	57.7	100	57.7	60.7%
	High Needs Students	58.4%	100%	58.4	100	58.4	55.6%
Math Academic Growth	All Students	46.5%	100%	46.5	100	46.5	61.9%
	High Needs Students	43.8%	100%	43.8	100	43.8	55.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	10.7%
	High Needs Students	7.2%	<=5%	45.6	50	91.3	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% 41.7%	75%	27.8	50	55.6	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				546.9	800	68.4	

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	72.6	64.4	8.3	15.9	
Math Performance Index Gap	66.0	56.9	9.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	99.6
	High Needs Students	99.2
Math	All Students	98.9
	High Needs Students	97.6
Science	All Students	97.7
	High Needs Students	95.5

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

Canterbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Canterbury Public Schools continues to implement a strategic planning process. Our goals include: a clear focus on Professional Learning Communities for curriculum and student data review; a strong focus on instruction that engages students to be critical thinkers, collaborative workers, and creative individuals, and an laser focus on the socio-emotional, cultural, and personalized needs of all students. This strategic plan is our road map to success. In addition we implement the following strategies at our Middle School: effective use of school website and social media outlets, continual use of school outreach tool (Blackboard Connect), use of an after school homework club (open to all interested), office hours available during summer months to allow for parent access to school, transition meetings and Parent Night for elementary school students coming to the middle school, Open House Back to School night presentation informing parents of school plans, use of PTO to connect parents to the school, incorporation of curricular resources that allow for at home online components, involvement of parents by chaperoning student events and trips. At our Elementary School we implement the following strategies: active Rti process called the Student Assistance Team who follows students and their response to intervention, attendance team meets bi-weekly; communicates often with families; meets with families to problem solve attendance challenges, Parent Advisory Council was started in the spring of 2017 and meets monthly, collaboration with PTO with focus on family events, teachers provide materials to families to assist them with instruction and to keep tools similar at home and at school (number lines; flash cards, etc). We continue to support student-centered instructional practices to enhance learning and build on student interest, while encouraging and promoting student ownership of learning. Truancy prevention includes ensuring every child has an adult to connect with on a daily basis. In addition, absences are tracked closely and daily phone calls are made so parents and guardians feel supported. Family partnerships are a critical aspect of our educational system.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Canterbury Public Schools continue to provide a program rich in multicultural activities. Students in all grades are introduced and exposed to a variety of literature, research and activities that emphasize a worldwide cultural experience designed to increase awareness of diverse cultural and economic backgrounds. Literature, both fiction and non-fiction, about people of various ethnic backgrounds and special education challenges are embedded in instruction across the curriculum and grade levels. In addition we provide guidance level small groups supporting at risk students of ratios of 8:1; we implement an after school homework club (open to all interested) with a 35:3 ratio, and we provide athletic scholarship program through the Canterbury Athletic Association. Moreover, we provide field trips to cultural events like the orchestra or a play, provide a diversity of literature used for student study, we provide outreach to local child care programs, and provide an increase in technology access for students (Chromebook cart). Additionally, the Lion's club provides an eye screening for all students (access to health care), and our Grant funded NAEYC accredited PK program provides a multitude of opportunities for our students in the Preschool. Finally, we provide outreach to young families.

District Profile and Performance Report for School Year 2017-18

Canterbury School District

Equitable Allocation of Resources among District Schools

The mission of Canterbury Public Schools states: in collaboration with our Community, the Canterbury Public Schools will develop, foster, and cultivate all students to their highest potential, through rigorous academics within a safe, nurturing, and respectful environment. Canterbury Public Schools is comprised of two schools and prides itself on providing the appropriate resources and materials necessary to educate all students. Teaching and learning is the focus of the district. We use a district-wide zero-based budget process in which each district school is represented; feedback from staff and faculty about needs during school budget is heard. We, as a learning community, will promote student achievement by focusing on coherence. In addition, the Capital Improvement Plan provides funding for computer and technology upgrades district-wide. Once graduating from eighth grade, students are given the opportunity to choose where they will continue their education. These choices include three high schools, two vocational schools, and one vocational agricultural school. The tuition and transportation of these students is provided by the Canterbury School district.