

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



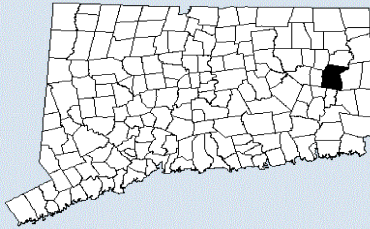
Canterbury School District

Dr. Lois Dasilva-Knapton, Superintendent • 860-546-6950 • www.canterburypublicschools.org

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	494
Per Pupil Expenditures ¹	\$19,134
Total Expenditures ¹	\$9,509,826

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	214	43.3	48.3
Male	280	56.7	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	27	5.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	22	4.5	2.7
White	437	88.5	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	134	27.1	38.0
Students with Disabilities ¹	50	10.1	13.7

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	*	*	0	0.0
Male	*	*	11	4.0
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	11	2.8	9	2.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	10	9.8	*	*
Students with Disabilities	7	14.0	*	*
District	16	3.7	11	2.2
State		9.6		7.0

Number of students in 2014-15 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	35.5
Paraprofessional Instructional Assistants	8.2
Special Education	
Teachers and Instructors	4.5
Paraprofessional Instructional Assistants	19.7
Administrators, Coordinators and Department Chairs	
District Central Office	2.2
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	31.3

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	1	2.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	48	98.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.4

Instruction and Resources

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

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	11	*
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	38	57.6
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	18	2.8	1.6
Emotional Disturbance	9	1.4	1.0
Intellectual Disability	*	*	0.5
Learning Disability	14	2.2	4.6
Other Health Impairment	15	2.3	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	1.2	1.9
All Disabilities	69	10.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,105,965	10,841	9,387
Instructional Supplies and Equipment	89,658	190	318
Improvement of Instruction and Educational Media Services	111,329	236	541
Student Support Services	475,097	1,009	1,048
Administration and Support Services	860,861	1,828	1,790
Plant Operation and Maintenance	1,205,970	2,560	1,608
Transportation	693,789	991	845
Costs of Students Tuitioned Out	934,437	N/A	N/A
Other	32,720	69	194
Total	9,509,826	19,134	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	622,100	19.5	35.1
Noncertified Personnel	550,288	17.2	14.5
Purchased Services	519,200	16.3	5.5
Tuition to Other Schools	1,202,153	37.6	21.6
Special Ed. Transportation	35,808	1.1	8.3
Other Expenditures	264,002	8.3	15.0
Total Expenditures	3,193,551	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.4	55.4
State	42.4	42.4
Federal	2.1	2.1
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).

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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	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	6	*
White	268	69.4	268	61.2	99	58.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	84	65.6	84	56.5	36	57.1
Not Eligible for Free or Reduced-Price Meals	214	70.3	214	62.7	76	57.6
Students with Disabilities	39	55.2	39	47.2	14	*
Students without Disabilities	259	71.1	259	63.0	98	59.7
High Needs	109	63.9	109	54.9	46	53.7
Non-High Needs	189	71.9	189	64.4	66	60.0
District	298	69.0	298	60.9	112	57.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	97.4	92.1	98.3	N/A	134	96.3
Curl Up	76.3	78.9	84.5	N/A	134	80.6
Push Up	71.1	76.3	82.8	N/A	134	77.6
Mile Run/PACER	63.2	63.2	81.0	N/A	134	70.9
All Tests - District	55.3	63.2	79.3	N/A	134	67.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.0	75	46.0	50	92.0	67.7
	High Needs Students	63.9	75	42.6	50	85.2	56.7
Math Performance Index	All Students	60.9	75	40.6	50	81.2	61.4
	High Needs Students	54.9	75	36.6	50	73.2	49.9
Science Performance Index	All Students	57.4	75	38.3	50	76.5	57.5
	High Needs Students	53.7	75	35.8	50	71.6	47.0
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	63.8%
	High Needs Students	69.7%	100%	69.7	100	69.7	58.3%
Math Academic Growth	All Students	67.6%	100%	67.6	100	67.6	65.0%
	High Needs Students	60.0%	100%	60.0	100	60.0	57.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.8%	<=5%	42.4	50	84.7	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		63.9%	94%	34.0	50	68.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 67.9%	75%	45.3	50	90.5	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				675.8	900	75.1	

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	71.9	63.9	8.0	16.5	
Math Performance Index Gap	64.4	54.9	9.5	18.9	
Science Performance Index Gap	60.0	53.7	6.3	17.2	
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	98.4
	High Needs Students	97.5
Math	All Students	98.4
	High Needs Students	97.5
Science	All Students	99.2
	High Needs Students	98.0

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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Canterbury Public School's Board of Education approved a district-wide three-year strategic plan that runs from August 2015-2017. It consists of three goals: to improve standards-based instructional practices and student learning outcomes; to develop, implement, and monitor a district-wide technology infrastructure; and to implement a district-wide facilities, and buildings and grounds improvement plan. This strategic plan is our road map to success. It was developed by a group of stakeholders that included constituents from the entire Canterbury community. On a monthly basis, the BOE, with administration, reviews any progress made on these goals and plots a course for future avenues of success. CPS strives to involve parents in all aspects of their student's education. We proudly reap the benefits of holding accreditation with the Association of Education of Young Children (NAEYC) and present quarterly parent information sessions for parents to become more involved in their preschooler's education. Our local School Readiness Council is extremely active and provides a great conduit for our parents to engage with our students. The parents especially love the "visit your child at school day" when the parents experience a school day through the eyes of their child. In addition, the Primary Mental Health Program funding allows us to service Elementary students who struggle with social interactions. The parents especially love the end of year celebration where the students show off all their art work. Our monthly meetings at the Elementary school draw over 75 parents a month to come watch their children perform on stage, share the artist of the month and artwork, and listen to some children describe their favorite book. This is a long standing monthly tradition and some parents even remember when they were up on that stage! The Dr. Helen Baldwin Middle School also affords parents multiple opportunities to interact and participate in their child's education. The annual book fair is always a hit, pulling in parents at all grades levels. There have also been several whole school events such as the performances by sending High School's band, chorus and dance teams, the annual Fall Festival, school talent show, music department Holiday Concert, food drive, and numerous other activities. The Fall Festival was a great success with parents and children of all ages participating in the event. As the students have been learning and growing, the staff in the school community have been concurrently working diligently on providing more personalized instruction using new assessment tools, creating new fire drill and lock down procedures, and learning about the role that Google Applications for Education can have within the classrooms of BMS. Our Student Wellness Teams, at both schools diligently track truancy issues and apply preventative strategies. This team is comprised of a group of educators, administrators, and parents that meet regularly to discuss students that are in need of assistance or interventions in either academic or behavioral challenges. The team recommends systematic interventions based on individual student needs. These pre-referral supports are essential to not only improved outcomes for students but also extremely valuable to the Special Education process.

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. Both fiction and nonfiction reading embeds information and stories about people and places around the world. The reading programs at the elementary school inculcates readings and information about our world and the people who live and work with us on a daily basis. Kindergarten builds "world-centered" community through multicultural activities highlighting the great diversity in our own country and our universal neighbors. Students in all grades learned of current events about people throughout the world. Periodicals were used in grades one through four; access to the Internet provided enhanced opportunities for students to learn about other people and their cultures. Our district fosters a warm and friendly environment that supports the diversity within our population. Studying world cultures immerses our students in different customs and traditions. Differences between people are appreciated and respected. Fiction and nonfiction literature is another approach used to integrate cultural diversity within our curriculum.

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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 students across both schools. Teaching and learning is the focus of the district. 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, as well as other upcoming capital expenses such as facilities, buildings and grounds improvements. .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 district.