

STRATEGIC SCHOOL PROFILE 2008-09

Single Elementary School District Edition

North Canaan Elementary School
North Canaan School District

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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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Per Capita Income in 2000: \$18,971

Town Population in 2000: 3,350

Percent of Adults without a High School Diploma in 2000*: 16.8%

1990-2000 Population Growth: 2.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%

Number of Public Schools: 1

District Enrollment as % of Estimated Student Population: N/A

*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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 338

5-Year Enrollment Change: -11.3%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	60	17.8	24.6	34.2
K-12 Students Who Are Not Fluent in English	9	2.8	3.2	7.0
Students Identified as Gifted and/or Talented	36	10.7	1.5	2.3
Students with Disabilities	34	10.1	11.5	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	80.0	79.7	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	275	96.8	87.6	84.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,080	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education	24	17
English Language Arts	393	427
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	24	18
Mathematics	225	198
Music	24	32
Physical Education	48	40
Science	136	98
Social Studies	136	91
Technology Education	0	2
World Languages	0	12

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	31.7	34.2
World Language	100.0	49.0

Average Class Size	School	DRG	State
Kindergarten	11.7	16.3	18.3
Grade 2	13.0	18.4	19.3
Grade 5	18.0	20.6	21.0
Grade 7	11.7	19.6	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	3.2	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	68.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.4	83.2	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

100-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	1.8	3.5	3.3
% of Computers with Internet Access	97.8	94.3	99.0
% of Computers that are High or Moderate Power	97.8	95.6	94.6
# of Print Volumes Per Student*	49.4	33.8	28.2
# of Print Periodical Subscriptions	27	13	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

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DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	29.60
Paraprofessional Instructional Assistants	6.46
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	3.59
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	0.87
Other Staff Providing Non-Instructional Services and Support	8.77

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	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	15.2	13.4	13.3
% with Master's Degree or Above	88.2	75.8	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	9.4	8.1	8.6
% Assigned to Same School the Previous Year	91.2	86.6	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Through technology we continue to strengthen communication between the home and school. The school's website, which includes teacher pages, school information, and Board of Education information, delivers important information to the community. Voice mail, email, a monthly newsletter and calendar of events are all tools which the school employs to communicate with its parents. Support groups at the school are very active. For instance, the PTO made possible a new sign in front of the school which announces events and delivers messages. Through strong collaboration with this group, many parents actively participate in the learning of the entire school community. Families are supported by programs from the local youth service bureau. These include informational evenings on pertinent topics as well as direct contact with families. Faculty members have introduced mini evening workshops for parents on reading and math.

The school has in the past year invested in the design of a new website to better increase communication and will make available notices, forms, menus, and calendars to the community.

Through the school's Wellness Council the school hosted a health fair which many members of the community attended. The fair addressed ways to support families in all aspects of health from exercise, bike safety, walking and ski clubs to medical exhibits.

In addition to electronic communication the school holds parent teacher conferences as a school annually and as needed throughout the year. This is an opportunity to discuss progress and address individual needs and concerns. In addition, teachers make themselves available after school for academic support.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	4	1.2
Hispanic	16	4.7
White	318	94.1
Total Minority	20	5.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 5.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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 geographic location of North Canaan Elementary School in rural Northwest Connecticut has an impact on students in terms of isolation. The community is small and more than forty miles from even a small city; therefore, possibilities of interacting with rich diverse cultures are limited and we try to expose students to urban areas through travel. Opportunities to reduce isolation come in the form of field trips throughout a student's academic career at North Canaan. Cities such as Hartford , New York , Boston , and Washington , D.C. are visited by students annually and these visits are linked to the curriculum. Students travel to museums, cultural centers, and art exhibits, such as Hispanic murals at the University of Connecticut and Native American culture in Washington , Connecticut . Beyond this effort the school seeks to bring multi cultural opportunities and experiences to the school in the form of assemblies. Students are exposed to dance, music, and theatrical performances from that display other cultures. In addition, technology provides us with the ability for our students to connect with other classrooms in large urban districts via the internet and video conferencing. A small increase in our Hispanic population offers students the opportunity to learn and interact with children of other cultures and races. In addition, each year the school has a Spanish festival where diversity is celebrated and the community is invited. This activity is designed to increase student awareness of Hispanic cultures and demonstrate knowledge of dance, song, design, foods, and writing.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	36.8	33.6	58.0
Grade 6	23.3	35.3	28.1
Grade 8	12.8	36.8	12.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	51.7	54.6	28.3
Writing	54.8	62.5	22.0
Mathematics	66.7	62.8	44.0
Grade 4 Reading	75.7	60.7	74.2
Writing	78.4	64.2	72.7
Mathematics	67.6	63.6	43.9
Grade 5 Reading	75.8	66.0	58.4
Writing	54.3	66.5	16.0
Mathematics	79.4	68.8	64.2
Science	85.7	58.1	93.2
Grade 6 Reading	83.3	68.9	68.1
Writing	60.0	62.2	32.5
Mathematics	86.7	68.8	74.2
Grade 7 Reading	85.7	74.9	66.9
Writing	82.9	62.9	90.4
Mathematics	62.9	66.0	28.7
Grade 8 Reading	75.6	68.4	49.7
Writing	68.3	66.5	32.9
Mathematics	73.2	64.5	49.0
Science	65.9	60.6	37.4

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.gov.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	State Elementary Schools
% Present on October 1	96.4	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 9 students were responsible for these incidents. These students represent 2.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	1	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	11	0
Total	14	1

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	27
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.5%

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	3	0.9	0.8	0.8
Learning Disability	8	2.5	3.7	3.9
Intellectual Disability	0	0.0	0.5	0.5
Emotional Disturbance	0	0.0	1.1	1.0
Speech Impairment	10	3.2	2.3	2.3
Other Health Impairment*	4	1.3	1.9	2.1
Other Disabilities**	2	0.6	0.9	0.9
Total	27	8.5	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

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	0	0.0

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	19	70.4	74.5	72.7
40.1 to 79.0 Percent of Time	7	25.9	15.3	16.1
0.0 to 40.0 Percent of Time	1	3.7	10.3	11.2

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. 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. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	75.1	65.7
Writing	N/A	N/A	67.0	64.1
Mathematics	N/A	N/A	72.5	65.7
Science	N/A	N/A	75.0	59.4

Results for fewer than 20 students are not presented. 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."

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		5.3

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	\$3,173	\$8,837	\$7,411	\$6,983	\$7,522
Instructional Supplies and Equipment	\$122	\$339	\$332	\$294	\$271
Improvement of Instruction and Educational Media Services	\$12	\$32	\$232	\$273	\$446
Student Support Services	\$262	\$729	\$796	\$695	\$806
Administration and Support Services	\$666	\$1,855	\$1,508	\$1,317	\$1,369
Plant Operation and Maintenance	\$508	\$1,414	\$1,249	\$1,310	\$1,377
Transportation	\$307	\$614	\$610	\$670	\$644
Costs for Students Tuitioned Out *	\$0	N/A	N/A	N/A	N/A
Other	\$1	\$4	\$87	\$184	\$151
Total*	\$5,049	\$14,144	\$12,897	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$327	\$911	\$1,185	\$2,326	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$7,187; Tuition Costs, \$1,942.

Total town expenditures per pupil for PK-12 are \$14,972.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$807,628	16.0	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	63.6	33.9	2.4	0.1
Excluding School Construction	66.8	30.5	2.6	0.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

.Reading , mathematics, and writing have shown solid growth as evidenced in current CMT scores in grades 4, 6, and 8. Improvement continues to increase, and beyond the percentages of students reaching goal, we have noted gains in the number of students scoring at higher levels beyond the goal of reading comprehension and mathematics. Assessments, both formative and summative, in reading, math, and writing were implemented, and the fall to spring comparisons have proven very positive at all grade levels. Formative assessments help the faculty to make decisions related to curriculum and skill building throughout the year. The school has also been successful with intervention strategies to improve achievement through the Title One program and the implementation of an Early Intervention Team model. Identifying students early enables them to make progress and meet with success without remedial support or accommodations. The early intervention team, made up of a large cross representation of faculty, is working to address student needs. The school provides many professional development opportunities for faculty in the area of curriculum and student achievement. Models such as building a professional learning community, building background knowledge, and the Understanding by Design model for developing standards-based units of instruction are employed throughout the school. The units they have designed utilize a process of performance assessment that requires students to demonstrate mastery of the concepts embedded in the standards. Smaller class sizes, an emphasis on differentiating instruction, and improving the curriculum continue to be areas of focus. In addition, we have been dedicated to increasing the inclusion of all students into mainstream classes. .

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The town is very supportive of the school and very generous in allocating funds. Purchase and use of technology continues to grow. Many teachers have been trained to use the SmartBoard™ and the faculty has embraced the technology and eagerly uses them to aid in the delivery of instruction. Presently, ten boards are used throughout the building. Mobile laptop carts and a new net notebook cart also assist student learning. Technology is integrated in all student learning experiences and the faculty seeks opportunities for students to learn skills with the assistance of technology. The faculty of North Canaan Elementary School is continuing to collect and analyze student data as part of addressing student achievement within the school improvement plan. Faculty meetings have become professional development opportunities and a time to share important information as well as make decisions. The school is also community service minded and has initiated food drives, collected money for charity, and many of the middle school students volunteer at the local nursing home. The PTO is also actively involved in school functions, celebrations, and recognitions. Volunteer support is also high; community members serve as tutors and classroom helpers. A therapy dog also visits and students read to the dog, helping to increase fluency in reading. The staff of North Canaan Elementary School seeks at all levels to help individuals be good citizens and contribute to our world in a positive and enriching manner.
