Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Canterbury School District

860-546-6950 • http://www.canterburypublicschools.org

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	475
Per Pupil Expenditures[1]	$17,737
Total Expenditures[1]	$12,362,817

[1] *Expenditure data reflect the 2018-19 school year.*
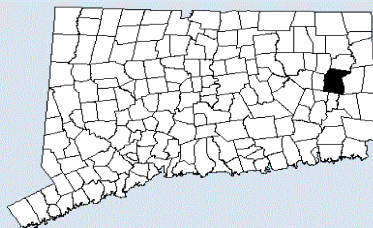
Community Information

[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 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	232	48.8	48.4
Male	243	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	27	5.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	6	1.3	3.8
White	432	90.9	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	163	34.3	43.3
Students with Disabilities[3]	60	12.6	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	8	3.8	*	*
Male	12	5.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	15	3.9	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	8.2	*	*
Students with Disabilities	*	*	*	*
District	20	4.6	7	1.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	35.5
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	14.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	32.0

[1] In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	2.1	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	47	97.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	16	80.0
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	48	67.6
State		67.8

[2] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	16	2.5	2.0
Emotional Disturbance	6	0.9	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	20	3.1	5.7
Other Health Impairment	19	2.9	3.3
Other Disabilities	6	0.9	1.1
Speech/Language Impairment	15	2.3	1.8
All Disabilities	82	12.7	15.6

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$8,971,989	$12,872	$10,923
Support services - students	$539,925	$1,161	$1,277
Support services - instruction	$62,699	$135	$682
Support services - general administration	$258,440	$556	$467
Support services - school based administration	$553,050	$1,189	$1,021
Central and other support services	$201,169	$433	$679
Operation and maintenance of plant	$1,071,488	$2,304	$1,718
Student transportation services	$676,630	$1,179	$1,288
Food services	$27,428	$59	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$12,362,817	$17,737	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$548,710	18.2	28.5
Instructional Aide Salaries	$389,975	12.9	10.1
Other Salaries	$237,029	7.9	11.1
Employee Benefits	$260,573	8.6	13.0
Purchased Services Other Than Transportation	$367,247	12.2	5.7
Special Education Tuition	$1,083,298	35.9	22.5
Supplies	$4,742	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$114,325	3.8	8.0
Equipment	$11,101	0.4	0.2
All Other Expenditures	$22	0.0	0.1
Total	$3,017,022	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.4	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	60.4
State	36.5
Federal	2.8
Tuition & Other	0.3

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.6%	<=5%	12.2%
	High Needs Students	7.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		92.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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]
Graduation Rate Gap	.	.	.	.	

[1] If 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.

[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

CPS began a district-wide improvement process in July as we began to renew our strategic plan. Administrators and faculty met to start to define what needs we faced in our district. The instructional rounds that we have been conducting for 3 years informed this discussion.

In the summer of 2019, opportunities for families and community members to participate in the process were given and a focus on developing Canterbury's "Vision of the Learner" began. Using this feedback and the ongoing discussion of the strategic planning team monthly meetings, a document was developed called Canterbury's Vision of the Learner. The process was halted by the pandemic.

The district had a second opportunity during the 2019-2020 school year to gather feedback from all stakeholders when, as part of the search for a new Superintendent, we developed a leadership profile. This document was developed from eight focus groups and interviews and an online survey conducted in January and February of 2020. In addition to asking about strengths and challenges of the Canterbury Public Schools and community which could affect future leadership requirements, they asked about the qualities, characteristics, experience, philosophy, and skills most desirable in the next Superintendent of Schools. The profile reflected the desire of the community to select a candidate who had strong interpersonal skills, fiscal understanding and a leader who had a strong vision. We conducted a successful search for a new superintendent.

As part of improving our special education program, Canterbury was a pilot district for a parent advisory group called Special Education Parent Advisory Council (SEPAC). This district wide group met and discussed needs, deciding that the main area of need was to provide information to parents. A large parent resource fair was held at the elementary school during parent/teacher conferences with 21 vendors and over 100 people attending. We hired a new Director of Pupil Services who began in April. In May, SEPAC offered remote training on how to understand the process of referral and individual educational plan development. We continue our SRBI models at the elementary and middle schools with family and faculty involvement.

Parental outreach continues to be an important part of our schools. Prior to the pandemic, we were holding monthly family fun activities in conjunction with the PTOs. When we went remote in March, we focused on supporting our families in access to food and technology, communication of needs, and resources for them. We developed sample routines that were posted on our website and worked on new ways to support families. Attendance teams met at both buildings to analyze attendance data, communicate with families, and assist in problem solving to improve school attendance.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Canterbury Public Schools continue 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 are embedded in.Instruction across the curriculum and grade levels.

In addition we provide guidance level small groups supporting at-risk students of ratios of 8:1; we implement an after school homework club (open to all interested) with a 35:3 ratio, and we provide athletic scholarship programs through the Canterbury Athletic Association. Moreover, we provide field trips to cultural events like the orchestra or a play, provide a diversity of literature used for student study.

We provide outreach to local child care programs, and provide an increase in technology access for students (Chromebook cart). Additionally, the Lion's club provides an eye screening for all students (access to health care), and our Grant funded NAEYC accredited Preschool program provides a multitude of opportunities for our students in Preschool. Finally, we provide outreach to young families.

Equitable Allocation of Resources among District Schools

The mission of Canterbury Public Schools states: In collaboration with our Community, the Canterbury Public Schools will develop, foster, and cultivate all students to their highest potential, through rigorous academics within a safe, nurturing, and respectful environment. Canterbury Public Schools comprises two schools and prides itself on providing the appropriate resources and materials necessary to educate all students.

Teaching and learning Is the focus of the district? We use a district-wide, zero-based budget process in which each school in the district is represented. Feedback from staff and faculty about district needs during the school budget is heard. We, as a learning community, will promote student achievement by focusing on coherence. In addition, the Capital Improvement Plan provides funding for computer and technology upgrades district-wide. 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 School district.