

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



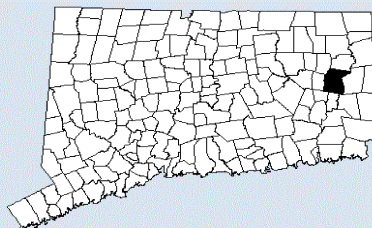
Canterbury School District

Dr. Lois Dasilva-Knapton, Superintendent • 860-546-6950 • <http://www.canterburypublicschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	471
Per Pupil Expenditures ¹	\$17,190
Total Expenditures ¹	\$11,671,694

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	223	47.3	48.4
Male	248	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	6	1.3	12.8
Hispanic or Latino of any race	22	4.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	438	93.0	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	160	34.0	42.1
Students with Disabilities ³	56	11.9	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	11	5.4	0	0.0
Male	17	7.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	8.2	0	0.0
Students with Disabilities	*	*	*	*
District	28	6.5	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	36.5
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	15.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.6
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	31.0

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	98.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	14	*
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	42	65.6
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	16	2.5	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	18	2.8	5.5
Other Health Impairment	18	2.8	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.1	1.8
All Disabilities	69	10.6	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	33.3	8.2
Private Schools or Other Settings	6	8.7	5.0

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,342,862	\$12,287	\$10,545
Support services - students	\$579,825	\$1,272	\$1,373
Support services - instruction	\$135,454	\$297	\$644
Support services - general administration	\$371,429	\$815	\$462
Support services - school based administration	\$458,924	\$1,006	\$1,007
Central and other support services	\$217,080	\$476	\$671
Operation and maintenance of plant	\$908,161	\$1,992	\$1,629
Student transportation services	\$596,032	\$879	\$1,231
Food services	\$31,701	\$70	\$13
Enterprise operations	\$30,227	\$66	\$157
Minor school construction	.	.	\$65
Total	\$11,671,694	\$17,190	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$191,976	7.4	29.7
Instructional Aide Salaries	\$470,625	18.0	9.6
Other Salaries	\$183,188	7.0	10.4
Employee Benefits	\$225,372	8.6	13.0
Purchased Services Other Than Transportation	\$520,656	20.0	5.5
Special Education Tuition	\$661,791	25.4	22.6
Supplies	\$340,494	13.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	\$14,348	0.5	0.2
All Other Expenditures	\$519	0.0	0.1
Total	\$2,608,968	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.4	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	59.8
State	36.8
Federal	3.2
Tuition & Other	0.1

⁴Revenue 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).

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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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	248	70.6	247	64.5	92	67.4
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	90	65.5	90	60.3	34	60.8
Not Eligible for Free or Reduced-Price Meals	175	72.5	174	65.3	64	69.8
Students with Disabilities	32	49.5	31	42.6	13	*
Students without Disabilities	233	72.9	233	66.4	85	70.7
High Needs	113	64.1	112	58.2	41	59.3
Non-High Needs	152	74.6	152	67.6	57	72.0
District	265	70.1	264	63.6	98	66.7

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	91.1	88.1	84.3	N/A	138	87.7
Curl Up	73.3	81.0	80.4	N/A	138	78.3
Push Up	44.4	85.7	80.4	N/A	138	70.3
Mile Run/PACER	44.4	50.0	70.6	N/A	138	55.8
All Tests - District	31.1	38.1	54.9	N/A	138	42.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.1	75	46.7	50	93.5	67.7
	High Needs Students	64.1	75	42.7	50	85.4	58.1
Math Performance Index	All Students	63.6	75	42.4	50	84.8	63.1
	High Needs Students	58.2	75	38.8	50	77.6	52.7
Science Performance Index	All Students	66.7	75	44.5	50	88.9	63.8
	High Needs Students	59.3	75	39.5	50	79.1	54.2
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	59.9%
	High Needs Students	52.7%	100%	52.7	100	52.7	55.1%
Math Academic Growth	All Students	60.4%	100%	60.4	100	60.4	62.5%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.0	10.4%
	High Needs Students	7.1%	<=5%	45.7	50	91.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.8% 42.0%	75%	28.0	50	56.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				652.8	900	72.5	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.6	64.1	10.5	15.4	
Math Performance Index Gap	67.6	58.2	9.4	17.6	
Science Performance Index Gap	72.0	59.3	12.7	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.4
Math	All Students	98.9
	High Needs Students	97.6
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

Canterbury Public Schools will embark on another community strategic planning process during the summer of 2019. Our goals continue to be a clear focus on Professional Learning Communities for curriculum and student data review; a strong focus on instruction that engages students to be critical thinkers, collaborative workers, and creative individuals, and a laser focus on the socio-emotional, cultural, and personalized needs of all students. This strategic plan is our road map to success. In addition we implement the following strategies at our Middle School: effective use of school website and social media outlets, continual use of school outreach tool (Blackboard Connect), use of an after school homework club (open to all interested), office hours available during summer months to allow for parent access to school, transition meetings and Parent Night for elementary school students coming to the middle school, Open House

Back to School night presentation informing parents of school plans, use of PTO to connect parents to the school, incorporation of curricular resources that allow for at home online components, involvement of parents by chaperoning student events and trips. At our Elementary School we implement the following strategies: active RtI process called the Student Assistance Team who follows students and their response to intervention, attendance team meets bi-weekly; communicates often with families; meets with families to problem solve attendance challenges, Families Making Connections - Special Education Parent Advisory Council was started in the spring of 2019 and meets monthly, collaboration with PTO with focus on family events, teachers provide materials to families to assist them with instruction and to keep tools similar at home and at school (number lines; flash cards, etc.). We continue to support student-centered instructional practices to enhance learning and build on student interest, while encouraging and promoting student ownership of learning. Truancy prevention includes ensuring every child has an adult to connect with on a daily basis. In addition, absences are tracked closely and daily phone calls are made so parents and guardians feel supported. Family partnerships are a critical aspect of our educational system.

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 program 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 PK program provides a multitude of opportunities for our students in the Preschool. Finally, we provide outreach to young families.

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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 all students. Teaching and learning is the focus of the district. We use a district-wide zero-based budget process in which each district school is represented; feedback from staff and faculty about needs during 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.