

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



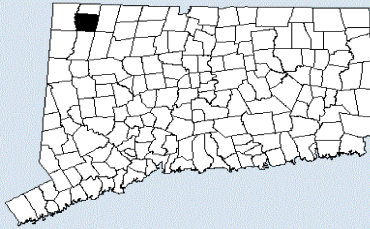
Canaan School District

Ms. Patricia Chamberlain, Superintendent • 860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	78
Per Pupil Expenditures ¹	\$26,605
Total Expenditures ¹	\$2,155,024

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	41	52.6	48.3
Male	37	47.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	64	82.1	57.2
English Language Learners	7	9.0	6.3
Eligible for Free or Reduced-Price Meals	0	0.0	37.6
Students with Disabilities ¹	9	11.5	13.3

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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	0	0.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	*	*	0	*
District	*	*	0	0.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 3

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 2014-15

Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.5
Paraprofessional Instructional Assistants	2.1
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.5
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	2.6

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	0.0
White	22	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.2

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	0	0
District	8	*
State		69.7

³Ages 6-21

District Profile and Performance Report for School Year 2014-15

Canaan School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	4.4
Other Health Impairment	*	*	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	9	11.7	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,280,526	16,630	9,134
Instructional Supplies and Equipment	43,514	565	334
Improvement of Instruction and Educational Media Services	38,969	506	498
Student Support Services	104,947	1,363	1,001
Administration and Support Services	281,735	3,659	1,694
Plant Operation and Maintenance	259,451	3,369	1,572
Transportation	133,412	1,011	813
Costs of Students Tuitioned Out	0	N/A	N/A
Other	12,470	162	186
Total	2,155,024	26,605	15,289

Additional Expenditures

Land, Buildings, and Debt Service	85,613	1,112	1,272
-----------------------------------	--------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	123,991	46.6	35.1
Noncertified Personnel	46,553	17.5	14.2
Purchased Services	10,660	4.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	20,942	7.9	8.6
Other Expenditures	63,820	24.0	14.9
Total Expenditures	265,966	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.5	91.1
State	7.5	6.8
Federal	1.9	2.0
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 2014-15

Canaan 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.

	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	*	*	*	*	*	*
White	43	75.7	44	66.1	19	*
English Language Learners	6	*	6	*	*	*
Non-English Language Learners	45	75.2	46	66.2	*	*
Eligible for Free or Reduced-Price Meals	6	*	6	*	*	*
Not Eligible for Free or Reduced-Price Meals	45	74.7	46	65.7	*	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	42	76.7	43	68.4	*	*
High Needs	19	*	19	*	7	*
Non-High Needs	32	81.0	33	71.4	15	*
District	51	73.5	52	65.0	22	57.8

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	27	92.6
Curl Up	*	*	*	N/A	27	85.2
Push Up	*	*	*	N/A	27	74.1
Mile Run/PACER	*	*	*	N/A	27	70.4
All Tests - District	*	*	*	N/A	27	59.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

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 2014-15

Canaan School District

Next Generation Accountability Results

These statistics are the first 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	73.5	75	98.0	100	98.0	67.9
	High Needs Students	N/A	75	0.0	0	0.0	56.7
Math Performance Index	All Students	65.0	75	86.6	100	86.6	59.3
	High Needs Students	N/A	75	0.0	0	0.0	47.8
Science Performance Index	All Students	57.8	75	77.0	100	77.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.5	50	93.0	10.6%
	High Needs Students	N/A	<=5%	0.0	0	0.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 59.3%	75%	39.5	50	79.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				347.6	400	86.9	

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	.	17.3	
Math Performance Index Gap	71.4	N/A	.	19.6	
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), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.1
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 50.1**

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 2014-15

Canaan School District

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 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, 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. We also have recently started up an all school weekly community meeting to celebrate successes and promote the notion that we are members of a crew, and not simply passengers in our education. 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 have a paraprofessional on staff whose specific responsibilities lie with a student with social-emotional challenges to support that student in participating in all facets of the school day. 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 and 4), to including families on field trips. We held a Community Expo this year to educate parents and other community members about the learning that takes place at Kellogg. We also have parents involved in school committees: ie—character and culture, and safety and security. 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.

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 are reading *The Single Shard* as a piece in a broader study of world cultures. Our 5th – 8th graders learned 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 6th graders participate in Project Tree, a state-grant funded program for the very purpose of reducing racial, ethnic and economic isolation through the guise of four environmental field trips to various sites across the state. Our 6th, 7th and 8th graders travel to New York to see the city through the eyes of a local New Yorker—riding the train, the subway and the Staten Island Ferry as well as walking, walking and walking. Our 8th graders travel to Quebec City for a week, immersing themselves in the culture of the French Canadian.

Finally, in school assemblies are used to expose students to diversity. We had a Hip-Hop group perform for our K-8 students, as well as an African American story teller and an Irish dance troupe.

District Profile and Performance Report for School Year 2014-15

Canaan School District

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 very supportive of the education of their children, operating under the philosophy that it, 'Take 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 constitutes % (currently). Special Education resources are also allocated proportionately, by population, but the actual services are distributed as needed.