

STRATEGIC SCHOOL PROFILE 2008-09**Canterbury School District**

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Location: 45 Westminster Road
Canterbury,
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: Windham	Per Capita Income in 2000: \$22,317
Town Population in 2000: 4,692	Percent of Adults without a High School Diploma in 2000*: 16.6%
1990-2000 Population Growth: 5.0%	Percent of Adults Who Were Not Fluent in English in 2000*: 0%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 93.3%

*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): F 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	599
5-Year Enrollment Change	4.5%

DISTRICT GRADE RANGE

Grade Range	PK- 8
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	107	17.9	22.6	30.3
K-12 Students Who Are Not Fluent in English	1	0.2	2.0	5.2
Students Identified as Gifted and/or Talented*	5	0.8	2.7	4.0
PK-12 Students Receiving Special Education Services in District	55	9.2	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	52	85.2	79.7	79.7
Homeless	2	0.3	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	1.5
Asian American	7	1.2
Black	13	2.2
Hispanic	19	3.2
White	551	92.0
Total Minority	48	8.0

Percent of Minority Professional Staff: 5.7%

Non-English Home Language: 0.2% 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 1.

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.

The Canterbury Public School District makes every effort to reduce racial, ethnic, and economic isolation. Both the elementary and middle schools enrich students by providing an understanding through learning experiences and interaction with students and adults from surrounding towns. These occurrences are experienced both first-hand and through literature and the use of technology.

The Canterbury Elementary School provides 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. Disability and bias reduction awareness is strengthened through an inclusive school community that values children of varied abilities. All special education students are integrated within the regular education classroom and throughout the school community. Literature, both fiction and non-fiction, about people of various ethnic backgrounds and special education challenges, is imbedded in instruction across the curriculum and grade levels. In addition, students participate in cultural enrichment activities and presentations.

At the Dr. Helen Baldwin Middle School diversity is celebrated throughout the school year. During the Cinco de Mayo celebration, every student contributes by writing poems and short stories, singing, playing musical instruments, and preparing and enjoying ethnic foods. While students are studying World Cultures in their Social Studies courses, parents and community members are encouraged to share information about their heritage and serve as guest speakers in the various classrooms. In addition, students learn about world cultures through immersion in fiction and nonfiction literature, whose authors are ethnically, racially, and religiously diverse.

The middle school also has a Community Service Organization. Students take leadership roles in learning about local needs. They collect money, clothing, and food. Students are extremely generous with their time and finances with underprivileged groups within and outside of the local region.

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	61.4	54.6	48.4
Writing	71.7	62.5	57.9
Mathematics	80.4	62.8	78.6
Grade 4 Reading	47.3	60.7	12.3
Writing	63.2	64.2	32.1
Mathematics	46.4	63.6	11.6
Grade 5 Reading	72.5	66.0	47.8
Writing	78.8	66.5	67.3
Mathematics	76.5	68.8	55.6
Science	88.5	58.1	98.1
Grade 6 Reading	80.7	68.9	58.3
Writing	68.3	62.2	45.4
Mathematics	79.7	68.8	57.7
Grade 7 Reading	80.8	74.9	51.0
Writing	85.2	62.9	92.4
Mathematics	90.6	66.0	94.9
Grade 8 Reading	77.9	68.4	55.5
Writing	75.0	66.5	49.7
Mathematics	86.4	64.5	83.2
Science	71	60.6	46.5

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	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed 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.”

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
	42.3	36.2	63.7

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	40.50
Paraprofessional Instructional Assistants	5.65
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	9.77
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	35.87

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	17.6	13.7	13.6
% with Master's Degree or Above	91.1	74.0	76.1

Average Class Size	District	DRG	State
Grade K	15.8	16.3	18.3
Grade 2	21.0	18.4	19.3
Grade 5	16.7	20.6	21.0
Grade 7	19.3	19.6	20.5
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	999	988
Middle School	1,028	1,032	1,016
High School	N/A	N/A	N/A

*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*	4.2	3.5	3.3
Middle School	2.6	2.5	2.6
High School	N/A	N/A	N/A

*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	Elementary Districts	DRG	State
Instructional Staff and Services	\$4,485	\$7,759	\$7,411	\$6,983	\$7,522
Instructional Supplies and Equipment	\$249	\$431	\$332	\$294	\$271
Improvement of Instruction and Educational Media Services	\$74	\$128	\$232	\$273	\$446
Student Support Services	\$337	\$583	\$796	\$695	\$806
Administration and Support Services	\$740	\$1,281	\$1,508	\$1,317	\$1,369
Plant Operation and Maintenance	\$1,080	\$1,869	\$1,249	\$1,310	\$1,377
Transportation	\$1,004	\$1,210	\$610	\$670	\$644
Costs for Students Tuitioned Out*	\$627	N/A	N/A	N/A	N/A
Other	\$4	\$8	\$87	\$184	\$151
Total*	\$8,601	\$14,553	\$12,897	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$495	\$856	\$1,185	\$2,326	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$11,161; Tuition Costs, \$3,187.

Total town expenditures per pupil for PK-12 are \$13,447.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,311,415	20.7	19.8	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	50.1	47.8	2.1	0.0
Excluding School Construction	51.2	46.5	2.2	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.

The Canterbury Public Schools, comprised of two schools, prides itself on providing the appropriate resources and materials necessary to educate students. Teaching and learning is the focus of the district. While being fiscally responsible, both the Canterbury Elementary School (pre-kindergarten to grade four) and the Dr. Helen Baldwin Middle School (grades five to eight) receive funding for purchases of materials and professional development for faculty and staff. They are identified in a systematic way by administration and school personnel. 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 Public Schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	73
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.1%

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	9	1.1	0.8	0.8
Learning Disability	15	1.9	3.7	3.9
Intellectual Disability	5	0.6	0.5	0.5
Emotional Disturbance	6	0.7	1.1	1.0
Speech Impairment	16	2.0	2.3	2.3
Other Health Impairment*	15	1.9	1.9	2.1
Other Disabilities**	7	0.9	0.9	0.9
Total	73	9.1	11.1	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	N/A	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	N/A	N/A	70.6	65.7
	Writing	7.1	19.5	73.6	64.1
	Mathematics	28.6	30.7	76.7	65.7
	Science	N/A	N/A	78.5	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	25.0
	% With Accommodations	75.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		3.8

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	8	11.0

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	53	72.6	74.5	72.7
40.1 to 79.0 Percent of Time	10	13.7	15.3	16.1
0.0 to 40.0 Percent of Time	10	13.7	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Canterbury School District vision for the 2008-2009 school year involved the introduction and implementation of Professional Learning Communities (PLCs). This district-wide effort was designed to improve student achievement, increase collaboration, and examine universal screening and common assessments within the district. PLCs were formed within each school building and SMART goals were developed. Teams were provided common planning time to focus on data interpretation and improved student learning. All members of the Canterbury faculty participated in these team meetings including special education and related services personnel. Another important component of PLCs is the implementation of a pyramid of interventions for all students. This process aligns with the State model of Scientific Research Based Interventions. Our pre-referral process has focused on desired outcomes, universal screenings, scientific research based interventions, and frequent progress monitoring. These pre-referral supports are essential to not only improved outcomes for students but also extremely valuable to the special education process. Documentation of interventions and data regarding student progress in the areas of reading and math are essential to the accurate identification of a learning disability and the need for specialized instruction in those areas. The teachers also participated in a vertical teaming activity by core subject area to examine the state standards and identify essential skills and concepts by grade level.

The Special Education department continued to implement the improvement plan with a focus on inclusive opportunities for students with special needs and parent involvement. With strong collaboration between administrators, general and special education teachers, para-educators, and related service personnel we have been able to maintain a high percentage of students with special needs that are educated alongside their typical peers for greater than 79% of their school day (72% in June 2009). There also is a specific plan in place to increase the amount of inclusive opportunities for High School students that are Intellectually Disabled. We have worked closely with our receiving high schools to examine procedures and schedules in order to maximize student access to the general education curriculum. Throughout the school year we have also increased the district's capacity with regard to assistive technology, providing staff additional professional development targeting specific web based programs in the areas of math, reading, and an IEP program. The middle school also infused technology within the curriculum with the utilization of the COW (Computer on Wheels).

Canterbury continues to strive to increase parent involvement in the planning and improvement of school programs. The Canterbury STEP (Support and Training for Educators and Parents) group coordinated learning opportunities for all parents and community members throughout the school year. Parent participation in several committees was essential to positive outcomes for students including the Health and Safety Committee, School Readiness, Technology Committee, Administrative Study Team, and Policy Committee. Parents and community members also had the opportunity to participate in the Community Connections Grant. The Canterbury special education department also continues to invite parents to participate in workshops and or trainings regarding specific areas of special education as they relate to their individual situation.
