

STRATEGIC SCHOOL PROFILE 2007-08**Canton School District**

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Location: 39 Dyer Avenue
Canton,
Connecticut

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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	Per Capita Income in 2000: \$33,151
Town Population in 2000: 8,840	Percent of Adults without a High School Diploma in 2000*: 7.4%
1990-2000 Population Growth: 6.9%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%
Number of Public Schools: 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, 2007	1,725
5-Year Enrollment Change	5.6%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	48	2.8	4.7	28.7
K-12 Students Who Are Not Fluent in English	14	0.8	0.6	5.4
Students Identified as Gifted and/or Talented*	19	1.1	3.8	4.0
PK-12 Students Receiving Special Education Services in District	201	11.7	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	118	93.7	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	49	25.8	21.6	20.2

*89.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	44	2.6
Black	45	2.6
Hispanic	40	2.3
White	1,594	92.4
Total Minority	131	7.6

Percent of Minority Professional Staff: 0.7%

Open Choice: 37 students 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: 1.9% 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 8.

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 our entire District. Please refer to our individual school narratives for particular programs.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.2	52.0	66.9
Writing	81.6	63.4	86.5
Mathematics	78.1	60.0	76.1
Grade 4 Reading	75.4	55.9	82.9
Writing	77.8	62.9	74.8
Mathematics	73.7	60.3	64.2
Grade 5 Reading	81.8	62.2	84.0
Writing	83.9	64.5	86.4
Mathematics	86.9	65.9	88.9
Science	80.4	54.9	87.7
Grade 6 Reading	84.9	66.3	82.1
Writing	75.0	61.9	69.0
Mathematics	86.2	66.4	82.7
Grade 7 Reading	84.9	71.1	69.0
Writing	79.4	62.0	76.1
Mathematics	87.3	63.0	91.0
Grade 8 Reading	87.2	64.8	87.4
Writing	84.3	63.4	82.4
Mathematics	90.8	60.8	96.2
Science	84.4	58.6	89.3

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 scoreable 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	85.5	45.5	98.5
Writing Across the Disciplines	84.1	57.9	89.2
Mathematics	83.3	50.1	95.4
Science	75.8	46.3	93.1

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
	57.8	36.1	95.2

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.2	77.6	
Average Score	Mathematics	554	504	87.7
	Critical Reading	535	502	80.8
	Writing	543	503	86.9

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 2007	94.2	92.6	33.1
Cumulative Four-Year Dropout Rate for Class of 2007	5.8	6.2	27.1
2006-07 Annual Dropout Rate for Grade 9 through 12	0.0	1.7	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.2	83.4
% Employed (Civilian Employment and in Armed Services)	7.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	99.97
Paraprofessional Instructional Assistants	31.36
Special Education	
Teachers and Instructors	15.80
Paraprofessional Instructional Assistants	35.99
Library/Media Specialists and Assistants	7.62
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	8.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	7.40
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	88.31

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	13.5	14.3	13.6
% with Master's Degree or Above	60.3	75.5	75.6

Average Class Size	District	DRG	State
Grade K	18.0	17.1	18.1
Grade 2	20.8	18.6	19.3
Grade 5	22.7	20.4	20.9
Grade 7	18.4	19.9	20.5
High School	19.9	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,039	993	987
Middle School	1,064	1,032	1,017
High School	1,056	1,021	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*	5.3	3.3	3.4
Middle School	2.8	2.2	2.7
High School	2.5	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$11,290	\$6,530	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$312	\$180	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$235	\$136	\$443	\$395	\$429
Student Support Services	\$1,473	\$852	\$764	\$713	\$761
Administration and Support Services	\$2,690	\$1,556	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$2,558	\$1,479	\$1,329	\$1,295	\$1,322
Transportation	\$1,045	\$607	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$613	N/A	N/A	N/A	N/A
Other	\$66	\$38	\$147	\$130	\$145
Total	\$20,281	\$11,596	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,984	\$1,147	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,920,147
Percent of Total PK-12 Expenditures Used for Special Education	19.3%

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	82.9	14.4	1.8	0.9
Excluding School Construction	82.5	14.6	2.0	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 the individual school narratives.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	205
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.0%

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	15	0.9	0.8	0.7
Learning Disability	96	5.6	4.1	4.0
Intellectual Disability	7	0.4	0.4	0.5
Emotional Disturbance	9	0.5	0.7	1.0
Speech Impairment	26	1.5	2.2	2.4
Other Health Impairment*	43	2.5	1.9	2.1
Other Disabilities**	9	0.5	0.6	0.9
Total	205	12.0	10.7	11.5

*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 2006-07 with a Standard Diploma	77.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.3	2.8

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	35.2	20.4	80.2	62.1
	Writing	29.5	19.3	80.3	63.0
	Mathematics	47.7	22.6	84.1	62.7
	Science	42.9	22.2	82.4	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	85.5	45.5
	Writing Across the Disciplines	N/A	N/A	84.1	57.9
	Mathematics	N/A	N/A	83.3	50.1
	Science	N/A	N/A	75.8	46.3

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	14.1
	% With Accommodations	85.9
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		4.5

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	3	1.5
Private Schools or Other Settings	12	5.9

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	160	78.0	71.7	71.6
40.1 to 79.0 Percent of Time	37	18.0	21.8	16.6
0.0 to 40.0 Percent of Time	8	3.9	6.5	11.8

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 8, student performance in Math increased from 79% at goal to 91% and in Reading from 79% at goal to 87%. In Grade 7, student performance in Math increased from 59% at goal to 88%, in Reading from 54% at goal to 86% and from 67% at goal to 80% in the area of Writing. Many of our students achieved in the Advanced band on the Math portion of the Connecticut Mastery Test – 55% of our sixth graders, 47% 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 85% of our students at goal and 26% of our students scoring in the Advanced band; 84% of our eighth graders scored at goal with 41% scoring in the Advanced band. Great gains were made by students on the Connecticut Academic Performance Test. The average gain “at goal” across the four tests was 17.5% while the average gain “at advanced” was 13.5%. 45% of our students scored in the Advanced band in Math, 54% in the Advanced band in Reading, and 55% in the Advanced band in Writing. The 2008 SAT scores demonstrate that our students continue to perform above both the national and state averages. Mean scores for Canton students continue to be higher than the state average by 30 points and higher than the national average by 38 points. Students continue to exhibit strong performance on Advanced Placement Exams. 88% of students taking the exam received a score of ‘3’ or higher; 69% of students received a score of ‘4’ or higher; 40% of the students received a score of ‘5’.

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 third graders’ performance in Reading. 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.
