

STRATEGIC SCHOOL PROFILE 2010-11**Canterbury School District**

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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: Windham

Town Population in 2000: 4,692

1990-2000 Population Growth: 5%

Number of Public Schools: 2

Per Capita Income in 2000: \$22,317

Percent of Adults without a High School Diploma in 2000*: 16.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.0%

District Enrollment as % of Estimated. Student Population: 93.7%

*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): F 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, 2010 524
5-Year Enrollment Change -8.6%

DISTRICT GRADE RANGE

Grade Range PK - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	110	21.0	27.3	34.1
K-12 Students Who Are Not Fluent in English	1	0.2	1.9	5.6
Students Identified as Gifted and/or Talented	0	0.0	2.9	4.0
PK-12 Students Receiving Special Education Services in District	59	11.3	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	39	84.8	73.3	80.2
Homeless	0	0.0	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	6	1.1
Black	8	1.5
Hispanic	22	4.2
Pacific Islander	0	0.0
White	477	91.0
Two or more races	10	1.9
Total Minority	47	9.0

Percent of Minority Professional Staff: 3.8%

Non-English Home Language:

0.2% 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 1.

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.

Canterbury Elementary School continues to provide a program rich in multicultural activities. Students in all grades are introduced and exposed to a variety of literature, research and activities that emphasize a worldwide cultural experience designed to increase awareness of diverse cultural and economic backgrounds. Literature, both fiction and non-fiction, about people of various ethnic backgrounds and special education challenges were imbedded in instruction across the curriculum and grade levels. Students in all grades learned of current events about people throughout the world. Periodicals were used in grades one through four; access to the Internet provided enhanced opportunities for students to learn about other people and their cultures. Kindergarten built a community through multicultural activities such as skin color identification. They embraced diversity through winter holidays such as Kwanza, Hanukkah, St. Lucia's and Dwali, as well as, Martin Luther King's Birthday. Grade two studied family traditions from Mexico and China. Grade four students were exposed to different cultures via the Internet. Instruction was enhanced by software focused on Spanish, Native American and Italian Cultures. A field trip to the Mashantucket Pequot Indian Museum extended the students' knowledge of Native American Indians. Dr. Helen Baldwin Middle School (BMS) teachers concentrate on natural methods linked to learning opportunities to reduce racial and ethnic isolation all content areas. For Cinco de Mayo, every student in the middle school takes part in writing poems, short stories, singing, playing music, and cooking ethnic style. Our World Cultures study, ethnic backgrounds are again celebrated. Parents share information about their heritage; guest speakers share information as well. The approach we use in studying world cultures is to immerse students in different cultures, customs, and traditions. The differences are appreciated and respected. Fiction and nonfiction literacy is another approach we consistently integrate within all reading programs. The authors are ethnically, racially, and religiously diverse. The middle school also has a community Service Organization. Students take leadership roles in learning about our local needs. They work hard to collect money, clothing, food and whatever project is selected. The fifth grade has another grant for an inter-district program to connect our school with Windham Public Schools throughout the entire year. Novels are assigned and discussed together through visitations within both districts. We also have common field trips. In our Spanish classes, we have instituted ePals with a Spanish classroom in Spain.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	67.6	58.4	53.1	
Writing	75.4	61.1	69.6	
Mathematics	72.5	63.0	58.4	
Grade 4 Reading	62.9	62.5	35.0	
Writing	69.8	65.5	42.7	
Mathematics	69.4	67.0	37.2	
Grade 5 Reading	61.7	61.4	31.9	
Writing	83.3	66.8	77.3	
Mathematics	79.2	72.5	50.9	
Science	75.0	59.9	63.2	
Grade 6 Reading	78.6	76.0	37.5	
Writing	80.7	65.2	76.8	
Mathematics	76.4	71.3	45.8	
Grade 7 Reading	89.8	77.8	72.0	
Writing	86.0	58.9	94.9	
Mathematics	89.8	68.4	87.2	
Grade 8 Reading	88.3	74.7	72.0	
Writing	86.7	64.8	82.2	
Mathematics	78.0	66.6	52.2	
Science	86.7	63.1	89.2	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	55.3	51.0	56.1

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	38.80
Paraprofessional Instructional Assistants	5.12
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	14.50
Library/Media Specialists and/or Assistants	1.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	36.16

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	15.0	14.3	13.9
% with Master's Degree or Above	90.9	76.3	79.0

Average Class Size	District	DRG	State
Grade K	15.7	16.3	18.4
Grade 2	16.5	18.8	19.9
Grade 5	15.3	19.5	21.2
Grade 7	16.3	19.8	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	1,002	992
Middle School	1,040	1,019	1,017
High School	N/A	N/A	N/A

*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*	4.7	3.0	3.1
Middle School	1.7	2.4	2.4
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$4,694	\$8,519	\$8,245	\$7,870	\$8,237
Instructional Supplies and Equipment	\$175	\$318	\$312	\$275	\$300
Improvement of Instruction and Educational Media Services	\$50	\$90	\$273	\$265	\$463
Student Support Services	\$391	\$710	\$852	\$744	\$872
Administration and Support Services	\$794	\$1,441	\$1,718	\$1,396	\$1,459
Plant Operation and Maintenance	\$1,150	\$2,086	\$1,231	\$1,434	\$1,410
Transportation	\$947	\$1,194	\$644	\$710	\$692
Costs for Students Tuitioned Out*	\$608	N/A	N/A	N/A	N/A
Other	\$23	\$42	\$86	\$168	\$159
Total*	\$8,832	\$15,828	\$14,049	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$135	\$245	\$1,449	\$1,470	\$1,616

*Town total expenditures (in 1000s) for PK-12 are: Total, \$11,524 Tuition Costs, \$3,300.

Total town expenditures per pupil for PK-12 are \$14,588.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,330,291	20.2	20.0	21.5

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	51.4	39.4	9.2	0.0
Excluding School Construction	51.7	39.0	9.3	0.0

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.

The Canterbury Public Schools, comprised of two schools, prides itself on providing the appropriate resources and materials necessary to educate students. Teaching and learning is the focus of the district. While being fiscally responsible, both the Canterbury Elementary School and the Dr. Helen Baldwin Middle School receive funding for purchases of materials and professional development for faculty and staff. They are identified in a systematic way by administration and school personnel. Literature reflecting all genres, including nonfiction, mathematics manipulatives, and science kits were provided for children at each grade level. The Capital Improvement Plan provides funding for computer and technology upgrades. Once graduating from eighth grade, students are given the opportunity to choose where they will continue their education. These choices include three high schools, two vocational schools, and one vocational agricultural school. The tuition and transportation of these students is provided by the Canterbury district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	73
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.5%

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	10	1.4	1.1	1.1
Learning Disability	18	2.6	3.6	3.9
Intellectual Disability	4	0.6	0.5	0.4
Emotional Disturbance	5	0.7	1.1	1.0
Speech Impairment	10	1.4	2.2	2.2
Other Health Impairment*	18	2.6	2.0	2.1
Other Disabilities**	8	1.2	0.9	0.9
Total	73	10.5	11.4	11.6

*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 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	25.0	33.0	74.6	68.6
	Writing	18.9	19.3	79.8	63.7
	Mathematics	45.2	33.4	76.9	68.2
	Science	36.4	21.2	81.5	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	5.3
	% With Accommodations	94.7
CAPT	% Without Accommodations	100.0
	% With Accommodations	N/A
% Assessed Using Skills Checklist		0.0

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	0	0.0
Private Schools or Other Settings	5	6.8

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	53	72.6	76.5	74.1
40.1 to 79.0 Percent of Time	14	19.2	13.9	14.9
0.0 to 40.0 Percent of Time	6	8.2	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Canterbury Elementary School strives to involve parents in all aspect of school improvement. The school works hard to obtain a the School Readiness Grant and this continues to be an annual occurrence. This grant afforded Canterbury the opportunity to support additional pre-school students within our elementary school. An essential piece of this program involves the establishment of The Canterbury School Readiness Council comprised of parents, community members, and educators. This council oversees all aspects of the program and is focused on improving educational opportunities for our young students and their preparation for Kindergarten. CES has also collaborated with outside consultants to present workshops and information to parents of young students. In addition to the Readiness Program, CES continued to implement the Special Education Improvement Plan targeting inclusive opportunities for students with special needs. In its second year of implementation, the school based team focused on Early Intervening Processes within the school. The Student Assistance Team comprised of a group of educators, administrators, and parents met regularly on students that were in need of assistance. The team recommended systematic interventions based on individual student needs. These pre-referral supports are essential to not only improved outcomes for students but also extremely valuable to the special education process. Documentation of interventions and data regarding student progress in the areas of reading and math contribute to the potential need for specialized instruction in those areas. The Dr. Helen Baldwin Middle School staff analyzes student data from CMT scores and monthly assessments. Based on the data, support is afforded to individuals during a school-wide academic support period at the end of every school day. Teachers identify small, flexible groups to re-teach math, language arts, social studies, or science concepts. Students are provided with reinforcement activities and support on projects or missing work. We believe that all students can be successful, and we are striving to have not one child with one zero for the entire school year. Parents are notified daily via phone calls or email. Students are initially invited to the flexible grouping support; however, when it becomes necessary, the invitation becomes mandatory. The entire staff is dedicated to ensuring student success. The special teachers take groups of students working on homework or more challenging projects. The computer lab is open for all students to enhance their work through technology. Students are using state of the art software to create amazing educational projects. Since time is always precious when planning for school improvement, parents are invited into our common planning periods throughout the school year. The Technology teacher has scheduled time once each week to provide professional development to every team during one common planning period. The expertise of every staff member in a small district is highly valued and shared. During staff meetings, foldables were presented by a teacher. We also have a strong belief that students should be physically fit; consequently, the physical education teacher has created mini-groups during the last period of the day to afford students an opportunity to increase their physical endurance and skills. All our interventions are documented and analyzed for improved student learning.
