

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



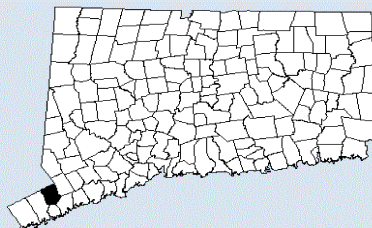
New Canaan School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	4,173
Per Pupil Expenditures ¹	\$21,480
Total Expenditures ¹	\$91,140,094

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,037	48.8	48.4
Male	2,136	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	288	6.9	5.2
Black or African American	62	1.5	12.8
Hispanic or Latino of any race	198	4.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	139	3.3	3.6
White	3,475	83.3	52.4
English Learners	46	1.1	7.6
Eligible for Free or Reduced-Price Meals	*	*	42.1
Students with Disabilities ³	500	12.0	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	75	3.7	10	0.5
Male	77	3.6	31	1.4
Black or African American	0	0.0	*	*
Hispanic or Latino of any race	13	6.6	*	*
White	128	3.7	30	0.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	32	6.3	12	2.0
District	152	3.7	41	1.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	300.8
Paraprofessional Instructional Assistants	32.5
Special Education	
Teachers and Instructors	39.4
Paraprofessional Instructional Assistants	87.6
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	20.7
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.4
Instructional Specialists Who Support Teachers	27.1
Counselors, Social Workers and School Psychologists	30.2
School Nurses	9.7
Other Staff Providing Non-Instructional Services/Support	229.5

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	5	1.1	1.1
Black or African American	1	0.2	3.8
Hispanic or Latino of any race	9	2.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	0.5	0.1
White	418	95.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	10	*	17	*
White	251	98.0	275	97.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	34	87.2	42	87.5
District	299	97.7	317	97.2
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	25	41.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	144	73.8
Other Health Impairment	89	74.8
Other Disabilities	*	*
Speech/Language Impairment	48	75.0
District	314	67.7
State		67.6

³This 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	64	1.5	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	195	4.7	5.5
Other Health Impairment	119	2.9	3.2
Other Disabilities	20	0.5	1.1
Speech/Language Impairment	66	1.6	1.8
All Disabilities	472	11.4	15.0

¹This 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	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$55,652,880	\$13,116	\$10,545
Support services - students	\$7,743,129	\$1,835	\$1,373
Support services - instruction	\$2,551,443	\$605	\$644
Support services - general administration	\$1,539,304	\$365	\$462
Support services - school based administration	\$4,408,896	\$1,045	\$1,007
Central and other support services	\$2,540,620	\$602	\$671
Operation and maintenance of plant	\$9,068,540	\$2,149	\$1,629
Student transportation services	\$5,362,881	\$1,372	\$1,231
Food services	\$204,016	\$48	\$13
Enterprise operations	\$1,447,720	\$343	\$157
Minor school construction	\$620,665	\$147	\$65
Total	\$91,140,094	\$21,480	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,892,595	35.3	29.7
Instructional Aide Salaries	\$2,536,411	13.0	9.6
Other Salaries	\$2,066,865	10.6	10.4
Employee Benefits	\$2,622,427	13.4	13.0
Purchased Services Other Than Transportation	\$1,110,502	5.7	5.5
Special Education Tuition	\$3,977,214	20.4	22.6
Supplies	\$99,455	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$153,442	0.8	8.0
Equipment	\$56,622	0.3	0.2
All Other Expenditures	\$2,744	0.0	0.1
Total	\$19,518,279	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.5
State	1.6
Federal	1.2
Tuition & Other	0.7

⁴Revenue 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 2018-19

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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	*	*	*	*	*	*
Asian	166	93.4	166	96.7	61	91.6
Black or African American	27	73.8	27	70.5	11	*
Hispanic or Latino of any race	107	80.3	107	77.9	43	75.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	69	90.1	69	89.0	32	85.5
White	1,868	86.5	1,867	85.6	793	81.1
English Learners	59	76.3	59	79.2	21	78.1
Non-English Learners	2,186	86.9	2,185	86.2	922	81.6
Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Not Eligible for Free or Reduced-Price Meals	2,245	86.6	2,244	86.0	943	81.5
Students with Disabilities	263	64.1	263	62.2	110	62.1
Students without Disabilities	1,982	89.6	1,981	89.1	833	84.1
High Needs	310	66.5	310	65.6	130	64.6
Non-High Needs	1,935	89.9	1,934	89.2	813	84.2
District	2,245	86.6	2,244	86.0	943	81.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	94.6	83.9	85.6	87.0	1,413	87.6
Curl Up	95.5	90.6	96.0	92.4	1,413	93.6
Push Up	87.1	90.6	92.9	87.3	1,413	89.5
Mile Run/PACER	93.1	91.4	91.2	73.7	1,413	87.3
All Tests - District	79.9	76.4	78.5	66.9	1,413	75.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	42	88.1
District	314	98.1
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	260	87.2
Male	94.3	270	80.8
Black or African American	*	7	*
Hispanic or Latino of any race	96.6	22	75.9
White	96.1	456	84.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	74.7	23	26.4
District	96.5	530	83.9
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	88.7	95.9
Male	82.4	93.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.2	94.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	80.9	82.9
District	85.7	94.6
State	71.0	87.8

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	86.6	75	50.0	50	100.0	67.7
	High Needs Students	66.5	75	44.3	50	88.7	58.1
Math Performance Index	All Students	86.0	75	50.0	50	100.0	63.1
	High Needs Students	65.6	75	43.7	50	87.5	52.7
Science Performance Index	All Students	81.5	75	50.0	50	100.0	63.8
	High Needs Students	64.6	75	43.1	50	86.2	54.2
ELA Academic Growth	All Students	72.8%	100%	72.8	100	72.8	59.9%
	High Needs Students	52.7%	100%	52.7	100	52.7	55.1%
Math Academic Growth	All Students	84.7%	100%	84.7	100	84.7	62.5%
	High Needs Students	61.1%	100%	61.1	100	61.1	55.2%
Progress Toward English Proficiency	Literacy	99.4%	100%	49.7	50	99.4	60.0%
	Oral	79.2%	100%	39.6	50	79.2	52.1%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	6.0%	<=5%	47.9	50	95.8	16.1%
Preparation for CCR	% Taking Courses	97.5%	75%	50.0	50	100.0	80.0%
	% Passing Exams	83.9%	75%	50.0	50	100.0	42.6%
On-track to High School Graduation		98.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.3%	94%	99.3	100	99.3	83.3%
Postsecondary Entrance (Class of 2018)		85.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.2% 75.4%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		51.9%	60%	43.3	50	86.5	51.9%
Accountability Index				1282.2	1450	88.4	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.5	8.5	15.4	
Math Performance Index Gap	75.0	65.6	9.4	17.6	
Science Performance Index Gap	75.0	64.6	10.4	16.1	
Graduation Rate Gap	94.0%	93.3%	0.7%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	95.9
Math	All Students	98.9
	High Needs Students	95.9
Science	All Students	99.4
	High Needs Students	96.4

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 66 State: 51.5

District Profile and Performance Report for School Year 2018-19

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