

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



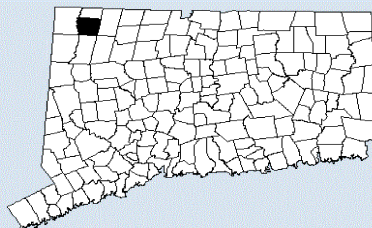
Canaan School District

Dr. Pamela Vogel, Superintendent • 860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	63
Per Pupil Expenditures ¹	\$30,176
Total Expenditures ¹	\$2,233,000

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	30	47.6	48.4
Male	33	52.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.6
White	*	*	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	16	25.4	42.1
Students with Disabilities ³	8	12.7	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	8	12.9	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	*
District	8	11.8	0	0.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	10.5
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	0.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	2.6

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	95.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.5	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	7	*
State		67.6

³This 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	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	*	*	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	10	15.4	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,104,587	\$14,927	\$10,545
Support services - students	\$422,156	\$5,946	\$1,373
Support services - instruction	\$87,049	\$1,226	\$644
Support services - general administration	\$33,573	\$473	\$462
Support services - school based administration	\$210,578	\$2,966	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$221,796	\$3,124	\$1,629
Student transportation services	\$153,261	\$1,564	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$2,233,000	\$30,176	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$150,139	45.7	29.7
Instructional Aide Salaries	\$2,689	0.8	9.6
Other Salaries	\$58,983	17.9	10.4
Employee Benefits	\$73,159	22.3	13.0
Purchased Services Other Than Transportation	\$4,415	1.3	5.5
Special Education Tuition	\$7,065	2.1	22.6
Supplies	\$1,111	0.3	0.6
Property Services	\$7,325	2.2	0.4
Purchased Services For Transportation	\$22,618	6.9	8.0
Equipment	\$1,284	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$328,788	100.0	100.0
Percent of Total Expenditures Used for Special Education		14.7	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	91.3
State	6.1
Federal	2.6
Tuition & Other	0.0

⁴Revenue 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 2018-19

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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	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	10	*	10	*	*	*
Not Eligible for Free or Reduced-Price Meals	31	78.9	31	70.4	*	*
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	13	*	13	*	6	*
Non-High Needs	28	83.0	28	72.7	12	*
District	41	76.3	41	66.5	18	*

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	20	85.0
Curl Up	*	*	*	N/A	20	90.0
Push Up	*	*	*	N/A	20	80.0
Mile Run/PACER	*	*	*	N/A	20	70.0
All Tests - District	*	*	*	N/A	20	70.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.3	75	50.0	50	100.0	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	66.5	75	44.3	50	88.7	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	64.3%	100%	64.3	100	64.3	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	67.4%	100%	67.4	100	67.4	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	11.8%	<=5%	36.5	50	72.9	10.4%
	High Needs Students	20.0%	<=5%	20.0	50	40.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 70.0%	75%	46.7	50	93.3	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				329.2	450	73.1	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	.	.	15.4	
Math Performance Index Gap	72.7	.	.	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.7
	High Needs Students	.
Math	All Students	97.7
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As a small K-8 school, Kellogg School and its staff are committed to providing students and families with rich learning opportunities for academic, artistic, athletic, and social growth. Students are encouraged to become leaders of their own learning through the gradual release of responsibility, a key element of our School Improvement Plan.

Students establish annual personalized learning goals and meet regularly with their advisor to reflect on their progress, habits of work and its impact on their academic growth. Throughout the year, students participate in student engaged assessment practices to curate their individual learning portfolios under the guidance of their advisor to compile evidence of personal growth. Students share their learning portfolios with families during Student Led Conferences. This year we had a 100% family participation rate at both the fall and spring Parent - Teacher conferences.

Truancy is not a prevalent problem at Kellogg School. We continue to work closely with isolated cases to support these families through regular communication and follow up to ensure that all students attend school on a regular basis.

This year we introduced new programs to address the social emotional needs of our school community. Our teachers participated in Trauma Sensitive School professional learning to increase their awareness and understanding of how to meet the social emotional and academic needs of these students. All our teachers have adopted Personalized Learning elements into their classroom curriculum content. Our school hosted an interactive assembly program which addressed the challenges of growing up with a physical disability, providing our school community with a deeper understanding and acceptance of people who are disabled. We introduced the onsite Kellogg Early Birds program to support our students and families who need supervised child care coverage before the school day begins. We are fortunate to have a supportive community who play an important role in our school culture. All teachers are encouraged to communicate regularly with families using a variety of formats. These include parent meetings, phone calls, and classroom newsletters. All teachers contribute articles to the Regional School District No.1 quarterly news publication which is released to the community in both print and digital format. These articles provide our community members with a window inside our school to learn more about what is happening in our classrooms.

Parents are always encouraged to participate in their children's academic learning. Early literacy is an area of focus and students regularly bring home books for individual and family reading. Kellogg School was listed as one of the Governor's Summer Reading Challenge 2018 Top-Performing elementary schools in Connecticut. All parents and students in grades 5-8 are able to see current student grades through Power School in the Parent Portal.

Parents regularly informed of school events and student academic progress. School events are published on social media, school web page, teacher websites, and newsletters. All teachers contributed articles for our quarterly Region One Newsletter which is published in print and digital format.

Community Partnership meetings were held to inform parents and community members of educational and prevention programs offered at Kellogg School.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic isolation is not a concern for Kellogg School. Despite being a rural community school, our proximity to Hartford, the Metro-North Train line and New York City contributes to a diverse socioeconomic population. Our community is comprised of families who own second homes to enjoy country life as well as families living below the poverty line.

Students are exposed to diverse cultures from around the world through literature, foreign language, the Arts, and Social Studies. All students attend regular cultural assemblies at Kellogg to provide them with a deeper understanding of other cultures. A recent school Community Meeting hosted visiting students from 6th through 9th grade from Japan, China, South Korea and Mexico to share cultural aspects of their homelands they felt an American audience should know.

Inter district school collaborations provide students with unique learning opportunities. These opportunities have included Region One Arts Day, Science & Math Day, and after school Quiz Bowl competitions. This year we began a collaborative Low Ropes team building day with another district school and a Kellogg teacher initiated a successful collaborative inter district Oratory Project with 5th & 6th grade students. Kindergarten, 1st, and 2nd grade students and teachers hosted a collaborative reading celebration to honor Dr. Seuss with a local school.

Field trips play an important role in helping to bridge the divide of racial ethnic, and economic isolation. Each year, our 8th grade students travel to Quebec city for a week to immerse themselves in French Canadian culture for their 8th grade class trip. 7th and 8th grade Social Studies students wrote a letter to their State Representative which culminated in a visit to the Connecticut Legislature to testify for a Bill proposed on their behalf by a State Representative. Middle school students participated in two inter district collaborative field trips; a Salvadoran Art field trip to Vassar College in Poughkeepsie, NY and a Social Studies field trip Hyde Park, NY to visit the Eleanor Roosevelt National Historic Site and the Vanderbilt Mansion. Students in 3rd and 4th grade visit nearby Music Mountain to experience classical music firsthand.

District Profile and Performance Report for School Year 2018-19

Canaan School District

Equitable Allocation of Resources among District Schools

Lee H. Kellogg School is also known as the Canaan School District. We are 1 of 6, K-8 schools who comprise Region One School District. The townspeople, who are also our taxpayers, have traditionally been supportive of the education of their children, operating under the philosophy that it "Takes a village to raise a child."

Our high school students attend Housatonic Valley Regional High School in Falls Village. This regional high school is shared by the six towns. Monetary resources for our high school students are allocated based on population of which Canaan constituted 10.597% in the 2018-19 school year. Special Education resources are also allocated proportionately, by population, but the actual services are distributed as needed. The Canaan School District's proportion was 5.06% in the 2018-19 school year.