

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

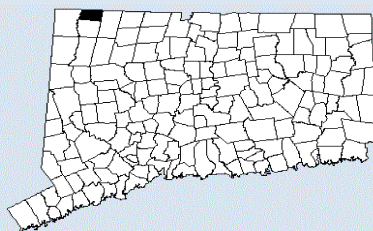


North Canaan School District

860-824-5149 • <http://www.nceschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	281
Per Pupil Expenditures ¹	\$20,320
Total Expenditures ¹	\$5,648,865

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	141	50.2	48.4
Male	140	49.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	35	12.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	6	2.1	3.3
White	236	84.0	53.6
English Learners	14	5.0	7.2
Eligible for Free or Reduced-Price Meals	66	23.5	36.7
Students with Disabilities ¹	37	13.2	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	11	8.1	*	*
Male	14	10.9	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	18	8.1	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	14.7	*	*
Students with Disabilities	*	*	0	0.0
District	25	9.5	*	*
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

North Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	27.7
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.7
Other Staff Providing Non-Instructional Services/Support	16.0

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	0	0.0	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	42	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	12	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	20	71.4
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

North Canaan School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	14	5.2	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	32	12.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,578,086	12,871	9,847
Instructional Supplies and Equipment	100,052	360	287
Improvement of Instruction and Educational Media Services	53,576	193	589
Student Support Services	379,992	1,367	1,120
Administration and Support Services	622,745	2,240	1,905
Plant Operation and Maintenance	498,214	1,792	1,648
Transportation	396,956	936	904
Costs of Students Tuitioned Out	0	N/A	N/A
Other	19,244	69	208
Total	5,648,865	20,320	16,535

Additional Expenditures

Land, Buildings, and Debt Service	103,218	371	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	515,110	44.7	33.8
Noncertified Personnel	244,054	21.2	14.5
Purchased Services	44,596	3.9	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	78,150	6.8	8.7
Other Expenditures	269,273	23.4	14.1
Total Expenditures	1,151,183	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.7	72.2
State	24.2	24.6
Federal	3.1	3.2
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 2017-18

North 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.

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	0	N/A	0	N/A
Hispanic or Latino	20	68.4	20	64.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	136	73.4	136	63.2
English Learners	10	*	10	*
Non-English Learners	152	74.4	152	64.3
Eligible for Free or Reduced-Price Meals	70	67.8	70	56.6
Not Eligible for Free or Reduced-Price Meals	92	77.6	92	68.9
Students with Disabilities	19	*	19	*
Students without Disabilities	143	77.0	143	67.1
High Needs	80	66.2	80	55.7
Non-High Needs	82	80.4	82	71.4
District	162	73.4	162	63.6

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			
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	93.5	*	93.1	N/A	78	93.6
Curl Up	80.6	*	75.9	N/A	78	76.9
Push Up	77.4	*	75.9	N/A	78	73.1
Mile Run/PACER	67.7	*	55.2	N/A	78	60.3
All Tests - District	45.2	*	48.3	N/A	78	46.2
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

North Canaan 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	73.4	75	48.9	50	97.8	67.6
	High Needs Students	66.2	75	44.1	50	88.3	57.5
Math Performance Index	All Students	63.6	75	42.4	50	84.8	62.7
	High Needs Students	55.7	75	37.1	50	74.2	52.0
ELA Academic Growth	All Students	69.5%	100%	69.5	100	69.5	60.7%
	High Needs Students	63.1%	100%	63.1	100	63.1	55.6%
Math Academic Growth	All Students	54.6%	100%	54.6	100	54.6	61.9%
	High Needs Students	43.6%	100%	43.6	100	43.6	55.4%
Chronic Absenteeism	All Students	9.5%	<=5%	41.0	50	82.0	10.7%
	High Needs Students	15.3%	<=5%	29.5	50	58.9	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		100.0%	94%	50.0	50	100.0	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)		98.7% 46.2%	75%	30.8	50	61.5	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				554.6	800	69.3	

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	66.2	8.8	15.9	
Math Performance Index Gap	71.4	55.7	15.7	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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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

North Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our school follows a Strategic Plan for School Improvement that is clear and outlines the goal areas. Schoolwide initiatives focused on implementation of the Connecticut Core Curriculum and all national and state content standards, continuous improvement of student achievement based on multiple data sources, implementation of the district's teacher and school leader evaluation plans, and the positive social-emotional health of students.

Education is a shared responsibility and we value the participation of the entire community. We provide our children with a comprehensive educational experience including music, art, library, computer, Spanish, physical education and the opportunity for enrichment experiences including assemblies and field trips. Research shows these activities nourish children's brains and stimulate their overall development. The PTO supports these goals by providing enrichment opportunities and assemblies. Notes and emails home to parents are focused on how the school and parents communicate and work together on ways to help each student grow. Because our class sizes are low, teachers are able to develop personal relationships with students and their parents and keep constant communication with parents. Teachers provide parents with suggestions for learning activities and provide additional resources to parents to use when working with their children.

We engage families in student learning in a number of ways. Our school has Open House night, family events, four evenings of Student Led and Student Involved Conferences at which students invite the parents and then lead the conference for their parents and teacher(s), and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Three or four topics from the school's Strategic Plan for School Improvement are discussed at these two night meetings and we strive to have a two-way discussion regarding student achievement and programs.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require these services. Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team exists for the purpose of determining when students should be receiving SRBI Services, identifying when they need to be served at Tiers II or III, and when students should be referred for evaluation to determine Special Education.

Truancy is an occasional problem at North Canaan Elementary School. When this occurs, we have personalized communication with families that include home visits with the school psychologist and principal to problem solve in an effort to get the student back to school. Truancy is addressed with a clear and concise absence policy that is given to parents at the beginning of the school year by means of the Student Handbook and the school website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At North Canaan we make efforts to expose our students to diverse cultures through the use of literature. In-class activities are used to expose our students to other perspectives. Field trips are a major way to help bridge the divide. Our Middle School students attend Nature's Classroom for a week on the shore, partnering with another school from another state. In addition to the hands-on learning that takes place, students are exposed to a wide variety of activities that promote creative thinking as well as build independence, confidence and positive risk-taking.

Our school also has the support of an EL teacher who focuses on ways to help students learning the English language successfully integrate in the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. To this end, school and community funds have been established for families in need of financial assistance.

District Profile and Performance Report for School Year 2017-18

North Canaan School District

Equitable Allocation of Resources among District Schools

North Canaan Elementary School is its own school in its own district. Thus, we receive all of the resources of the district.