

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

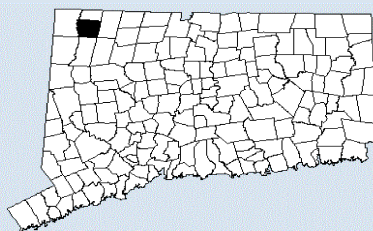


Canaan School District

860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	71
Per Pupil Expenditures ¹	\$28,335
Total Expenditures ¹	\$2,125,157

¹Expenditure data reflect the 2016-17 year.

Community Information

[CERC 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.....	6

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	37	52.1	48.4
Male	34	47.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	6	8.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.3
White	65	91.5	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	11	15.5	36.7
Students with Disabilities ¹	7	9.9	14.8

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	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	0	*	*	*
District	6	9.0	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2017-18

Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.5
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.8
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	2.3

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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	19	95.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.3	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	*	*
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Canaan School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	8	11.1	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,197,896	16,410	9,847
Instructional Supplies and Equipment	40,570	556	287
Improvement of Instruction and Educational Media Services	61,145	838	589
Student Support Services	132,268	1,812	1,120
Administration and Support Services	332,625	4,557	1,905
Plant Operation and Maintenance	208,878	2,861	1,648
Transportation	147,744	1,226	904
Costs of Students Tuitioned Out	0	N/A	N/A
Other	4,031	55	208
Total	2,125,157	28,335	16,535

Additional Expenditures

Land, Buildings, and Debt Service	76,458	1,047	1,393
-----------------------------------	--------	-------	-------

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

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	150,889	43.0	33.8
Noncertified Personnel	77,826	22.2	14.5
Purchased Services	19,370	5.5	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	22,898	6.5	8.7
Other Expenditures	79,745	22.7	14.1
Total Expenditures	350,728	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.8	92.3
State	9.1	5.5
Federal	2.1	2.2
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).

District Profile and Performance Report for School Year 2017-18

Canaan 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	40	75.7	40	66.8
English Learners	*	*	*	*
Non-English Learners	43	75.1	43	66.5
Eligible for Free or Reduced-Price Meals	8	*	8	*
Not Eligible for Free or Reduced-Price Meals	37	76.1	37	69.6
Students with Disabilities	*	*	*	*
Students without Disabilities	40	77.1	40	68.9
High Needs	12	*	12	*
Non-High Needs	33	80.1	33	72.5
District	45	73.9	45	65.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	30	83.3
Curl Up	*	*	*	N/A	30	86.7
Push Up	*	*	*	N/A	30	63.3
Mile Run/PACER	*	*	*	N/A	30	63.3
All Tests - District	*	*	*	N/A	30	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

Canaan 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.9	75	49.2	50	98.5	67.6
	High Needs Students	N/A	75	0.0	0	0.0	57.5
Math Performance Index	All Students	65.9	75	43.9	50	87.9	62.7
	High Needs Students	N/A	75	0.0	0	0.0	52.0
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	65.2%	100%	65.2	100	65.2	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	9.0%	<=5%	42.1	50	84.2	10.7%
	High Needs Students	10.0%	<=5%	40.0	50	80.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		115.4% 50.0%	75%	33.3	50	66.7	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				341.0	450	75.8	

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	N/A	.	15.9	
Math Performance Index Gap	72.5	N/A	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	.
Math	All Students	97.9
	High Needs Students	.
Science	All Students	100.0
	High Needs Students	.

³Minimum participation standard is 95%.

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: N/A

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As a small K-8 school we have embraced our numbers and continue to work with dedication to build community and foster engagement. Our students become leaders of their own learning through the use of learning targets and student engaged assessment practices. All students from Kindergarten through grade 8 participate in annual student led conferences. These include students in general education classes as well as with students with IEPs who are working on individual goals. Resources and time have been allocated to this initiative through the purchase of professional literature, in house professional development, and working with an Expeditionary Learning consultant on a regular basis throughout the school year. We hosted winter and spring Community Partnership Meetings. These community outreach events were designed to inform parents and community members about our school and learn more about our current educational practices.

Truancy is not a prevalent problem at Kellogg School. In isolated cases we have personalized communication with families that includes meeting directly with families, weekly or monthly check-ins, using their preferred form of communication to support them with effective follow up to ensure that all students attend school on a regular basis.

We encourage all parents to engage in their children's academic learning. All teachers have an individual Parent Engagement goal. These range from weekly parent newsletters, keeping students grades up to date in the parent portal in Power School, and designing effective teacher web pages to keep parents apprised of their student's academic learning.

Parents are always encouraged to engage with thier children in an academic context. Students bring home books for family reading and teacher web pages contain links for student learning activities. All parents and students in grades 5-8 have 24 hour access to the Power School Parent Portal where they can access current student grades. This promotes and encourages continuing communication between parent to child and parent to teacher.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic Isolation is not a concern for students at Kellogg School. Despite being a rural community school, our proximity to the Metro-North Train line and New York City contributes to a diverse socio-economic population. Our community has families living below the poverty line, as well as those who own second homes in Falls Village to enjoy country life. We make a concerted effort to expose our students to diverse cultures through literature, foreign language, the Arts, and social studies curriculum. This year our middle school social studies students and teacher contacted an area private school and invited visiting exchange students from South America to join them for an international lunch that featured food from their countries. This provided students from both cultures with an opportunity to come together and share a meal to learn more about each other's culture.

In the classroom, teachers utilize literature, music, Spanish, and art to expose students to different cultures. Students attend regular cultural assemblies at Kellogg to provide them with a deeper understanding of other cultures from around the world. During the 2017-18 school year these countries included Egypt, Brazil, and China.

This year the entire school participated in a collaborative performance with another school within our region and a travelling children's theater. This experience was made possible through a state-grant funded program created for this very purpose of reducing racial, ethnic, and economic isolation.

Field trips play an important role in helping to bridge the divide of racial, ethnic, and economic isolation. Our 6th and 7th grade students traveled to another state to participate in Nature's Classroom with another school from a different state. 8th grade students traveled to Quebec City for a week to immerse themselves in French Canadian culture. Middle school students participated in a Spanish field trip and learned native dances and enjoyed a Mexican lunch. Our 3rd and 4th grade students traveled to Hartford to visit the capital. Our Kindergarten, 1st, 2nd, 3rd, and 4th grade students traveled to Massachusetts to visit the Eric Carle Museum to learn more about authors and art.

District Profile and Performance Report for School Year 2017-18

Canaan School District

Equitable Allocation of Resources among District Schools

Lee H. Kellogg School from the Town of Canaan, is its own school and its own district. Simply, we are the only school in the district of Canaan. The townspeople, who are also our taxpayers, have traditionally been supportive of the education of their children, operating under the philosophy that it "Takes a Village to Raise a Child."

Our High School students attend Housatonic Valley Regional High School, which is a regional school shared by six towns. Monetary resources for our high school students are allocated based on population of which Canaan constituted 7.6% in the 2017-18 school year. Special Education resources are also allocated proportionately, by population, but the actual services are distributed as needed. The Canaan School District's portion was 5% in the 2017-18 school year.