

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



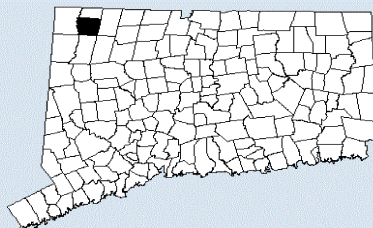
Canaan School District

Dr. Pamela Vogel, Superintendent • 860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	67
Per Pupil Expenditures ¹	\$34,470
Total Expenditures ¹	\$2,309,497

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	29	43.3	48.4
Male	38	56.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	*	*	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	63	94.0	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	23	34.3	43.3
Students with Disabilities ³	10	14.9	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	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 of any race	*	*	0	*
White	*	*	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	0	*	0	*
District	*	*	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.4
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.8
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	0.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	2.6

¹ 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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	22	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	9	*
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	11	16.9	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,435,300	\$21,422	\$10,923
Support services - students	\$172,321	\$2,735	\$1,277
Support services - instruction	\$81,757	\$1,298	\$682
Support services - general administration	\$40,963	\$650	\$467
Support services - school based administration	\$196,282	\$3,116	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$224,691	\$3,567	\$1,718
Student transportation services	\$158,183	\$1,438	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$2,309,497	\$34,470	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$148,675	46.6	28.5
Instructional Aide Salaries	\$18,413	5.8	10.1
Other Salaries	\$38,705	12.1	11.1
Employee Benefits	\$72,527	22.7	13.0
Purchased Services Other Than Transportation	\$15,518	4.9	5.7
Special Education Tuition	.	.	22.5
Supplies	\$1,485	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$22,347	7.0	8.0
Equipment	\$1,419	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$319,089	100.0	100.0
Percent of Total Expenditures Used for Special Education		13.8	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	92.8
State	5.3
Federal	1.9
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.2%	<=5%	12.2%
	High Needs Students	7.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As a small K-8 school, Lee H. Kellogg School and its staff are committed to providing students and families with rich learning opportunities for academic, artistic, athletic, and social growth. Students are encouraged to become leaders of their own learning through the gradual release of responsibility, a key element in our School Improvement Plan. All students establish annual learning goals and meet regularly with their advisor to evaluate their progress, habits of work and resulting academic growth. Student progress is shared with families during Student Led and Parent Teacher conferences in the fall and spring. Teachers and staff are provided with regular ongoing professional learning opportunities both locally and at the Regional level to improve their individual and collective instructional practice. We continue to support our students with disabilities through onsite services provided through our special education program through the Regional Pupil Services staff. Students receive services to meet their individual disabilities through an individual educational program.

Truancy is not a prevalent problem at Kellogg School. We continue to work closely with isolated cases to support these families through regular communication and follow up to ensure that all students attend school on a regular basis.

This year we continued to expand our focus on meeting the social emotional needs of our school community. All teachers have integrated Personalized Learning elements into their classroom curriculum. The Kellogg Early Birds program continues to support our students and families who need supervised child care coverage before the school day begins. Communication includes parent meetings, phone calls, and classroom newsletters. During the school closure, additional student materials were made available to families for pick up and in some cases delivered to families in need. Additional family monitoring was provided by the school nurse and local mental health care agencies.

The school Leadership Team hosted an evening parent forum entitled "It Takes a Village." This interactive community event provided parents with an opportunity to talk with teachers and each other about current school programs and generate ideas for future events. Community feedback from this event will help to shape our programming and future planning. All teachers contribute articles to the Regional School District No.1 quarterly news publication which is released to the community in both print and digital format. These articles provide our community members with a window inside our school to learn more about what is happening in our classrooms. Parents are always encouraged to participate in their children's academic learning.

Literacy remains an area of strong focus; students regularly bring home books for individual and family reading. Kellogg School was recognized again as one of the Governor's Summer Reading Challenge 2019 Top-Performing elementary schools in Connecticut.

All parents and students in grades 5-8 are able to see current student grades through Power School in the Parent Portal. Parents are regularly informed of school events and student academic progress. School events are widely published and communicated in both electronic and paper formats.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic isolation is not a concern for Kellogg School. Despite being a rural community school, our proximity to Hartford, the Metro-North Train line and New York City contributes to a diverse socioeconomic population. Our community is composed of families who own second homes to enjoy country life as well as families living below the poverty line. Students are exposed to diverse cultures from around the world through literature, foreign language, the Arts, and Social Studies. All students attend regular cultural assemblies at Kellogg to provide them with a deeper understanding of other cultures. Kellogg also provides programs to instill a positive and safe school community. These include Second Step, a nationally recognized program, which is used to teach students about empathy and effective communication skills in K-4. Students in grades 5-8, students are involved in different programs that provide support and assistance to set goals for academic, career, social, emotional and physical development. They are also learning about boundaries, mental health, and resistance to drugs/alcohol. Our school and the regional English Language Learner, ELL program focus on ways to help these students successfully integrate into the classroom. All students had access to monthly after school STEAM workshops prior to school closure. Field trips play an important role in helping to bridge the divide of racial ethnic, and economic isolation. Additional opportunities included Region One Arts Day, Science & Math Day, middle school sports and after school Quiz Bowl competitions. This year 6th and 7th grade students participated in a week long Nature's Classroom retreat in Rhode Island which occurs on alternating school years. Students and middle school teacher chaperones are able to get to know each other while participating in activities that promote confidence, teamwork, and positive risk-taking. Pandemic travel bans altered the 8th grade class trip. Instead, students participated in a virtual field trip to Quebec city for an immersion week in French Canadian culture. Students in 3rd and 4th grade replaced their tour of the state capital with a virtual tour of New York city provided by a professional tour company to gain a better understanding of city life.

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Canaan School District

Equitable Allocation of Resources among District Schools

Lee H. Kellogg School, also known as the Canaan School District, is a district of one school. We are 1 of 6, K-8 schools and a regional high school who comprise the Region One School District. We enroll students in grades K through 8, offering a traditional program of studies. Our official enrollment count in October 2019 showed 69 students. Along with five other elementary schools, we finance a Regional High School covering a 250 square mile radius, a Superintendent's Office, and a Regional Pupil Services Department. The funding from the local towns is based on a percentage basis. Historically Kellogg School sends a high percentage of its students to the Regional high school each year. The Canaan Board of Education presents a budget to the town of Falls Village Board of Finance and to the community. A hearing is held in April and the first town vote is in May. Almost all of our funding is through local taxation.