

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



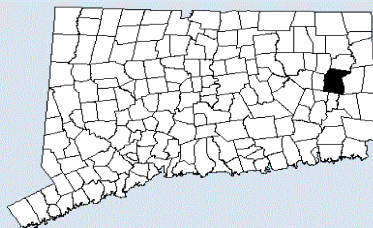
Canterbury School District

Dr. Lois Knapton, Superintendent • 860-546-6950 • www.canterburypublicschools.org

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	477
Per Pupil Expenditures ¹	\$19,760
Total Expenditures ¹	\$9,425,726

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	220	46.1	48.3
Male	257	53.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	20	4.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	25	5.2	2.5
White	426	89.3	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	115	24.1	37.6
Students with Disabilities ¹	50	10.5	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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	15	3.8	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	5.9	8	6.1
Students with Disabilities	8	16.3	*	*
District	17	3.8	14	2.8
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	37.6
Paraprofessional Instructional Assistants	4.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	13.1
Administrators, Coordinators and Department Chairs	
District Central Office	2.2
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	14.5

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	0	0.0	0.1
Asian	1	2.0	1.0
Black or African American	1	2.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	48	96.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
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	10.4	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	14	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	35	54.7
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	19	2.9	1.5
Emotional Disturbance	9	1.4	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	11	1.7	4.4
Other Health Impairment	17	2.6	2.6
Other Disabilities	8	1.2	1.0
Speech/Language Impairment	7	1.1	1.9
All Disabilities	71	11.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,918,129	10,738	9,134
Instructional Supplies and Equipment	127,908	279	334
Improvement of Instruction and Educational Media Services	74,424	162	498
Student Support Services	499,530	1,091	1,001
Administration and Support Services	848,716	1,853	1,694
Plant Operation and Maintenance	1,109,296	2,422	1,572
Transportation	881,614	1,135	813
Costs of Students Tuitioned Out	932,481	N/A	N/A
Other	33,628	73	186
Total	9,425,726	19,760	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	604,578	18.8	35.1
Noncertified Personnel	516,355	16.0	14.2
Purchased Services	519,454	16.1	5.2
Tuition to Other Schools	1,243,971	38.6	22.0
Special Ed. Transportation	82,662	2.6	8.6
Other Expenditures	254,313	7.9	14.9
Total Expenditures	3,221,333	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	53.3	53.3
State	44.0	44.0
Federal	2.7	2.7
Tuition & Other	0.0	0.0

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	*	*	*	*	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	10	*	10	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	*	*
White	274	69.2	274	60.9	88	61.1
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	303	69.2	303	60.6	97	60.2
Eligible for Free or Reduced-Price Meals	79	65.9	79	58.0	27	58.4
Not Eligible for Free or Reduced-Price Meals	224	70.4	224	61.6	70	60.9
Students with Disabilities	35	53.4	35	48.4	14	*
Students without Disabilities	268	71.3	268	62.2	83	62.5
High Needs	101	63.2	101	55.7	34	55.2
Non-High Needs	202	72.3	202	63.1	63	62.9
District	303	69.2	303	60.6	97	60.2

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			
Grade 4			
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	85.7	95.5	98.3	N/A	174	93.7
Curl Up	67.3	72.7	88.1	N/A	174	76.4
Push Up	59.2	84.8	88.1	N/A	174	78.7
Mile Run/PACER	49.0	71.2	81.4	N/A	174	68.4
All Tests - District	42.9	53.0	69.5	N/A	174	55.7
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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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	69.2	75	92.3	100	92.3	67.9
	High Needs Students	63.2	75	84.2	100	84.2	56.7
Math Performance Index	All Students	60.6	75	80.9	100	80.9	59.3
	High Needs Students	55.7	75	74.3	100	74.3	47.8
Science Performance Index	All Students	60.2	75	80.3	100	80.3	56.5
	High Needs Students	55.2	75	73.5	100	73.5	45.9
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.2%	<=5%	45.5	50	91.1	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		97.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.1% 55.7%	75%	37.2	50	74.3	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				668.2	800	83.5	

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	72.3	63.2	9.1	17.3	
Math Performance Index Gap	63.1	55.7	7.4	19.6	
Science Performance Index Gap	62.9	55.2	7.8	17.2	
Graduation Rate Gap	

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	99.1
	High Needs Students	99.1
Math	All Students	99.1
	High Needs Students	99.1
Science	All Students	99.0
	High Needs Students	97.2

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: * **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

Canterbury Public School's Board of Education approved a district-wide three-year strategic plan that runs from August 2015-2017. It consists of three goals: to improve standards-based instructional practices and student learning outcomes; to develop, implement, and monitor a district-wide technology infrastructure; and to implement a district-wide facilities, and buildings and grounds improvement plan. This strategic plan is our road map to success. It was developed by a group of stakeholders that included constituents from the entire Canterbury community. On a monthly basis, the BOE, with administration, reviews any progress made on these goals and plots a course for future avenues of success. CPS strives to involve parents in all aspects of their student's education. We proudly reap the benefits of holding accreditation with the Association of Education of Young Children (NAEYC) and present quarterly parent information sessions for parents to become more involved in their preschooler's education. Our local School Readiness Council is extremely active and provides a great conduit for our parents to engage with our students. The parents especially love the "visit your child at school day" when the parents experience a school day through the eyes of their child. In addition, the Primary Mental Health Program funding allows us to service Elementary students who struggle with social interactions. The parents especially love the end of year celebration where the students show off all their art work. Our monthly meetings at the Elementary school draw over 75 parents a month to come watch their children perform on stage, share the artist of the month and artwork, and listen to some children describe their favorite book. This is a long standing monthly tradition and some parents even remember when they were up on that stage! The Dr. Helen Baldwin Middle School also affords parents multiple opportunities to interact and participate in their child's education. The annual book fair is always a hit, pulling in parents at all grades levels. There have also been several whole school events such as the performances by sending High School's band, chorus and dance teams, the first annual Fall Festival, school talent show, music department Holiday Concert, food drive, and a Day of Hope for the victims of the Paris terrorist attacks. The Fall Festival was a great success with parents and children of all ages participating in the event. As the students have been learning and growing, the staff in the school community have been concurrently working diligently on providing more personalized instruction using new assessment tools, creating new fire drill and lock down procedures, and learning about the role that Google Applications for Education can have within the classrooms of BMS. Our Student Assistance Teams, at both schools diligently track truancy issues and apply preventative strategies. This team is comprised of a group of educators, administrators, and parents that meet regularly to discuss students that are in need of assistance or interventions in either academic or behavioral challenges. The team recommends 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.

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 were embedded 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. Our district fosters a warm and friendly environment that supports the diversity within our population. Studying world cultures immerses our students in different customs and traditions. Differences between people are appreciated and respected. Fiction and nonfiction literature is another approach used to integrate cultural diversity within our curriculum. Authors are ethnically, racially, and religiously diverse.

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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 is comprised of two schools and prides itself on providing the appropriate resources and materials necessary to educate students. Teaching and learning is the focus of the district. 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.