

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



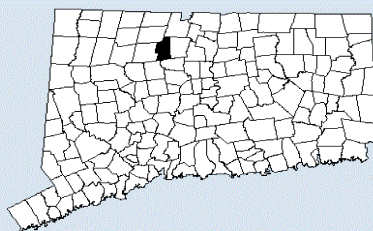
Canton School District

Mr. Kevin Case, Superintendent • 860-693-7704 • <http://www.cantonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,608
Per Pupil Expenditures ¹	\$16,131
Total Expenditures ¹	\$27,116,646

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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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	823	51.2	48.4
Male	785	48.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	47	2.9	5.1
Black or African American	111	6.9	12.8
Hispanic or Latino	100	6.2	24.8
Pacific Islander	*	*	0.1
Two or More Races	32	2.0	3.3
White	1,315	81.8	53.6
English Learners	11	0.7	7.2
Eligible for Free or Reduced-Price Meals	222	13.8	36.7
Students with Disabilities ¹	190	11.8	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	46 5.7	* *
Male	51 6.6	* *
Black or African American	15 14.0	7 6.5
Hispanic or Latino	12 12.0	* *
White	61 4.7	15 1.1
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	43 16.5	13 4.4
Students with Disabilities	24 12.3	9 4.2
District	97 6.1	25 1.6
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 15

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	102.7
Paraprofessional Instructional Assistants	23.2
Special Education	
Teachers and Instructors	15.1
Paraprofessional Instructional Assistants	38.7
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	8.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	7.8
Counselors, Social Workers and School Psychologists	10.5
School Nurses	3.6
Other Staff Providing Non-Instructional Services/Support	94.6

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	157	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	53	51.5	67	72.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	59	49.2	76	68.5
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	20	74.1
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	49	75.4
Other Health Impairment	36	81.8
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	132	72.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.7	1.8
Emotional Disturbance	12	0.7	1.1
Intellectual Disability	6	0.4	0.5
Learning Disability	66	4.0	5.2
Other Health Impairment	46	2.8	3.1
Other Disabilities	14	0.9	1.1
Speech/Language Impairment	17	1.0	1.8
All Disabilities	189	11.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	4.8	8.3
Private Schools or Other Settings	7	3.7	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,668,249	8,458	9,847
Instructional Supplies and Equipment	494,520	306	287
Improvement of Instruction and Educational Media Services	569,560	352	589
Student Support Services	3,622,859	2,242	1,120
Administration and Support Services	3,362,834	2,081	1,905
Plant Operation and Maintenance	2,378,419	1,472	1,648
Transportation	1,496,809	901	904
Costs of Students Tuitioned Out	935,909	N/A	N/A
Other	587,487	364	208
Total	27,116,646	16,131	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,966,735	1,217	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,036,819	38.0	33.8
Noncertified Personnel	886,405	16.5	14.5
Purchased Services	374,259	7.0	5.5
Tuition to Other Schools	710,026	13.2	23.4
Special Ed. Transportation	458,953	8.6	8.7
Other Expenditures	896,135	16.7	14.1
Total Expenditures	5,362,597	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.5	80.3
State	18.9	18.0
Federal	1.3	1.4
Tuition & Other	0.3	0.3

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.

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	*	*	*	*
Asian	27	81.3	27	75.3
Black or African American	61	58.0	60	54.0
Hispanic or Latino	57	71.9	57	66.4
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	8	*	8	*
White	689	78.0	689	74.8
English Learners	15	*	15	*
Non-English Learners	829	76.4	828	72.8
Eligible for Free or Reduced-Price Meals	118	63.5	117	58.9
Not Eligible for Free or Reduced-Price Meals	726	78.4	726	74.9
Students with Disabilities	91	47.6	90	45.7
Students without Disabilities	753	79.8	753	76.0
High Needs	191	60.3	190	56.4
Non-High Needs	653	81.0	653	77.5
District	844	76.3	843	72.7

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	95.4	86.2	89.1	74.2	588	84.2
Curl Up	88.0	90.8	97.8	90.6	588	91.8
Push Up	93.5	87.7	97.1	75.1	588	86.4
Mile Run/PACER	77.8	80.0	89.8	65.7	588	76.7
All Tests - District	71.3	73.1	82.5	58.2	588	69.6
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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	12	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	*
Students with Disabilities	17	*
District	118	95.8
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	87	69.6
Male	99.1	85	80.2
Black or African American	*	*	*
Hispanic or Latino	*	8	*
White	99.5	152	77.6
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	9	34.6
Students with Disabilities	96.2	6	23.1
District	99.6	172	74.5
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.7	95.5
Male	81.5	85.7
Black or African American	*	*
Hispanic or Latino	*	*
White	81.9	94.1
English Learners	81.9	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.2	91.1
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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. 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	76.3	75	50.0	50	100.0	67.6
	High Needs Students	60.3	75	40.2	50	80.4	57.5
Math Performance Index	All Students	72.7	75	48.5	50	97.0	62.7
	High Needs Students	56.4	75	37.6	50	75.2	52.0
ELA Academic Growth	All Students	61.4%	100%	61.4	100	61.4	60.7%
	High Needs Students	46.1%	100%	46.1	100	46.1	55.6%
Math Academic Growth	All Students	72.3%	100%	72.3	100	72.3	61.9%
	High Needs Students	64.7%	100%	64.7	100	64.7	55.4%
Chronic Absenteeism	All Students	6.1%	<=5%	47.7	50	95.5	10.7%
	High Needs Students	14.3%	<=5%	31.4	50	62.9	16.6%
Preparation for CCR	% Taking Courses	58.4%	75%	39.0	50	77.9	74.8%
	% Passing Exams	74.5%	75%	49.6	50	99.3	44.8%
On-track to High School Graduation		92.4%	94%	49.2	50	98.3	87.5%
4-year Graduation All Students (2017 Cohort)		95.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		92.0%	94%	97.9	100	97.9	81.8%
Postsecondary Entrance (Class of 2017)		83.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		113.5% 69.6%	75%	46.4	50	92.7	96.6% 50.1%
Arts Access		70.2%	60%	50.0	50	100.0	51.2%
Accountability Index				1032.0	1250	82.6	

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?					Y
ELA Performance Index Gap	75.0	60.3	14.7	15.9	
Math Performance Index Gap	75.0	56.4	18.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	92.0%	2.0%	12.7%	N

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	98.6
	High Needs Students	97.0
Math	All Students	98.5
	High Needs Students	96.5
Science	All Students	98.2
	High Needs Students	96.3

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: * **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

Canton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Incorporated in 1806, Canton, Connecticut is located in Hartford County astride the Farmington River Valley. The Canton Public Schools enrolls students from the town of Canton as well as students residing in Hartford participating in the Open Choice Program. All of these students are housed in four school facilities: an elementary, intermediate, a middle and high school.

Our mission is to prepare independent, productive, respectful and responsible citizens who contribute to an ever changing world. We pursue continuous improvement while honoring our strong educational legacy and traditions. We unite with families and the community to provide challenging educational experiences that promote the intellectual, physical, social and emotional potential of our students.

Canton Public Schools have earned a reputation for being among the highest performing school systems in their comparison group with students who consistently perform at or above the levels of districts with similar demographic and economic profiles. The Canton Public Schools has created a strategic plan dedicated to raising the achievement bar for all students. Tremendous progress has been achieved and the outcomes speak for themselves. Student performance on standardized assessments are very high throughout the system and Canton High School is regarded as one of the top high schools in the state of Connecticut. From teaching and learning to communications and leadership, the district has systematically worked to improve all facets of the educational process on behalf of the students of Canton.

The focus of the Canton Public Schools School Improvement Process is on student centered learning and the social and emotional well-being of our students. The Canton Public Schools has developed a 3 year Communication Plan to engage all stakeholders in the community. The Canton Public Schools are a source of pride for the community and by any measure, this sense of accomplishment is well deserved.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Canton Public Schools has engaged in work in achieving equity in our schools and community. The goal of this work is to build capacity around equity with administrators, teachers, staff, students, and the community. Specific activities are :

- Partner with the CREC to work with staff on Cultural Proficiency Training. To date, 46 staff members have participated in this training.
- Create host family relationships between students from Hartford and Canton.
- Hired an Open Choice Coordinator and New Student Coordinator to work with students who are new to our district and to work with our students/families from Hartford.
- Staff participates in the Capital Region Book Club on Cultural Proficiency.
- Canton Board of Education members and Administrators host community conversations with families of Open Choice students on questions/concerns in Hartford.
- Canton Public Schools partner with the University of St. Joseph's School of Education Department to host a -œFamily to Family- event in Hartford for Canton and Hartford families to socialize with one another.
- All schools in the Canton Public Schools are trained in the PBIS (Positive Behavioral Intervention and Supports) Model.
- Unified Sports is an active sport in our K-12 programming.
- Create classroom libraries focused on cultural awareness at all grade levels.
- Canton Public Schools administer school climate surveys to staff, students, and families.
- Partner with the Anti-Defamation League to offer Parent/Guardian workshops on prejudice and bullying.
- All Canton Public Schools have a Cultural Proficient Team.
- Curriculum revisions include units on cultural awareness.

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Equitable Allocation of Resources among District Schools

The Town of Canton and the Canton Board of Education work together to develop a budget that is fiscally responsible that will move the school district forward while maintaining the obligation to meet the individual needs of the students in the Canton Public Schools. The budget process begins with all administrators presenting their budgets to the Central Office Team and then to the Canton Board of Education. The 2018-2019 budget was developed with the following priorities in mind; fund contractual obligations with staffing the school district at a level to promote high levels of student achievement; ensure that all class sizes remain within the Board of Education's class size policy; meet the individual needs of students receiving special education and related services. Budgets are developed with funding that is necessary to educate our students in alignment with our vision and mission for district.