

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



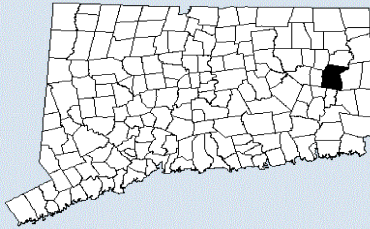
Canterbury School District

Dr. Lois Knapton, Superintendent • 860-546-6950 • www.canterburypublicschools.org

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-8 |
| Number of Schools | 2 |
| Enrollment | 464 |
| Per Pupil Expenditures ¹ | \$20,059 |
| Total Expenditures ¹ | \$10,270,118 |

¹Expenditure data reflect the 2012-13 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](#)

Contents

| | |
|--------------------------------|---|
| Students..... | 1 |
| Educators..... | 2 |
| Instruction and Resources..... | 2 |
| Performance..... | 4 |
| Narratives..... | 5 |

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 205 | 44.2 | 48.3 |
| Male | 259 | 55.8 | 51.6 |
| American Indian | 0 | 0.0 | 0.2 |
| Asian | 0 | 0.0 | 4.6 |
| Black or African American | * | * | 12.9 |
| Hispanic or Latino | 21 | 4.5 | 21.2 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| White | 419 | 90.3 | 58.4 |
| Two or More Races | * | * | 2.3 |
| English Language Learners | * | * | 5.7 |
| Eligible for Free or Reduced-Price Meals | 110 | 23.7 | 37.3 |
| Students with Disabilities ¹ | 51 | 11.0 | 12.8 |

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 | 7 | 3.7 | 0 | 0.0 |
| Male | 14 | 5.7 | 20 | 7.5 |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino | * | * | 0 | 0.0 |
| White | 18 | 4.6 | * | * |
| English Language Learners | 0 | 0.0 | 0 | * |
| Eligible for Free or Reduced-Price Meals | 7 | 7.4 | * | * |
| Students with Disabilities | 6 | 13.0 | * | * |
| District | 21 | 4.8 | 20 | 4.2 |
| State | | 10.8 | | 7.4 |

Number of students in 2012-13 qualified as truant under state statute: 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 2013-14

Canterbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 37.1 |
| Paraprofessional Instructional Assistants | 4.0 |
| Special Education | |
| Teachers and Instructors | 4.0 |
| Paraprofessional Instructional Assistants | 14.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 2.0 |
| 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 | 35.1 |

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 (%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian | 1 | 2.0 | 1.0 |
| Black or African American | 1 | 2.0 | 3.5 |
| Hispanic | 0 | 0 | 3.6 |
| Native American | 0 | 0 | 0.1 |
| White | 48 | 96.0 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

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

Classroom Teacher Attendance: 2012-13

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.5 | 9.3 |

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 9 | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 9 | * |
| Other Health Impairment | 13 | * |
| Other Disabilities | * | * |
| Speech/Language Impairment | * | * |
| District | 40 | 61.5 |
| State | | 69.2 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Canterbury School District

Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 15 | 2.3 | 1.4 |
| Emotional Disturbance | * | * | 1.0 |
| Intellectual Disability | 0 | 0 | 0.4 |
| Learning Disability | 10 | 1.5 | 4.2 |
| Other Health Impairment | 19 | 2.9 | 2.5 |
| Other Disabilities | 10 | 1.5 | 1.0 |
| Speech/Language Impairment | * | * | 1.9 |
| All Disabilities | 67 | 10.3 | 12.4 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|-------------------|----------------------|-------------------|
| Public Schools in Other Districts | * | * | 2.8 |
| Private Schools or Other Settings | * | * | 8.1 |

²Grades K-12

Overall Expenditures:³ 2012-13

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 4,937,043 | 10,076 | 8,769 |
| Instructional Supplies and Equipment | 109,406 | 223 | 275 |
| Improvement of Instruction and Educational Media Services | 79,127 | 161 | 487 |
| Student Support Services | 478,886 | 977 | 965 |
| Administration and Support Services | 827,529 | 1,689 | 1,600 |
| Plant Operation and Maintenance | 2,021,986 | 4,127 | 1,472 |
| Transportation | 1,004,155 | 1,170 | 786 |
| Costs of Students Tuitioned Out | 772,301 | N/A | N/A |
| Other | 39,685 | 81 | 178 |
| Total | 10,270,118 | 20,059 | 14,642 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,434 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2012-13

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|---|------------------------|----------------------------------|-------------------------------|
| Certified Personnel | 635,668 | 22.0 | 35.6 |
| Noncertified Personnel | 394,149 | 13.6 | 14.5 |
| Purchased Services | 410,435 | 14.2 | 5.0 |
| Tuition to Other Schools | 1,015,518 | 35.1 | 21.4 |
| Special Ed. Transportation | 161,569 | 5.6 | 8.5 |
| Other Expenditures | 273,518 | 9.5 | 14.9 |
| Total Expenditures | 2,890,857 | 100.0 | 100.0 |
| PK-12 Expenditures Used for Special Education | | 28.1 | 21.9 |

Expenditures by Revenue Source:⁴ 2012-13

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 50.5 | 55.0 |
| State | 45.1 | 40.7 |
| Federal | 4.4 | 4.4 |
| Tuition & Other | 0.0 | 0.0 |

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 2013-14

Canterbury School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|--|---------|---------|---------|---------|---------|-----|--------|----------|---|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | . | . | . | . | . | . | . | . | |
| Hispanic or Latino | . | . | . | . | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 84.1 | 81.9 | 87.0 | 86.4 | . | . | . | . | |
| Students with Disabilities | 65.9 | 56.1 | 59.6 | 50.7 | . | . | . | . | |
| High Needs | 78.1 | 75.2 | 79.8 | 78.3 | . | . | . | . | |
| District | 89.4 | 88.5 | 88.8 | 87.9 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by | | | All Tested Grades | |
|----------------------|------------------------|------|------|-------------------|----------|
| | 4 | 6 | 8 | Count | Rate (%) |
| Sit & Reach | 89.5 | 93.1 | 93.6 | 143 | 92.3 |
| Curl Up | 55.3 | 77.6 | 87.2 | 143 | 74.8 |
| Push Up | 55.3 | 77.6 | 76.6 | 143 | 71.3 |
| Mile Run/PACER | 68.4 | 81.0 | 83.0 | 143 | 78.3 |
| All Tests - District | 34.2 | 63.8 | 61.7 | 143 | 55.2 |
| All Tests - State | 50.2 | 50.7 | 50.3 | | 51.1 |

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 2013-14

Canterbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Canterbury Public Schools Board of Education approved a district-wide three-year strategic plan in August 2015. This plan has three goals: 1. to improve standards-based instructional practices and student learning outcomes; 2. to develop, implement, and monitor a district-wide technology infrastructure, and 3. to implement a district-wide facilities, and buildings and grounds improvement plan. This strategic plan is our road map to success. It was developed by a group of stakeholders that included constituents from the entire Canterbury community. On a monthly basis, the BOE, with administration, reviews any progress made on these goals and plots a course for future avenues. The Canterbury Elementary School strives to involve parents in all aspect of school improvement. The school works hard to obtain the School Readiness Grant and this continues to be an annual occurrence. This grant afforded Canterbury the opportunity to support additional pre-school students within our elementary school. An essential piece of this program involves the establishment of The Canterbury School Readiness Council comprised of parents, community members, and educators. This council oversees all aspects of the program and is focused on improving educational opportunities for our young students and their preparation for Kindergarten. CES has also collaborated with outside consultants to present workshops and information to parents of young students. In addition to the Readiness Program, the Student Assistance Team comprised of a group of educators, administrators, and parents met regularly on students that were in need of assistance. The team recommended systematic interventions based on individual student needs. These pre-referral supports are essential to not only improved outcomes for students but also extremely valuable to the special education process. The Baldwin Middle School staff set Smart goals each year through our professional learning communities for academic improvement on our state testing. Our scores continue to improve across all grades. Our data collection is comprised of quarterly common and formative assessments, as well as data from our STAR results. During team and department meetings, this data is analyzed to monitor student progress and identify students in need of Scientifically Research Based Interventions (SRBI). Student needs are addressed through multiple strategies by classroom teachers, peer tutors, and our special education staff working with regular education staff. A full-time intervention teacher provides focused instruction for students and provides content assessment data for staff. Homework club is offered two days a week after school to provide extra support for students as needed. We also have a strong belief that students should be physically fit; consequently, the physical education teacher has created mini-groups during the last period of the day to afford students an opportunity to increase their physical endurance and skills. The computer lab is open for all students to enhance their work through technology. Since time is always precious when planning for school improvement, parents are invited into our common planning periods throughout the school year. The Technology teacher has scheduled time once each week to provide professional development to every team during one common planning period.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Canterbury Elementary School continues 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 were imbedded in instruction across the curriculum and grade levels. Students in all grades learned of current events about people throughout the world. Periodicals were used in grades one through four; access to the Internet provided enhanced opportunities for students to learn about other people and their cultures. Kindergarten built a community through multicultural activities such as skin color identification. They embraced diversity through winter holidays such as Kwanza, Hanukkah, St. Lucia's and Dwali, as well as, Martin Luther King's Birthday. Grade two studied family traditions from Mexico and China. Grade four students were exposed to different cultures via the Internet. Instruction was enhanced by software focused on Spanish, Native American and Italian Cultures. A field trip to the Mashantucket Pequot Indian Museum extended the students' knowledge of Native American Indians. The Dr. Helen Baldwin Middle School (BMS) staff fosters a warm and friendly environment that supports the diversity within our population. Empathy and acceptance is taught through the work of our school climate committee. Students in grades 5 and 6 are exposed to cultural and linguistic differences via Unified Arts Spanish classes. Spanish is part of the core curriculum for students in grades 7-8 and thus receive more intensive exposure to the culture. Cinco de Mayo is celebrated school-wide whereby students write poems and stories, sing, play music, and cook. Used physical education equipment is donated to African children. Studying world cultures immerses our students in different customs and traditions. Differences between people are appreciated and respected. Fiction and nonfiction literature is another approach used to integrate cultural diversity within our curriculum. Authors are ethnically, racially, and religiously diverse.

District Profile and Performance Report for School Year 2013-14

Canterbury School District

Equitable Allocation of Resources among District Schools

The mission of CPS 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 students. Teaching and learning is the focus of the district. Literature reflecting all genres, including nonfiction, mathematics manipulatives, and science kits were provided for children at each grade level. The Capital Improvement Plan provides funding for computer and technology upgrades. 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 district.