

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



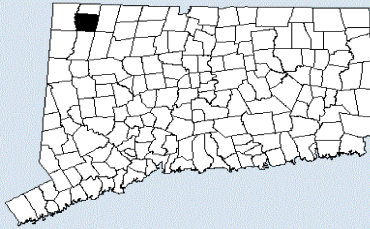
## Canaan School District

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

### District Information

Grade Range	K-8
Number of Schools	1
Enrollment	77
Per Pupil Expenditures <sup>1</sup>	\$26,640
Total Expenditures <sup>1</sup>	\$2,131,168

<sup>1</sup>Expenditure 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	41	53.2	48.3
Male	36	46.8	51.6
American Indian	0	0.0	0.2
Asian	0	0.0	4.6
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	67	87.0	58.4
Two or More Races	*	*	2.3
English Language Learners	6	7.8	5.7
Eligible for Free or Reduced-Price Meals	7	9.1	37.3
Students with Disabilities <sup>1</sup>	11	14.3	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	8	11.9	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	0	*
District	8	10.1	*	*
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>A 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.

<sup>3</sup>The 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

## Canaan School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	10.9
Paraprofessional Instructional Assistants	1.5
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.5
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.6
Support Staff	0.0
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

<sup>1</sup>In 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	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	23	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	92.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core 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	7.6	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	9	*
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Canaan School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	*	*	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	11	14.3	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,308,566	17,448	8,769
Instructional Supplies and Equipment	40,037	534	275
Improvement of Instruction and Educational Media Services	41,879	558	487
Student Support Services	110,600	1,475	965
Administration and Support Services	290,473	3,873	1,600
Plant Operation and Maintenance	191,927	2,559	1,472
Transportation	135,068	970	786
Costs of Students Tuitioned Out	0	N/A	N/A
Other	12,618	168	178
Total	2,131,168	26,640	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	88,665	1,182	1,434
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<sup>3</sup>Expenditures 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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	129,089	48.2	35.6
Noncertified Personnel	43,924	16.4	14.5
Purchased Services	16,607	6.2	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	19,941	7.5	8.5
Other Expenditures	57,982	21.7	14.9
Total Expenditures	267,543	100.0	100.0

PK-12 Expenditures Used for Special Education	12.6	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.2	90.9
State	7.6	6.8
Federal	2.2	2.3
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Canaan 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](http://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	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	.	.	.	.	.	.	.	
District	91.4	85.4	81.9	85.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	*	28	67.9
Curl Up	*	*	*	28	60.7
Push Up	*	*	*	28	46.4
Mile Run/PACER	*	*	*	28	64.3
All Tests - District	*	*	*	28	25.0
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Canaan School District

### Narratives

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#### **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 number one 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 and are currently working on a plan to expand that to an all school weekly community meeting to celebrate success 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 but is not limited to 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 students with social-emotional challenges to support them 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, to including families on field trips. We also have parents involved in school committees: ie—character and culture, building and grounds, safety and security.

Parents are encouraged to engage with their children in an academic context as well. 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 or guardians 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 read *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, the Dominican Republic and Colombia 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 travel 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.

# District Profile and Performance Report for School Year 2013-14

## 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. Our high school students attend Housatonic 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.