

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



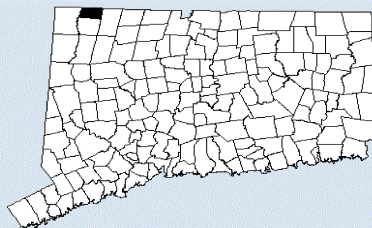
North Canaan School District

Dr. Pamela Vogel, Superintendent • 860-824-5149 • <http://www.nceschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	253
Per Pupil Expenditures ¹	\$22,226
Total Expenditures ¹	\$5,734,201

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	124	49.0	48.4
Male	129	51.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	32	12.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	12	4.7	3.8
White	206	81.4	51.1
English Learners	9	3.6	8.3
Eligible for Free or Reduced-Price Meals	120	47.4	43.3
Students with Disabilities ³	40	15.8	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	15	12.7	*	*
Male	12	9.4	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	23	11.6	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	10.9	0	0.0
Students with Disabilities	7	18.9	0	0.0
District	27	11.0	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

North Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	22.7
Paraprofessional Instructional Assistants	2.7
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	6.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.8
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	7.3

¹ In 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	38	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	15	*
Other Health Impairment	6	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	28	82.4
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	16	6.6	5.7
Other Health Impairment	8	3.3	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	37	15.4	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,067,979	\$11,891	\$10,923
Support services - students	\$1,053,866	\$4,133	\$1,277
Support services - instruction	\$131,228	\$515	\$682
Support services - general administration	\$293,675	\$1,152	\$467
Support services - school based administration	\$290,164	\$1,138	\$1,021
Central and other support services	\$7,557	\$30	\$679
Operation and maintenance of plant	\$524,214	\$2,056	\$1,718
Student transportation services	\$363,466	\$1,327	\$1,288
Food services	.	.	\$12
Enterprise operations	\$2,054	\$8	\$163
Minor school construction	.	.	\$59
Total	\$5,734,201	\$22,226	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$564,612	46.4	28.5
Instructional Aide Salaries	\$5,654	0.5	10.1
Other Salaries	\$211,258	17.4	11.1
Employee Benefits	\$275,432	22.7	13.0
Purchased Services Other Than Transportation	\$26,010	2.1	5.7
Special Education Tuition	\$9,218	0.8	22.5
Supplies	\$5,640	0.5	0.6
Property Services	\$27,483	2.3	0.3
Purchased Services For Transportation	\$84,865	7.0	8.0
Equipment	\$5,391	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$1,215,563	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.2	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	71.3
State	25.4
Federal	3.3
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2019-20

North Canaan School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	11.0%	<=5%	12.2%
	High Needs Students	12.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		96.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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North Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

North Canaan Elementary School is in the last year of its Strategic Plan for School Improvement. Schoolwide we continue to focus on student achievement tied to state and national standards, implementation of the teacher evaluation plans with a focus on calibrating teachers and evaluators with the rubric, and the social-emotional health of students.

Education is a shared responsibility and we value the participation of the entire community. We provide our children with a comprehensive educational experience including music, art, technology literacy, Spanish, physical education and the opportunity for enrichment experiences including assemblies and field trips. The PTO supports enrichment opportunities and assemblies. Schoolwide Seesaw is used as a platform to share student work and communicate with families. Class sizes remain small, enabling teachers to develop personal relationships with students and their parents. Teachers provide suggestions for learning activities and additional resources to use with their children.

In addition, we engage families in student learning in a number of ways. Our school holds Trimester Celebrations, an Open House, family events including a Veteran's Day Assembly and choral and instrumental concerts, and Student-Led and Student-Involved Conferences, all to support the engagement of parents and families in school programs. Some of our activities with families were limited in spring due to the state closure of school out of concerns with the Coronavirus Pandemic.

Region One Schools Shared Services provides special education services to our school. The student to teacher ratio is low, generally 5-7 students to one teacher. Additionally, we develop and review every student's Individualized Education Program (IEP) to determine auxiliary services, matched to the student's needs. Through Shared Services we provide Speech and Language Services, Physical Therapy, and Counseling services to those students as required through the IEPs. Our district continuously reviews and analyzes student achievement data in all areas, including English language arts, math, and behavior. An Early Intervention Team determines when students should be receiving Scientifically Research-Based Intervention Services (SRBI), identifying when they need to be served at Tiers II or III, and when students should be referred for evaluation.

The school's Leadership Team began working last year to focus on collective teacher efficacy and restorative practices to support achievement. In addition, we implemented Responsive Classroom's Morning Meeting to start every day, ensuring each learner was prepared for the day ahead.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The geographic location of North Canaan Elementary School in rural northwest Connecticut provides a beautiful setting for our school and community. In-class activities expose our students to other perspectives and cultures. An English Language Learner teacher helps students successfully integrate in the classrooms.

Field trips and enrichment activities are also important means to help our students learn more about the world around them. This year student travel plans to Washington, DC were not allowed due to school closure during the global Coronavirus Pandemic. During school closure we delivered more than 18,000 meals to our students.

Our middle school students attend Nature's Classroom for a week in the fall. In addition to the hands-on learning that takes place, students are exposed to a wide variety of activities that promote creative thinking as well as build independence, confidence, and positive risk-taking.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. School and community funds are used for families in need of financial assistance.

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Equitable Allocation of Resources among District Schools

Staff members submit requests for resources as a part of the comprehensive budget process. The Board of Education, the Board of Finance, and the Board of Selectmen work cooperatively to support the needs of the students and staff in North Canaan. We are a one-school district. All community funds support North Canaan Elementary School through grade 8 and then the regional high school, Housatonic Valley Regional High School.