

STRATEGIC SCHOOL PROFILE 2011-12**New 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, 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

Town Population in 2000: 19,395

1990-2000 Population Growth: 8.6%

Number of Public Schools: 5

Per Capita Income in 2000: \$82,049

Percent of Adults without a High School Diploma in 2000*: 4.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%

District Enrollment as % of Estimated. Student Population: 82.8%

*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, 2011 4,148
5-Year Enrollment Change 0.2%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	0	0.0	1.6	35.2
K-12 Students Who Are Not Fluent in English	30	0.7	0.7	5.6
Students Identified as Gifted and/or Talented*	358	8.6	6.1	4.0
PK-12 Students Receiving Special Education Services in District	405	9.8	10.0	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	264	97.8	97.4	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	54	8.1	8.6	13.0

*41.9 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	32	0.8
Asian American	189	4.6
Black	42	1.0
Hispanic	131	3.2
Pacific Islander	8	0.2
White	3,697	89.1
Two or more races	49	1.2
Total Minority	451	10.9

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

3.5% 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 30.

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 Public Schools provide students with many opportunities throughout its academic program, specifically Social Studies, Language Arts, and World Languages for students to learn about diversity through content that addresses world cultures and by analyzing issues through multiple perspectives. Our English Language Learner program provides staff, students, and parents with opportunities to develop cultural literacy. Exchanges with students across diverse communities and nations are integrated into K-12 learning experiences. While global travel is part of music and world language opportunities, an emerging trend is the use of technology as a connecting tool. New Canaan's commitment to develop culturally competent and bilingual students is evident in the realization of its K-5 World Languages in all of the district's elementary schools and in the expansion of our World Languages program grades 6-12 to include Mandarin. The New Canaan community, even in times of economic uncertainty, accelerated implementation of the program because of the commitment to prepare students to live and learn as members of global communities. The program was implemented in K-2 in 2009-10 and expanded to K-5 in 2010-11. The elementary language program continues to grow as student acquisition of language grows each year. NCNC LINKS, an inter-district program administered by the New Canaan Nature Center, unites all grade 4 NCPS students with peers from Norwalk. The goal of the program is to enhance student awareness of diversity by involving students in integrated partnerships for cooperative learning and teamwork through ecological study. The theme of diversity is used to examine both nature and neighbors using environmental science, and social science learning objectives. All grade 4 New Canaan students study and experience diversity and how it enriches and protects the environment, people, and communities. Other diversity opportunities include: a day of service sponsored by NCHS senior class (300 students) and Kids in Community Service Program, which involves all K-4 students in outreach service projects. The elementary Parent Arts Council sponsors a series of multi-cultural performances that bring in guest artists, including troupes from other nations. These performance-based learning opportunities teach students about the uniqueness of cultures and at the same time focus on unity through the arts. Education about disabilities and the importance of inclusion as a tool for enriching the lives of all community members is incorporated in academic, co-curricular and special events.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	89.1	59.2	100.0
Writing	89.6	62.7	98.1
Mathematics	94.9	66.5	100.0
Grade 4 Reading	93.0	64.1	99.4
Writing	92.1	65.3	100.0
Mathematics	95.4	68.0	100.0
Grade 5 Reading	87.8	67.6	86.7
Writing	88.6	68.1	92.3
Mathematics	89.9	71.6	87.5
Science	91.3	63.9	96.4
Grade 6 Reading	89.4	74.1	79.5
Writing	89.5	67.4	92.8
Mathematics	89.5	69.3	83.1
Grade 7 Reading	97.6	79.8	98.7
Writing	91.5	65.6	99.4
Mathematics	90.0	68.1	90.6
Grade 8 Reading	93.1	76.8	84.9
Writing	96.0	68.3	98.8
Mathematics	90.9	67.2	89.9
Science	91.4	61.9	100.0

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 scorable 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	88.9	47.5	100.0
Writing Across the Disciplines	93.1	63.0	98.5
Mathematics	83.8	49.2	98.5
Science	78.9	47.1	96.3

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
	74.1	50.6	95.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		94.8	77.3	
Average Score	Mathematics	608	505	99.2
	Critical Reading	589	502	99.2
	Writing	597	506	98.5

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, Adjusted Cohort Rate 2011	97.4	82.7	97.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.0	2.6	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.1	84.5
% Employed (Civilian Employment and in Armed Services)	1.6	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	296.81
Paraprofessional Instructional Assistants	35.15
Special Education	
Teachers and Instructors	36.90
Paraprofessional Instructional Assistants	66.45
Library/Media Specialists and/or Assistants	11.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.00
School Level	18.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.60
Counselors, Social Workers, and School Psychologists	28.40
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	227.20

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	12.0	13.7	13.9
% with Master's Degree or Above	93.0	90.0	79.6

Average Class Size	District	DRG	State
Grade K	18.0	18.4	18.5
Grade 2	19.9	21.1	19.7
Grade 5	21.5	21.3	21.6
Grade 7	20.9	21.2	20.3
High School	21.1	20.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	997	993
Middle School	1,012	1,006	1,024
High School	992	991	1,024

*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*	2.5	2.6	2.8
Middle School	3.2	2.3	2.2
High School	2.5	1.9	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$40,574	\$9,822	\$8,464	\$9,950	\$8,469
Instructional Supplies and Equipment	\$798	\$193	\$267	\$259	\$271
Improvement of Instruction and Educational Media Services	\$1,366	\$331	\$487	\$677	\$482
Student Support Services	\$7,024	\$1,700	\$901	\$1,019	\$901
Administration and Support Services	\$8,655	\$2,095	\$1,468	\$1,563	\$1,490
Plant Operation and Maintenance	\$8,757	\$2,120	\$1,471	\$1,824	\$1,463
Transportation	\$4,326	\$955	\$735	\$744	\$724
Costs for Students Tuitioned Out	\$2,286	N/A	N/A	N/A	N/A
Other	\$1,207	\$292	\$165	\$197	\$165
Total	\$74,993	\$18,132	\$14,238	\$16,835	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$321	\$78	\$1,290	\$1,916	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,133,833	21.5	21.6	21.7

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	94.7	3.3	2.1	0.0
Excluding School Construction	95.1	2.9	2.1	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. Our budgeting process is an inclusive one that incorporates input and feedback from school and community stakeholders. We collaborate with town government to develop and reflect best practices in budgeting and fiscal management. Board of Education 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 creating the budget, administration analyzes current and past expenditures, enrollment projections, student data, BOE goals, and related resource needs. Learning and achievement, safety, security, health, and efficient and effective stewardship of resources are priority goals. We consider the needs of all students and student groups through the curricular, co-curricular, and donation-supported budgeting processes. Parent associations and community organizations work together and devote considerable time, energy, and resources to encourage and support a variety of innovations. Resource allocations are reviewed during the year to ensure that equity remain a key standard of practice.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	399
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.6%

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	1.2	1.2
Learning Disability	121	2.9	3.6	3.9
Intellectual Disability	8	0.2	0.2	0.4
Emotional Disturbance	4	0.1	0.4	1.0
Speech Impairment	120	2.9	1.9	2.1
Other Health Impairment*	87	2.1	2.1	2.2
Other Disabilities**	21	0.5	0.6	1.0
Total	399	9.6	10.0	11.7

*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 2010-11 with a Standard Diploma	87.1	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

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	57.9	36.0	91.7	70.4
	Writing	57.3	21.5	91.1	66.3
	Mathematics	56.5	31.8	91.9	68.4
	Science	62.9	23.0	91.3	62.9
CAPT	Reading Across the Disciplines	61.5	14.5	88.9	47.5
	Writing Across the Disciplines	59.3	18.2	93.1	63.0
	Mathematics	56.0	15.4	83.8	49.2
	Science	46.4	13.6	78.9	47.1

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	57.1
	% With Accommodations	42.9
CAPT	% Without Accommodations	21.9
	% With Accommodations	78.1
% Assessed Using Skills Checklist		7.1

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	17	4.3

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	302	75.7	75.8	72.1
40.1 to 79.0 Percent of Time	56	14.0	17.4	16.3
0.0 to 40.0 Percent of Time	41	10.3	6.8	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The New Canaan Public Schools continues to focus its multi-year improvement plan 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 guides our work through clearly articulated expectations for: continuous growth and high standards of achievement; responsible citizenship; effective communication; high quality teaching; safety, security and responsible stewardship of resources. Related school, department, and professional growth objectives are set annually as informed by data analysis, review of relevant literature, and study of international and national contexts, expectations, and achievement standards. The implementation of SRBI/RTI has been a key part of the district's improvement work. General and special education administrators, curriculum leaders, and student services professionals attend and provide RTI training. Special education and other expert educational consultants review programs and assist in updating district frameworks and research based resources. The district continues to invest in professional learning for all special educators, literacy coaches, math coaches, and select classroom teachers in such research based instructional and intervention systems as First Steps and Read 180. 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 the CMT continues to be at the top of the DRG. NCPS students scored at the top of the DRG in 9/20 CMT subcategories (subject/grade level). NCPS students exceed the BOE's academic achievement goal of 90%+ at/above goal in Reading (grades 4, 7 and 8), Writing (grades 4, 7 and 8), Math (grades 3, 4, 5, 7 and 8), and Science (grades 5 and 8). The performance of special populations again demonstrated student progress. Honing differentiation practices and evidence based interventions are professional learning goals for all staff. NCHS students continue to perform extremely well on the CAPT in both the DRG and state with respect to percent at goal and percent scoring in advanced. Concurrent with a significant increase in testing participation rates, 95% of all Advanced Placement students scored a 3 or better on their exams. NCHS students performed at the top of the DRG on the SAT with an overall average of 598.33 across test components. NCHS' SAT scores were second highest in each of the testing categories as compared with the DRG. This success reflects the efforts of students and their teachers. Seventy-five percent of students were accepted at highly competitive universities, and on a regular basis over 90% of the student body goes on to study at four year colleges. Student achievements in the sciences, technology, arts, and athletics are evidenced by the number of recognitions and awards garnered in state, regional, and national competitions. NCPS is proud of the high participation rates for student activities in all of these areas. Service organizations, 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, continued growth of our World Languages program to include Mandarin at the middle school, continued work toward units of study that fully embed the CCSS, and completion of the new learning frameworks for K-12 science. To ensure we garner external feedback, New Canaan is a member of the TriState Consortium, an organization comprised of districts from CT, NY, and NJ dedicated to continuous improvement of student learning using rigorous standards of performance. Over the past several years, TriState completed a "critical friends" review of our ICT (21st century learning) program, a follow up review of the NC math program, and a K-12 science program review. NCHS faculty continues its preparations for the New England Association of Schools and Colleges (NEASC) visit in April 2013. New Canaan parents are welcome and active contributors to the schools. In addition to working directly with their children's teachers, they participate in school informational and educational programs, contributing time, expertise, and resources.
