

STRATEGIC SCHOOL PROFILE 2008-09**New Canaan School District**

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New Canaan,
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: Fairfield	Per Capita Income in 2000: \$82,049
Town Population in 2000: 19,395	Percent of Adults without a High School Diploma in 2000*: 4.5%
1990-2000 Population Growth: 8.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 80.9%

*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): A 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, 2008	4,089
5-Year Enrollment Change	2.5%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	0	0.0	1.1	30.3
K-12 Students Who Are Not Fluent in English	19	0.5	0.6	5.2
Students Identified as Gifted and/or Talented*	384	9.4	5.8	4.0
PK-12 Students Receiving Special Education Services in District	495	12.1	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	308	98.1	95.8	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	4.0	9.2	19.0

*42.4% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.1
Asian American	118	2.9
Black	41	1.0
Hispanic	84	2.1
White	3,841	93.9
Total Minority	248	6.1

Percent of Minority Professional Staff: 2.9%

Non-English Home Language: 3.2% 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 29.

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.

New Canaan Social Studies, Language Arts, Visual and Performing Arts, World Language and Wellness curricula include enduring understandings, essential questions and content related to diversity, including how to learn, work and live as a responsible, productive member of diverse communities. Exchanges with students across diverse communities (New Canaan, Stamford and Bridgeport) and nations (Madagascar, China, South America and Africa) are integrated into learning experiences, often using technology as a connecting tool. This year, students who study Chinese as part of their HS program traveled to China with their teachers. Through Kids Link, an award winning inter-district grant program, 1400 students were connected through literature and the arts. The final product was an electronic publication that showcased students' collaborative efforts. As a result, 400 Kids Link books were made available to students in 8 schools across 4 districts. KidsLink grant also sponsored the Maritime Center Partnership involving 220 Bridgeport and NC students; ArtsLink, connecting Stamford and NC students in Building a Diverse Community through ceramics, dance and drumming; and Mentor Diversity Day. As part of this exchange, 300 grade 5 Saxe students hosted a field day for 100 K and 1st grade dual language students from an urban neighboring district. The entertainment for that day was Los Ciegros, a band of visually impaired Latino American musicians from NYC. Kids Link also sponsored a partnership program involving approximately 30 student leaders from Bridgeport and NC, who, along with their teachers, participated in Circle of Respect (CORE) training designed to examine leadership, service and community building. Six hundred students from Stamford and Saxe MS in NC participated in 2 days of workshops that culminated in one of the "Lost Boys of Sudan" addressing them in assembly. Environmental LINKS, an interdistrict program run by the New Canaan Nature Center, unites NCPS and neighboring urban schools of Norwalk and Stamford, in the study of nature and the environment. The theme of diversity is used to examine both nature and neighbors through environmental, science and social science learning objectives. All grade 4 New Canaan students study and experience how diversity enriches and protects the environment, people and communities. Other diversity opportunities include a range of programs service programs and activities sponsored by NCHS and Kids in the Community Service Program, which involves all K – 4 students in outreach service projects that meet the civic and social needs of our local communities. School based Parent Teacher Councils collaborate and sponsor a Performing Arts Program that includes presentations that are multi-culturally based and which celebrate the contributions of all people to the arts. Education about disabilities and the importance of inclusion as a tool for enriching the lives of all community members are lessons incorporated in school cultures, behavioral and academic expectations, cocurricular programs and special events. Dr. Joanne Freiberg, State Consultant for respectful schools was in district to work with administrators and student support professionals on respectful school and positive behavioral supports.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.0	54.6	96.9
Writing	86.3	62.5	95.0
Mathematics	86.6	62.8	94.3
Grade 4 Reading	91.5	60.7	99.4
Writing	90.0	64.2	100.0
Mathematics	87.6	63.6	90.2
Grade 5 Reading	92.1	66.0	98.8
Writing	93.6	66.5	100.0
Mathematics	91.4	68.8	96.3
Science	93.6	58.1	100.0
Grade 6 Reading	95.4	68.9	98.8
Writing	90.3	62.2	99.4
Mathematics	93.0	68.8	92.6
Grade 7 Reading	96.2	74.9	96.2
Writing	90.1	62.9	98.1
Mathematics	90.5	66.0	94.3
Grade 8 Reading	93.0	68.4	98.7
Writing	91.7	66.5	94.8
Mathematics	92.5	64.5	96.8
Science	88.5	60.6	95.5

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	85.2	47.4	99.2
Writing Across the Disciplines	88.8	55.0	96.9
Mathematics	86.2	47.8	98.5
Science	78.0	42.8	98.5

For more detailed CAPT results, go to www.ctreports.com.

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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
	56.7	36.2	95.3

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		99.0	74.5	
Average Score	Mathematics	614	507	100.0
	Critical Reading	590	503	100.0
	Writing	600	506	99.2

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, Class of 2008	98.4	92.1	80.2
Cumulative Four-Year Dropout Rate for Class of 2008	1.5	6.6	77.4
2007-08 Annual Dropout Rate for Grade 9 through 12	0.2	2.5	89.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.5	84.1
% Employed (Civilian Employment and in Armed Services)	0.6	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	288.37
Paraprofessional Instructional Assistants	54.05
Special Education	
Teachers and Instructors	33.90
Paraprofessional Instructional Assistants	65.05
Library/Media Specialists and/or Assistants	9.20
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	18.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	11.60
Counselors, Social Workers, and School Psychologists	26.20
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	166.90

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	12.5	12.9	13.6
% with Master's Degree or Above	88.1	86.3	76.1

Average Class Size	District	DRG	State
Grade K	19.4	18.6	18.3
Grade 2	19.0	20.0	19.3
Grade 5	20.6	21.4	21.0
Grade 7	20.0	21.1	20.5
High School	20.1	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	996	988
Middle School	1,012	1,006	1,016
High School	990	988	1,007

*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*	3.2	2.9	3.3
Middle School	3.3	2.6	2.6
High School	2.8	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$36,435	\$8,852	\$7,521	\$8,787	\$7,522
Instructional Supplies and Equipment	\$801	\$195	\$267	\$237	\$271
Improvement of Instruction and Educational Media Services	\$1,262	\$307	\$461	\$660	\$446
Student Support Services	\$5,908	\$1,435	\$808	\$881	\$806
Administration and Support Services	\$9,797	\$2,380	\$1,351	\$1,503	\$1,369
Plant Operation and Maintenance	\$8,730	\$2,121	\$1,382	\$1,796	\$1,377
Transportation	\$3,824	\$872	\$649	\$714	\$644
Costs for Students Tuitioned Out	\$1,912	N/A	N/A	N/A	N/A
Other	\$1,117	\$271	\$152	\$168	\$151
Total	\$69,785	\$16,942	\$12,869	\$15,251	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,538	\$617	\$1,791	\$1,884	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13706837	19.6	19.1	20.5

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	90.9	7.4	1.7	0.0
Excluding School Construction	94.4	3.9	1.8	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.

Allocations across the district are equitably distributed through a collaborative goal setting and budgeting process. The NCPS budgeting process is an inclusive one that incorporates input and feedback from school and community stakeholders. There has been a focused effort to work collaboratively and on an ongoing basis with town government to develop and reflect best practices in budgeting and fiscal management. BOE policy requires that specific budget goals, assumptions, constraints and priorities be identified annually. BOE regulation states that budget outcomes shall “provide financial resources to deliver quality services, and allocate resources to reflect the importance of the elementary and secondary instructional program.” In recommending its budget, the administration analyzes current and past expenditures, enrollment projections, student data, BOE goals and related resource needs. Priority goals include: Student learning and achievement, safety, security, health and efficient and effective stewardship of resources. There is a purposeful focus on considering the needs of all students and student groups whenever any budget - district or donation based- is designed. Parent associations and community organizations work in concert and devote time, energy and resources to supporting a variety of innovations. Examples of such initiatives include installation of SmartBoard technologies at all schools and athletics and arts programs generously and equitably supported in spirit and in kind. Resource allocations are periodically reviewed during the year to ensure that equity, responsiveness and transparency remain standards of practice.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	479
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.9%

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	38	0.9	0.9	0.8
Learning Disability	152	3.8	3.9	3.9
Intellectual Disability	10	0.2	0.2	0.5
Emotional Disturbance	4	0.1	0.4	1.0
Speech Impairment	162	4.0	2.3	2.3
Other Health Impairment*	91	2.3	1.9	2.1
Other Disabilities**	22	0.5	0.6	0.9
Total	479	11.9	10.1	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 2007-08 with a Standard Diploma	87.9	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	67.3	30.2	91.9	65.7
	Writing	58.5	19.5	90.3	64.1
	Mathematics	60.2	30.7	90.2	65.7
	Science	56.4	23.8	90.8	59.4
CAPT	Reading Across the Disciplines	46.2	14.1	85.2	47.4
	Writing Across the Disciplines	60.7	13.6	88.8	55.0
	Mathematics	40.7	15.4	86.2	47.8
	Science	32.1	10.6	78.0	42.8

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	27.0
	% With Accommodations	73.0
CAPT	% Without Accommodations	39.0
	% With Accommodations	61.0
% Assessed Using Skills Checklist		8.6

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	18	3.8

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	395	82.5	77.9	72.7
40.1 to 79.0 Percent of Time	53	11.1	15.4	16.1
0.0 to 40.0 Percent of Time	31	6.5	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

For the past several years New Canaan Public Schools have focused improvement plans around the theme of *Teaching for Understanding: Responsive Teaching for 21st Century Learning* with particular emphasis on responsive teaching in the differentiated classroom. The Board of Education has held constant to five goals (continuous growth and high standards of achievement; responsible citizenship; effective communication; high quality teaching; and safety, security of people and responsible stewardship of resources.) Related school, department and professional growth objectives are set annually, informed by the study of international and national contexts and expectations as well as by the analysis of student achievement standards and patterns. The implementation of SRBI/RTI has been part of this overall systems improvement work. General and special education administrators, curriculum leaders, and student services professionals have attended and provided RTI training.

Student learning across all areas of performance is assessed on an ongoing basis using multiple indicators of growth. State and national testing continues to evidence that New Canaan students perform at or within the top of their peer groups. The overall district performance on CMT (grades 3-8) continues to be among the strongest in the DRG. Across grades 3-8, in 6 of the 20 subtests administered, students performed at the top of the DRG and in 17 of 20 subtests over 90% of students achieved at or above goal. In the many of the subtests half or more of the students performed at the advanced level. For example, in writing in grades 3, 4, 5 and 8, NC students had the highest percent of students in advanced in the DRG and for grade 8 science, 63% performed at the advanced- the next highest scoring district had 41.6% . Progress monitoring data continues to trend positively for special populations (ELL and special education.) CAPT scores remained strong both in respect to percent at goal and percent of students scoring at the advanced level. Reading, a targeted goal for the high school increased from 82.4% to 85.2% at goal and 52.6% of students met advanced performance criteria. The SAT scores for the Class of 2009 are strong, as has been the case in past years. The mean scores for the Class of 2009 are as follows: Critical Reading 591, Mathematics 601, Writing 590. Trend data on SAT subject tests and AP tests indicates NC students are well prepared to engage in rigorous university studies.

Overall student achievement in the Sciences, Technology, Arts, and Athletics is also remarkable and is as evidenced by the number of recognitions and awards garnered in state, regional and national competitions. The school community is most proud of the high participation rates for student activities across a wide range of domains. Service organizations abound and students, families and teachers collaborate on numerous projects.

Continuous improvement initiatives for the upcoming year include: School based use of Response to Intervention processes to ensure all students meet growth goals and implementation of our new Foreign Language in the Elementary Schools (FLES) program in K-2. Spanish is scheduled to be added to grades 3-4 in 2010. Other initiatives include: implementation of Information Communication Technology (ICT) Benchmark Assessments in grades 4, 7 and 9; year 2 of digital portfolios for Visual and Performing Arts students; expansion of collaborative teaching in support of inclusive classrooms and continued work of Student Support Professionals in leading the respectful schools initiative. As part of our external audit system, New Canaan participates as a member of the New England Association of Schools and Colleges and also is a member of the TriState Consortium, an organization comprised of districts from CT, NY and NJ dedicated to continuous improvement using rigorous standards of performance. Last year TriState completed a "critical friends" review of our ICT (21st century learning) program and a 2 year follow up review of the NC math program.
