

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



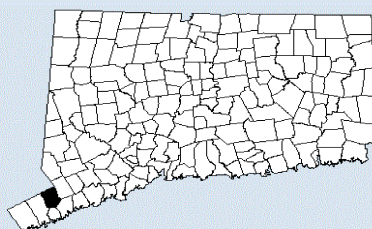
New Canaan School District

Dr. Bryan Luizzi, Superintendent • 203-594-4018 • www.newcanaan.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	4,213
Per Pupil Expenditures ¹	\$19,312
Total Expenditures ¹	\$80,858,189

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,047	48.6	48.3
Male	2,166	51.4	51.6
American Indian or Alaska Native	7	0.2	0.2
Asian	217	5.2	4.7
Black or African American	55	1.3	12.9
Hispanic or Latino	137	3.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	77	1.8	2.5
White	3,720	88.3	57.2
English Language Learners	39	0.9	6.3
Eligible for Free or Reduced-Price Meals	0	0.0	37.6
Students with Disabilities ¹	408	9.7	13.3

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	55	2.7	7	0.3
Male	61	2.9	13	0.5
Black or African American	*	*	*	*
Hispanic or Latino	6	4.3	*	*
White	104	2.8	13	0.3
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	23	5.7	8	1.7
District	116	2.8	20	0.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 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	297.1
Paraprofessional Instructional Assistants	30.3
Special Education	
Teachers and Instructors	38.2
Paraprofessional Instructional Assistants	79.6
Administrators, Coordinators and Department Chairs	
District Central Office	8.9
School Level	18.3
Library/Media	
Specialists (Certified)	6.6
Support Staff	4.6
Instructional Specialists Who Support Teachers	24.3
Counselors, Social Workers and School Psychologists	28.1
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	224.8

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	5	1.2	1.0
Black or African American	1	0.2	3.5
Hispanic or Latino	8	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	418	96.5	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

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	7	*	6	*
Hispanic or Latino	10	*	*	*
White	243	97.6	278	95.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	24	82.8	30	83.3
District	268	96.8	302	96.2
State		58.4		73.8

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	25	51.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	101	87.1
Other Health Impairment	63	84.0
Other Disabilities	*	*
Speech/Language Impairment	91	89.2
District	288	77.4
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	51	1.2	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	116	2.8	4.4
Other Health Impairment	76	1.8	2.6
Other Disabilities	28	0.7	1.0
Speech/Language Impairment	104	2.5	1.9
All Disabilities	386	9.2	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.6	8.1
Private Schools or Other Settings	11	2.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	42,729,911	10,222	9,134
Instructional Supplies and Equipment	1,140,848	273	334
Improvement of Instruction and Educational Media Services	2,761,772	661	498
Student Support Services	8,319,839	1,990	1,001
Administration and Support Services	9,477,707	2,267	1,694
Plant Operation and Maintenance	7,937,765	1,899	1,572
Transportation	4,112,240	904	813
Costs of Students Tuitioned Out	2,998,867	N/A	N/A
Other	1,379,240	330	186
Total	80,858,189	19,312	15,289

Additional Expenditures

Land, Buildings, and Debt Service	7,610,781	1,821	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,996,568	34.8	35.1
Noncertified Personnel	4,419,569	25.7	14.2
Purchased Services	1,442,183	8.4	5.2
Tuition to Other Schools	2,998,867	17.4	22.0
Special Ed. Transportation	64,265	0.4	8.6
Other Expenditures	2,288,655	13.3	14.9
Total Expenditures	17,210,107	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.7	95.7
State	3.2	3.1
Federal	1.0	1.1
Tuition & Other	0.1	0.1

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	*	*	*	*	N/A	N/A
Asian	116	88.0	116	88.2	45	74.0
Black or African American	*	*	*	*	9	*
Hispanic or Latino	73	75.6	73	69.7	29	57.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	42	81.8	42	80.8	10	*
White	1919	82.1	1918	77.3	852	72.0
English Language Learners	26	66.2	26	67.5	7	*
Non-English Language Learners	2159	82.2	2158	77.5	938	71.7
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	*	*	*
Not Eligible for Free or Reduced-Price Meals	2185	82.0	2184	77.4	*	*
Students with Disabilities	245	60.8	245	54.7	109	58.0
Students without Disabilities	1940	84.7	1939	80.2	836	73.3
High Needs	268	61.5	268	56.1	115	58.3
Non-High Needs	1917	84.9	1916	80.4	830	73.4
District	2185	82.0	2184	77.4	945	71.6

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			
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	90.9	89.1	87.4	86.9	1,332	88.7
Curl Up	95.4	91.3	94.4	96.2	1,332	94.2
Push Up	93.1	92.4	90.4	90.1	1,332	91.6
Mile Run/PACER	95.4	95.6	91.1	79.6	1,332	90.8
All Tests - District	82.3	78.5	77.2	66.8	1,332	76.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	35	88.6	88.8	No	89.3
District	312	98.4	94.0	Yes	94.0
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.1	234	80.4
Male	89.7	246	82.0
Black or African American	*	*	*
Hispanic or Latino	*	10	*
White	91.7	449	83.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	*	7	*
District	91.4	480	81.2
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.8	97.4
Male	86.5	96.5
Black or African American	*	*
Hispanic or Latino	*	*
White	87.2	97.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	87.5	93.8
District	87.8	96.9
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	82.0	75	100.0	100	100.0	67.9
	High Needs Students	61.5	75	82.0	100	82.0	56.7
Math Performance Index	All Students	77.4	75	100.0	100	100.0	59.3
	High Needs Students	56.1	75	74.8	100	74.8	47.8
Science Performance Index	All Students	71.6	75	95.4	100	95.4	56.5
	High Needs Students	58.3	75	77.7	100	77.7	45.9
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.0%	<=5%	48.1	50	96.1	17.3%
Preparation for CCR	% Taking Courses	96.4%	75%	50.0	50	100.0	66.1%
	% Passing Exams	81.2%	75%	50.0	50	100.0	37.3%
On-track to High School Graduation		94.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		98.4%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		96.0%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		89.4%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.5% 76.4%	75%	50.0	50	100.0	87.6% 51.0%
Arts Access		43.8%	60%	36.5	50	73.0	45.7%
Accountability Index				1164.4	1250	93.2	

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	61.5	13.5	17.3	
Math Performance Index Gap	75.0	56.1	18.9	19.6	
Science Performance Index Gap	73.4	58.3	15.1	17.2	
Graduation Rate Gap	94.0%	96.0%	-2.0%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.7
	High Needs Students	96.8
Math	All Students	97.7
	High Needs Students	96.8
Science	All Students	99.9
	High Needs Students	100.0

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: 60.3

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The New Canaan Public Schools is a learning organization devoted to the ideals of continuous improvement in pursuit of our mission, to build in all students the character, competence, and courage to change the world. Towards this end, NCPS has developed a teacher and administrator evaluation model grounded in effective and frequent feedback, peer coaching, and a rigorous continuum of practice. The ongoing implementation of SRBI/RTI has also been a key part of the district's improvement work and its commitment to providing all students with an exceptional educational experience. General and special education administrators, curriculum leaders, and student service professionals regularly attend and provide RTI training. The district continues to invest in professional learning for all special educators, literacy coaches, math coaches, and select classroom teachers in research based instructional and intervention systems. Student learning across all areas of performance is assessed on an ongoing basis using multiple indicators of growth. State and national testing continues to demonstrate that New Canaan students perform at or within the top of their peer groups and state-wide. Honing differentiation practices and evidence-based interventions are professional learning goals for all staff. Student achievements in the sciences, technology, arts, and athletics are evidenced by the number of recognitions and awards garnered in state, regional, and national competitions and NCPS is proud of the high participation rates for student activities in all these areas. Service organizations, students, families and teachers collaborate on numerous projects. To ensure we garner external feedback, New Canaan is a member of the Tri State Consortium, an organization comprised of high-performing districts from CT, NY and NJ dedicated to continuous improvement of student learning using rigorous standards of performance. New Canaan parents are welcome and active contributors to the schools; in addition to working directly with their children's teachers, they participate in school informational and educational programs, contributing time, expertise, and resources. The highly active parent organizations contribute at every level K-12, and they help to enhance and extend the educational experience for our students at all 5 schools. The strength of the New Canaan Public Schools flows directly from its expert staff, committed and active parents, and supportive town-wide community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

New Canaan Public Schools provide students with many opportunities throughout its academic programs, specifically Social Studies, Language Arts, and World Languages for students to learn about diversity through content that addresses world cultures and by analyzing issues through multiple perspectives. Our English Language Learner program provides staff, students and parents with opportunities to develop cultural literacy. Exchanges with students across diverse communities and nations are integrated into K-12 learning experiences. While global travel is part of music and world language opportunities, an emerging trend is the use of technology as a connecting tool. New Canaan's commitment to develop culturally competent and bilingual students is evident in the realization of its K-5 World Languages in all of the district's elementary schools and in the expansion of our World Languages program grades 6-12 to include Mandarin. The elementary language program continues to grow as student acquisition of language grows each year. New Canaan Nature Center's LINKS, an inter-district program administered by the Center, unites all grade 4 NCPS students with peers from Norwalk. The goal of the program is to enhance student awareness of diversity by involving student in integrated partnerships for cooperative learning and teamwork through ecological study. The theme of diversity is used to examine both nature and neighbors using environmental science, and social science learning objectives. All grade 4 New Canaan students study and experience diversity and how it enriches and protects the environment, people, and communities. Other diversity opportunities include: a day of service sponsored by NCHS senior class (330 students) and Kids in Community Service Program, which involves all K-4 students in outreach service projects. The elementary Parent Arts Council sponsors a series of multi-cultural performances that bring in guest artists, including troupes from other nations. These performances based learning opportunities teach students about the uniqueness of cultures and at the same time focus on unity through the arts.

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Equitable Allocation of Resources among District Schools

Allocations across the district are equitably distributed through a collaborative goal setting and budgeting process. Our budgeting process is an inclusive one that incorporates input and feedback from school and fiscal management. Board of Education policy requires that specific budget goals, assumptions, constraints, and priorities be identified annually. BOE regulation states that budget outcomes shall “provide financial resources to deliver quality services and allocate resources to reflect the importance of the elementary and secondary instructional program.” In creating the budget, administration analyzes current and past expenditures, enrollment projections, student data, BOE goals, and related resource needs. Learning and achievement, safety, security, health, and efficient and effective stewardship of resources are priority goals. We consider the needs of all students and student groups throughout the budgeting processes. Parent associations and community organization collaborate to ensure that equity remains a key standard of practice.