

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



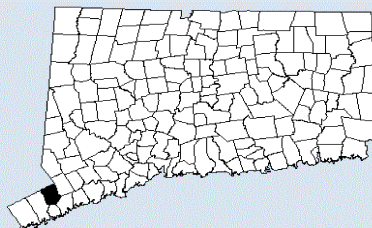
New Canaan School District

Dr. Bryan Luizzi, Superintendent • 203-594-4018 • <http://www.ncps-k12.org/Page/1>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	4,260
Per Pupil Expenditures ¹	\$20,603
Total Expenditures ¹	\$87,110,777

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,071	48.6	48.4
Male	2,189	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	267	6.3	5.1
Black or African American	49	1.2	12.9
Hispanic or Latino	162	3.8	24.0
Pacific Islander	*	*	0.1
Two or More Races	96	2.3	2.9
White	3,674	86.2	54.8
English Learners	47	1.1	6.8
Eligible for Free or Reduced-Price Meals	0	0.0	35.9
Students with Disabilities ¹	463	10.9	14.3

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	74	3.6	7	0.3
Male	94	4.3	34	1.5
Black or African American	*	*	0	0.0
Hispanic or Latino	14	8.6	*	*
White	148	4.0	31	0.8
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	40	8.4	17	3.2
District	168	4.0	41	1.0
State		9.9		6.7

Number of students in 2015-16 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	309.9
Paraprofessional Instructional Assistants	30.8
Special Education	
Teachers and Instructors	39.0
Paraprofessional Instructional Assistants	81.4
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	20.9
Library/Media	
Specialists (Certified)	6.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	24.0
Counselors, Social Workers and School Psychologists	28.6
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	227.8

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	1	0.2	0.1
Asian	4	0.9	1.0
Black or African American	1	0.2	3.6
Hispanic or Latino	9	2.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	2	0.5	0.1
White	429	96.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	9	*	11	*
White	261	94.9	301	96.5
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	39	83.0	31	77.5
District	294	94.2	324	96.1
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	24	47.1
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	118	77.1
Other Health Impairment	81	80.2
Other Disabilities	*	*
Speech/Language Impairment	70	81.4
District	304	71.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	53	1.3	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	153	3.6	4.9
Other Health Impairment	103	2.4	2.9
Other Disabilities	25	0.6	1.1
Speech/Language Impairment	89	2.1	1.8
All Disabilities	439	10.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	45,343,334	10,770	9,663
Instructional Supplies and Equipment	1,775,843	422	321
Improvement of Instruction and Educational Media Services	2,866,170	681	578
Student Support Services	7,904,469	1,878	1,103
Administration and Support Services	8,680,486	2,062	1,861
Plant Operation and Maintenance	9,564,906	2,272	1,637
Transportation	5,447,835	1,162	877
Costs of Students Tuitioned Out	3,626,963	N/A	N/A
Other	1,900,771	451	201
Total	87,110,777	20,603	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,588,925	1,803	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,323,070	34.6	34.6
Noncertified Personnel	2,952,023	16.1	14.6
Purchased Services	1,417,319	7.7	5.8
Tuition to Other Schools	3,626,963	19.8	21.8
Special Ed. Transportation	1,811,776	9.9	8.5
Other Expenditures	2,168,789	11.9	14.7
Total Expenditures	18,299,940	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.6	95.6
State	2.5	2.3
Federal	1.0	1.1
Tuition & Other	0.9	0.9

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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	154	92.2	154	95.2	57	77.7
Black or African American	21	75.4	21	75.3	15	*
Hispanic or Latino	90	77.3	90	76.0	45	63.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	53	89.6	53	88.5	18	*
White	1972	84.8	1968	83.7	874	70.0
English Learners	60	78.1	60	79.4	14	*
Non-English Learners	2237	85.2	2233	84.3	999	70.0
Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Not Eligible for Free or Reduced-Price Meals	2297	85.0	2293	84.2	1013	70.0
Students with Disabilities	266	63.7	265	60.5	139	51.1
Students without Disabilities	2031	87.8	2028	87.3	874	73.0
High Needs	316	66.8	315	64.4	149	52.4
Non-High Needs	1981	87.9	1978	87.4	864	73.0
District	2297	85.0	2293	84.2	1013	70.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	90.1	91.4	89.5	88.3	1,381	89.9
Curl Up	92.7	96.3	94.3	97.1	1,381	95.0
Push Up	86.2	97.4	91.9	84.4	1,381	90.2
Mile Run/PACER	95.2	98.9	91.4	75.6	1,381	90.7
All Tests - District	75.5	86.8	80.3	62.5	1,381	76.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	0	0
Students with Disabilities	42	90.5
District	280	98.2
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	272	84.7
Male	96.6	291	88.7
Black or African American	*	*	*
Hispanic or Latino	100.0	16	69.6
White	97.3	515	87.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	85.1	35	40.2
District	97.4	563	86.7
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.1	92.5
Male	91.6	97.7
Black or African American	*	*
Hispanic or Latino	*	*
White	88.4	95.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	78.6	93.5
District	87.5	95.1
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	85.0	75	50.0	50	100.0	67.1
	High Needs Students	66.8	75	44.5	50	89.1	55.9
Math Performance Index	All Students	84.2	75	50.0	50	100.0	62.2
	High Needs Students	64.4	75	42.9	50	85.9	50.5
Science Performance	All Students	70.0	75	46.6	50	93.3	55.3
	High Needs Students	52.4	75	35.0	50	69.9	45.2
ELA Academic Growth	All Students	75.7%	100%	75.7	100	75.7	55.4%
	High Needs Students	59.7%	100%	59.7	100	59.7	49.8%
Math Academic Growth	All Students	91.3%	100%	91.3	100	91.3	61.7%
	High Needs Students	72.4%	100%	72.4	100	72.4	53.7%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	7.7%	<=5%	44.5	50	89.1	15.8%
Preparation for CCR	% Taking Courses	95.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	86.7%	75%	50.0	50	100.0	43.5%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.2%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		97.3%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		87.5%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.4% 76.8%	75%	50.0	50	100.0	92.0% 51.6%
Arts Access		48.0%	60%	40.0	50	80.0	50.5%
Accountability Index				1202.7	1350	89.1	

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?					Y
ELA Performance Index Gap	75.0	66.8	8.2	16.7	
Math Performance Index Gap	75.0	64.4	10.6	18.7	
Science Performance Index Gap	73.0	52.4	20.5	16.6	
Graduation Rate Gap	94.0%	97.3%	-3.3%	12.0%	N

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	99.1
	High Needs Students	97.3
Math	All Students	98.9
	High Needs Students	97.0
Science	All Students	99.8
	High Needs Students	99.3

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: 50.2**

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 2016-17

New Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools