

STRATEGIC SCHOOL PROFILE 2010-11**New Canaan School District**

DAVID E. ABBEY, Superintendent

Location: 39 Locust Avenue

Telephone: (203) 594-4018

New Canaan,
ConnecticutWebsite: www.newcanaan.k12.ct.us

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.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 19,395

1990-2000 Population Growth: 8.6%

Number of Public Schools: 5

Per Capita Income in 2000: \$82,049

Percent of Adults without a High School Diploma in 2000*: 4.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

District Enrollment as % of Estimated. Student Population: 81.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2010

4,123

5-Year Enrollment Change

1.4%

DISTRICT GRADE RANGE

Grade Range

PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	0	0.0	1.6	34.1
K-12 Students Who Are Not Fluent in English	27	0.7	0.6	5.6
Students Identified as Gifted and/or Talented*	367	8.9	6.7	4.0
PK-12 Students Receiving Special Education Services in District	418	10.1	9.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	280	98.6	94.9	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	27	4.2	8.6	13.2

*41.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	35	0.8
Asian American	173	4.2
Black	40	1.0
Hispanic	122	3.0
Pacific Islander	8	0.2
White	3,698	89.7
Two or more races	47	1.1
Total Minority	425	10.3

Percent of Minority Professional Staff: 2.9%

Non-English Home Language:

3.3% 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 30.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

New Canaan Social Studies, Language Arts, Visual and Performing Arts and Social Academic, Personal Learning (SAPL), Health and Science curricula address enduring understandings, content and skills related to diversity. Understanding of self as a member of diverse communities and preparation to contribute as a US and global citizen are themes that spiral throughout the K-12 program. One tangible commitment to these ideals is the establishment of the K-12 World Languages program, the goal of which is to graduate all students proficient in at least two languages. Interactions and exchanges with students across diverse communities and nations are integrated into learning experiences, often using technology as a connecting tool. This year, students who study Chinese as part of their HS program traveled to China with their teachers. As part of planned academic experiences, NCHS staff mediates the use of social media for purposes of connecting our students to those across the globe; for example, during the spring students used Twitter to examine the multiple perspectives of those experiencing remarkable international social, economic, political and environmental events. LINKS, a grant funded inter-district program run by the New Canaan Nature Center, connects grade 4 NCPS students and teachers with partners from neighboring Norwalk schools. The themes of diversity and interconnectedness are used to examine both nature and neighbors; using environmental, science and social science learning objectives, all grade 4 New Canaan students study and experience how diversity enriches and protects the environment, people and communities. Other diversity opportunities include: a day of service sponsored by NCHS senior class and the Kids in Community Service Program, which involves all K – 4 students in outreach service projects that meet the civic and social needs of our local communities. Parent councils across the district sponsor an array of Performing Arts programs that include visiting artist presentations that are multi-culturally based and which celebrate the contributions of all people to the arts. Education about disabilities and the importance of inclusion as a tool for enriching the lives of all community members are incorporated in academic, co-curricular and special events.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	90.9	58.4	100.0
Writing	88.8	61.1	98.8
Mathematics	90.7	63.0	99.4
Grade 4 Reading	92.0	62.5	98.8
Writing	88.2	65.5	93.3
Mathematics	91.4	67.0	96.3
Grade 5 Reading	85.0	61.4	92.0
Writing	87.4	66.8	92.0
Mathematics	88.9	72.5	79.1
Science	91.0	59.9	100.0
Grade 6 Reading	97.2	76.0	98.8
Writing	86.3	65.2	90.5
Mathematics	92.3	71.3	91.7
Grade 7 Reading	95.6	77.8	94.9
Writing	90.9	58.9	99.4
Mathematics	91.2	68.4	92.3
Grade 8 Reading	96.1	74.7	97.5
Writing	92.1	64.8	97.5
Mathematics	90.9	66.6	91.1
Science	93.1	63.1	100.0

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.

To see the NCLB Report Card for this school, go to 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 scorable 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	82.0	44.7	96.2
Writing Across the Disciplines	90.3	61.2	94.7
Mathematics	85.7	49.5	97.0
Science	72.0	47.0	88.0

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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
	70.0	51.0	88.9

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.4	70.6	
Average Score	Mathematics	610	510	99.2
	Critical Reading	585	505	99.2
	Writing	601	510	99.2

SAT® I. The lowest possible score on each SAT® 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, Adjusted Cohort Rate 2010	96.0	81.8	96.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.2	2.8	85.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	97.2	84.8
% Employed (Civilian Employment and in Armed Services)	1.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	290.05
Paraprofessional Instructional Assistants	41.65
Special Education	
Teachers and Instructors	35.30
Paraprofessional Instructional Assistants	66.95
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	18.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.40
Counselors, Social Workers, and School Psychologists	27.60
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	197.20

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	13.0	13.4	13.9
% with Master's Degree or Above	92.3	89.7	79.0

Average Class Size	District	DRG	State
Grade K	18.9	18.9	18.4
Grade 2	18.4	20.6	19.9
Grade 5	22.4	21.4	21.2
Grade 7	17.7	20.6	20.6
High School	22.7	21.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	998	992
Middle School	1,012	1,008	1,017
High School	990	988	1,010

*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*	2.5	2.8	3.1
Middle School	3.2	2.4	2.4
High School	2.6	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$40,121	\$9,841	\$8,232	\$9,688	\$8,237
Instructional Supplies and Equipment	\$731	\$179	\$299	\$261	\$300
Improvement of Instruction and Educational Media Services	\$1,392	\$342	\$477	\$682	\$463
Student Support Services	\$6,903	\$1,693	\$875	\$997	\$872
Administration and Support Services	\$8,492	\$2,083	\$1,433	\$1,574	\$1,459
Plant Operation and Maintenance	\$8,465	\$2,076	\$1,421	\$1,763	\$1,410
Transportation	\$4,193	\$943	\$701	\$732	\$692
Costs for Students Tuitioned Out	\$2,244	N/A	N/A	N/A	N/A
Other	\$1,170	\$287	\$161	\$225	\$159
Total	\$73,711	\$18,058	\$13,878	\$16,448	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$328	\$81	\$1,622	\$1,708	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,156,501	21.9	21.2	21.5

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	94.1	3.5	2.4	0.0
Excluding School Construction	94.5	3.1	2.5	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The NCPS budgeting process is an inclusive one that incorporates input and feedback from school and community stakeholders throughout all stages of the process. There has been a focused effort to work collaboratively and on an ongoing basis with town officials to develop and reflect best practices in budgeting and fiscal management. BOE policy requires that specific budget goals, assumptions, constraints and priorities be 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, student data, BOE goals and related resource needs. District goals address learning, achievement, communication, safety, security and efficient and effective stewardship of resources. There is a purposeful focus on considering the needs of all students and student groups through the curricular, co-curricular and donation supported budgeting processes. Parent and community organizations work cooperatively and devote time, energy and resources to supporting a variety of innovations. Examples of such initiatives include installation of Smart Board technologies at all schools and athletics and arts programs that are generously and equitably supported in spirit and in kind. Resource allocations are periodically reviewed during the year to ensure that equity and responsiveness remain standards of practice.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	410
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.0%

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	39	0.9	1.1	1.1
Learning Disability	120	2.9	3.7	3.9
Intellectual Disability	8	0.2	0.2	0.4
Emotional Disturbance	4	0.1	0.4	1.0
Speech Impairment	136	3.3	2.0	2.2
Other Health Impairment*	83	2.0	2.0	2.1
Other Disabilities**	20	0.5	0.6	0.9
Total	410	10.0	9.9	11.6

*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 2009-10 with a Standard Diploma	96.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	64.2	33.0	92.8	68.6
	Writing	55.9	19.3	88.9	63.7
	Mathematics	58.8	33.4	90.9	68.2
	Science	60.9	21.2	92.0	61.5
CAPT	Reading Across the Disciplines	44.7	14.1	82.0	44.7
	Writing Across the Disciplines	52.5	17.3	90.3	61.2
	Mathematics	48.6	15.8	85.7	49.5
	Science	17.5	13.1	72.0	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	34.1
	% With Accommodations	65.9
CAPT	% Without Accommodations	20.4
	% With Accommodations	79.5
% Assessed Using Skills Checklist		8.8

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	16	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	319	77.8	76.5	74.1
40.1 to 79.0 Percent of Time	60	14.6	16.8	14.9
0.0 to 40.0 Percent of Time	31	7.6	6.7	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

For the past several years, the New Canaan Public School district has focused improvement plans around the theme of Teaching for Understanding: Responsive Teaching for 21st Century Learning. Particular emphasis is placed on responsive and effective teaching in the differentiated classroom. Over the course of several years, the Board of Education has held constant to the following five goal topics, thereby allowing the faculty to develop and expand expertise over time: Continuous growth in learning and high standards of achievement; respectful and responsible citizenship; effective communication and community partnerships; effective and innovative professional practices; and safety and security and responsible stewardship of resources. Related school, department and professional growth objectives are set annually as informed by data analysis and the study of international and national contexts, expectations and standards. The K-12 implementation of Response To Intervention (RTI) has been part of our overall systems improvement work. General and special education administrators, curriculum leaders, and student services professionals have attended and provided RTI training. Student learning across all areas of performance is assessed on an ongoing basis using multiple indicators of growth. NWEA Measures of Academic Progress, an adaptive, computer based assessment system that allows teachers to better differentiate for all students, including those performing at advanced levels, has been introduced in grades 5-8 at Saxe Middle School. State and national testing continues to evidence that New Canaan students perform at the top or within the top tier of their peer groups. The overall district performance on state testing continues to be among the strongest in the DRG. Grade 3 Reading and Math, Grade 4 and 7 Reading, and Grade 5 and 8 Science were at the top of the DRG and Grade 3 Reading and Grade 5 and 8 Science were at the top of the State. In 14/20 subtests 90% or better achieved at or above goal. In the many of the subtests half or more of the students performed at the advanced level. Trend data on SAT subject tests and Advanced Placement tests indicates NC students are well prepared to engage in rigorous university studies with overall SAT performance again in the top tier of the DRG. The percent of students scoring a 3 or better on AP tests continues to be above 90% even as participation rates increase. Student achievement in the Sciences, Technology, Arts, and Athletics is evidenced by the number of awards garnered in state, regional and national competitions. The NCPS community is 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; full implementation of Foreign Language in the Elementary Schools (FLES K-5) and a study of expanded World Language and STEM offerings as part of 21st century initiatives. Student Support Professionals are working in support of the Respectful Schools climate initiative and are taking the lead in implementing the new Social, Academic, Personal Learning (SAPL) K-12 Framework. To ensure we garner external feedback about our goals and work, New Canaan participates in New England Association of Schools and Colleges and is also a member of the TriState Consortium, an organization comprised of districts from CT, NY and NJ dedicated to continuous improvement using rigorous standards of performance. A TriState Science Program Review will occur in fall 2011 and the HS NEASC visit is scheduled for April 2013.
