

STRATEGIC SCHOOL PROFILE 2009-10**Canton School District**

KEVIN D. CASE, Superintendent

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Canton,
ConnecticutWebsite: www.cantonschools.org

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: Hartford

Town Population in 2000: 8,840

1990-2000 Population Growth: 6.9%

Number of Public Schools: 4

Per Capita Income in 2000: \$33,151

Percent of Adults without a High School Diploma in 2000*: 7.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%

District Enrollment as % of Estimated. Student Population: 92.2%

*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): C 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, 2009 1,762
 5-Year Enrollment Change 3.7%

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	80	4.5	6.7	32.6
K-12 Students Who Are Not Fluent in English	13	0.8	0.7	5.4
Students Identified as Gifted and/or Talented*	7	0.4	4.6	4.1
PK-12 Students Receiving Special Education Services in District	167	9.5	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	121	100.0	85.9	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	16	10.0	12.7	13.6

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	49	2.8
Black	48	2.7
Hispanic	57	3.2
White	1,605	91.1
Total Minority	157	8.9

Percent of Minority Professional Staff: 0.0%

Open Choice:

43 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.0% 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 11.

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.

Efforts to reduce racial, ethnic, and economic isolation take place throughout the entire District. Please refer to our individual school narratives for particular programs.

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	74.4	57.0	75.5
Writing	70.3	58.3	65.6
Mathematics	75.0	62.4	63.8
Grade 4 Reading	89.1	59.9	99.4
Writing	85.5	63.6	94.4
Mathematics	89.8	67.0	91.8
Grade 5 Reading	85.7	61.8	92.7
Writing	83.3	68.2	75.3
Mathematics	84.1	72.4	65.7
Science	78.9	59.4	72.3
Grade 6 Reading	89.7	74.9	78.5
Writing	84.4	65.9	79.9
Mathematics	87.3	70.7	74.8
Grade 7 Reading	94.9	77.4	90.3
Writing	82.9	61.2	85.7
Mathematics	91.3	68.5	91.6
Grade 8 Reading	89.4	73.3	82.8
Writing	73.2	62.6	55.4
Mathematics	80.3	67.3	65.0
Science	80.4	62.8	70.1

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	80.6	45.9	94.7
Writing Across the Disciplines	91.9	59.6	97.7
Mathematics	85.5	48.7	98.5
Science	77.6	45.3	95.5

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
	72.3	50.7	93.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.2	68.5	
Average Score	Mathematics	552	508	84.5
	Critical Reading	547	503	84.5
	Writing	548	506	83.7

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, Class of 2009	94.8	91.3	52.3
2008-09 Annual Dropout Rate for Grade 9 through 12	1.3	3.0	51.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	84.5
% Employed (Civilian Employment and in Armed Services)	9.1	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	103.17
Paraprofessional Instructional Assistants	24.06
Special Education	
Teachers and Instructors	15.80
Paraprofessional Instructional Assistants	36.99
Library/Media Specialists and/or Assistants	7.62
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	8.80
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	87.08

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	14.5	13.8
% with Master's Degree or Above	80.0	79.0	77.8

Average Class Size	District	DRG	State
Grade K	17.3	17.2	18.5
Grade 2	20.1	18.5	19.7
Grade 5	22.3	20.7	21.1
Grade 7	20.3	19.9	20.8
High School	19.6	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,038	994	992
Middle School	1,062	1,034	1,018
High School	1,051	1,007	1,006

*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*	4.7	3.1	3.2
Middle School	2.6	2.2	2.5
High School	1.8	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$11,867	\$6,789	\$7,819	\$7,380	\$7,829
Instructional Supplies and Equipment	\$477	\$273	\$274	\$281	\$279
Improvement of Instruction and Educational Media Services	\$385	\$220	\$474	\$406	\$459
Student Support Services	\$1,605	\$918	\$863	\$816	\$859
Administration and Support Services	\$3,093	\$1,769	\$1,405	\$1,400	\$1,426
Plant Operation and Maintenance	\$2,849	\$1,630	\$1,469	\$1,468	\$1,462
Transportation	\$1,325	\$726	\$701	\$675	\$694
Costs for Students Tuitioned Out	\$908	N/A	N/A	N/A	N/A
Other	\$64	\$37	\$163	\$148	\$162
Total	\$22,574	\$12,661	\$13,458	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,762	\$1,008	\$1,864	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,389,644	19.4	20.2	20.7

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	80.7	17.1	1.4	0.9
Excluding School Construction	80.1	17.4	1.5	1.0

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.

District resources are equally allocated throughout our schools. Please refer to individual school narratives.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	172
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	21	1.2	1.0	1.0
Learning Disability	78	4.4	3.9	3.9
Intellectual Disability	7	0.4	0.4	0.5
Emotional Disturbance	9	0.5	0.7	1.0
Speech Impairment	17	1.0	2.1	2.2
Other Health Impairment*	31	1.8	1.9	2.1
Other Disabilities**	9	0.5	0.7	0.9
Total	172	9.8	10.5	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 2008-09 with a Standard Diploma	94.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.2	4.1

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	47.3	31.6	87.4	67.5
	Writing	33.8	19.6	79.8	63.3
	Mathematics	40.6	32.9	84.5	68.1
	Science	38.2	23.7	79.7	61.1
CAPT	Reading Across the Disciplines	45.5	13.8	80.6	45.9
	Writing Across the Disciplines	50.0	16.8	91.9	59.6
	Mathematics	54.5	16.7	85.5	48.7
	Science	41.7	13.0	77.6	45.3

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	22.6
	% With Accommodations	77.4
CAPT	% Without Accommodations	37.5
	% With Accommodations	62.5
% Assessed Using Skills Checklist		6.4

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	1	0.6
Private Schools or Other Settings	17	9.9

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	120	69.8	76.7	73.4
40.1 to 79.0 Percent of Time	36	20.9	16.4	15.3
0.0 to 40.0 Percent of Time	16	9.3	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The students in the Canton Public Schools continue to make excellent progress and improve their achievement as measured by district-wide assessments, the Connecticut Mastery Tests, Connecticut Academic Performance Test, SAT's, and Advanced Placement Tests. District-wide, Canton students demonstrated significant growth over time. In Grade 3, student performance in Math increased from 87% at goal to 90% and in Reading from 84% at goal to 90%. In Grade 4, student performance in Reading increased from 66% at goal to 82%. In Grade 5, student performance in Math increased from 82% to 87%, in Reading from 86% to 90%. Many of our students achieved in the Advanced band on the Math portion of the Connecticut Mastery Test – 53% of our sixth graders, 46% of our seventh graders, and 55% of our eighth graders. Our fifth and eighth grade students performed well on the Science portion of the Connecticut Mastery Test, with 79% of our students at goal and 33% of our students scoring in the Advanced band; 81% of our eighth graders scored at goal with 19% scoring in the Advanced band. Great gains were made by students on the Connecticut Academic Performance Test. In every subject and in every scoring band, Canton's students exceeded the state average by an average of thirty percentage points. The 2010 SAT scores demonstrate that our students continue to perform above both the national and state averages. Students earned scores of 3 or higher on 83% of the 139 advanced placement exams taken. 100% of the students who took the AP US History exam received scores of 3 or higher and 100% of the students taking the AP Chemistry exam received a score of 4 or above. The District, along with each of its four schools, develops and implements a Continuous Improvement Plan which includes specific action plans to improve student achievement in all subject areas, focusing closely on areas needing the greatest improvement. Our focus during the upcoming year will be to improve our middle schoolers' performance in the area of Writing. We will also work to improve student achievement across all grade levels in the area of making connections with the text when reading. Another focus area will be to improve the achievement in Reading of students receiving special education services. We monitor our students' progress throughout the year and strive to improve our instruction to meet individual student needs on a daily basis.
