

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



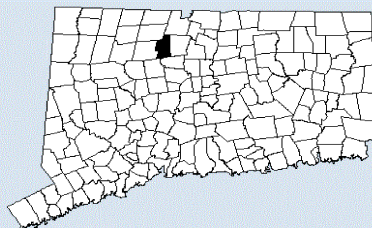
Canton School District

Mr. Kevin Case, Superintendent • 860-693-7704 • <http://www.cantonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,560
Per Pupil Expenditures ¹	\$17,214
Total Expenditures ¹	\$28,540,782

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	780	50.0	48.4
Male	780	50.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	41	2.6	5.2
Black or African American	98	6.3	12.8
Hispanic or Latino of any race	107	6.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	1,281	82.1	52.4
English Learners	9	0.6	7.6
Eligible for Free or Reduced-Price Meals	260	16.7	42.1
Students with Disabilities ³	200	12.8	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	38	5.0	6	0.8
Male	46	6.1	30	3.7
Black or African American	10	10.3	13	12.7
Hispanic or Latino of any race	16	15.7	*	*
White	51	4.1	17	1.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	29	13.2	21	7.1
Students with Disabilities	27	13.2	14	5.8
District	84	5.5	36	2.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 21

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.

District Profile and Performance Report for School Year 2018-19

Canton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	99.8
Paraprofessional Instructional Assistants	23.5
Special Education	
Teachers and Instructors	17.2
Paraprofessional Instructional Assistants	45.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.4
School Level	7.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	7.4
Counselors, Social Workers and School Psychologists	10.5
School Nurses	3.6
Other Staff Providing Non-Instructional Services/Support	92.3

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	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	155	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	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	*	*	6	*
Hispanic or Latino of any race	6	*	*	*
White	67	69.8	85	81.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	*	8	*
Students with Disabilities	6	*	9	*
District	81	70.4	97	80.8
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	15	60.0
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	59	83.1
Other Health Impairment	31	73.8
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	130	70.7
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).

District Profile and Performance Report for School Year 2018-19

Canton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.8	1.9
Emotional Disturbance	13	0.8	1.1
Intellectual Disability	7	0.4	0.5
Learning Disability	71	4.5	5.5
Other Health Impairment	42	2.7	3.2
Other Disabilities	22	1.4	1.1
Speech/Language Impairment	13	0.8	1.8
All Disabilities	196	12.5	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	\$14,905,378	\$8,990	\$10,545
Support services - students	\$3,314,257	\$2,070	\$1,373
Support services - instruction	\$679,130	\$424	\$644
Support services - general administration	\$619,952	\$387	\$462
Support services - school based administration	\$1,095,401	\$684	\$1,007
Central and other support services	\$2,800,720	\$1,749	\$671
Operation and maintenance of plant	\$2,213,993	\$1,383	\$1,629
Student transportation services	\$1,641,792	\$1,087	\$1,231
Food services	\$11,852	\$7	\$13
Enterprise operations	\$545,857	\$341	\$157
Minor school construction	\$712,450	\$445	\$65
Total	\$28,540,782	\$17,214	\$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	\$1,405,326	23.6	29.7
Instructional Aide Salaries	\$859,289	14.4	9.6
Other Salaries	\$860,888	14.5	10.4
Employee Benefits	\$886,123	14.9	13.0
Purchased Services Other Than Transportation	\$337,550	5.7	5.5
Special Education Tuition	\$998,798	16.8	22.6
Supplies	\$14,635	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$585,133	9.8	8.0
Equipment	\$168	0.0	0.2
All Other Expenditures	\$1,721	0.0	0.1
Total	\$5,949,631	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	82.6
State	15.5
Federal	1.4
Tuition & Other	0.6

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

Canton 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	23	83.4	23	83.1	10	*
Black or African American	59	58.8	59	53.8	22	56.6
Hispanic or Latino of any race	64	73.5	63	70.0	27	73.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	6	*
White	661	77.0	660	74.0	281	75.0
English Learners	15	*	15	*	*	*
Non-English Learners	807	75.6	805	72.5	*	*
Eligible for Free or Reduced-Price Meals	142	62.7	141	58.3	52	60.0
Not Eligible for Free or Reduced-Price Meals	680	78.2	679	75.4	294	76.5
Students with Disabilities	109	48.1	108	43.9	51	54.3
Students without Disabilities	713	79.7	712	76.8	295	77.4
High Needs	211	60.3	210	56.1	88	60.1
Non-High Needs	611	80.8	610	78.1	258	78.8
District	822	75.5	820	72.5	346	74.0

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	96.4	93.4	92.0	94.4	482	94.0
Curl Up	92.8	95.9	99.2	97.6	482	96.5
Push Up	88.3	91.7	98.4	98.4	482	94.4
Mile Run/PACER	81.1	86.0	90.4	82.4	482	85.1
All Tests - District	78.4	81.0	83.2	77.6	482	80.1
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.

District Profile and Performance Report for School Year 2018-19

Canton School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	17	*
District	116	94.8
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	100.0	78	63.4
Male	97.3	80	71.4
Black or African American	*	*	*
Hispanic or Latino of any race	*	6	*
White	99.0	141	70.5
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.6	10	34.5
Students with Disabilities	89.7	6	20.7
District	98.7	158	67.2
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	90.2	94.0
Male	81.6	95.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.9	96.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	86.4	94.8
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

District Profile and Performance Report for School Year 2018-19

Canton School District

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	75.5	75	50.0	50	100.0	67.7
	High Needs Students	60.3	75	40.2	50	80.3	58.1
Math Performance Index	All Students	72.5	75	48.3	50	96.6	63.1
	High Needs Students	56.1	75	37.4	50	74.8	52.7
Science Performance Index	All Students	74.0	75	49.3	50	98.7	63.8
	High Needs Students	60.1	75	40.1	50	80.1	54.2
ELA Academic Growth	All Students	60.6%	100%	60.6	100	60.6	59.9%
	High Needs Students	44.8%	100%	44.8	100	44.8	55.1%
Math Academic Growth	All Students	65.1%	100%	65.1	100	65.1	62.5%
	High Needs Students	48.6%	100%	48.6	100	48.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.5%	<=5%	49.0	50	98.0	10.4%
	High Needs Students	12.3%	<=5%	35.3	50	70.7	16.1%
Preparation for CCR	% Taking Courses	75.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	67.2%	75%	44.8	50	89.6	42.6%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.8%	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)		86.4%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 80.1%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		67.8%	60%	50.0	50	100.0	51.9%
Accountability Index				1112.9	1350	82.4	

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?					Y
ELA Performance Index Gap	75.0	60.3	14.7	15.4	
Math Performance Index Gap	75.0	56.1	18.9	17.6	
Science Performance Index Gap	75.0	60.1	14.9	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	98.6
	High Needs Students	96.8
Math	All Students	98.3
	High Needs Students	96.4
Science	All Students	98.1
	High Needs Students	94.7

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: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Canton School District

Narratives

The Canton Public Schools has engaged in work in achieving equity in our schools and community. The goal of this work is to build capacity around equity with administrators, teachers, staff, students, and the community. Specific activities are: .-Developed and implemented a 3 Year Cultural Proficient and Equity Plan.

-Partner with the CREC to work with staff on Cultural Proficiency Training. To date, 61 staff members have participated in this training.

-Create host family relationships between students from Hartford and Canton.

-Hired an Open Choice Coordinator and New Student Coordinator to work with students who are new to our district and to work with our students/families from Hartford.

-Hired an Assistant Open Choice Coordinator to work with K-6 students/families from Hartford.

-Staff participates in the Capital Region Book Club on Cultural Proficiency.

-Staff participate in District Book Club on Cultural proficiency.

-Canton Board of Education members and Administrators host community conversations with families of Open Choice students on questions/concerns in Hartford.

-Canton Public Schools partnered with the University of St. Joseph's School of Education Department to host a Family to Family- event in Hartford for Canton and Hartford families to socialize with one another.

-All schools in the Canton Public Schools are trained in the PBIS (Positive Behavioral Intervention and Supports) Model.

-Unified Sports is an active sport in our K-12 programming.

-Create classroom libraries focused on cultural awareness at all grade levels.

-Canton Public Schools administer school climate surveys to staff, students, and families.

-Partner with the Anti-Defamation League to offer Parent/Guardian workshops on prejudice and bullying.

-All Canton Public Schools have a Cultural Proficient Team.

-Curriculum revisions include units on cultural awareness.

-All schools will began discussions on what it looks like to be a Global Thinker as it relates to our Vision for a Graduate.

-Canton High School partnered with Academy of Science and Innovation on a cultural exchange between schools.

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District Profile and Performance Report for School Year 2018-19

Canton School District

Equitable Allocation of Resources among District Schools

The Town of Canton and the Canton Board of Education work together to develop a budget that is fiscally responsible that will move the school district forward while maintaining the obligation to meet the individual needs of the students in the Canton Public Schools. The budget process begins with all administrators presenting their budgets to the Central Office Team and then to the Canton Board of Education. The 2019-2020 budget was developed with the following priorities in mind; fund contractual obligations with staffing the school district at a level to promote high levels of student achievement; ensure that all class sizes remain within the Board of Education's class size policy; meet the individual needs of students receiving special education and related services. Budgets are developed with funding that is necessary to educate our students in alignment with our vision and mission for district.