

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

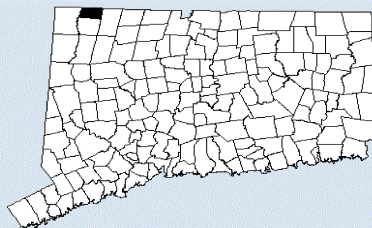


North Canaan School District

860-824-5149 • <http://www.nceschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	278
Per Pupil Expenditures ¹	\$22,124
Total Expenditures ¹	\$5,752,298

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	142	51.1	48.4
Male	136	48.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	34	12.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	233	83.8	54.8
English Learners	11	4.0	6.8
Eligible for Free or Reduced-Price Meals	68	24.5	35.9
Students with Disabilities ¹	40	14.4	14.3

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	* *	* *
Male	* *	* *
Black or African American	* *	0 *
Hispanic or Latino	0 0.0	0 0.0
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	6 7.6	* *
Students with Disabilities	* *	0 0.0
District	12 4.6	* *
State	9.9	6.7

Number of students in 2015-16 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.

District Profile and Performance Report for School Year 2016-17

North Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	27.7
Paraprofessional Instructional Assistants	4.1
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	6.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
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	9.0

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	43	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	9.6

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	9	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	20	57.1
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

North Canaan School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	7	2.7	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	11	4.2	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	3.4	1.8
All Disabilities	37	14.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,562,601	13,702	9,663
Instructional Supplies and Equipment	129,586	498	321
Improvement of Instruction and Educational Media Services	33,729	130	578
Student Support Services	470,465	1,809	1,103
Administration and Support Services	629,725	2,422	1,861
Plant Operation and Maintenance	515,793	1,984	1,637
Transportation	390,846	951	877
Costs of Students Tuitioned Out	0	N/A	N/A
Other	19,553	75	201
Total	5,752,298	22,124	16,236

Additional Expenditures

Land, Buildings, and Debt Service	106,081	408	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	532,224	45.3	34.6
Noncertified Personnel	254,927	21.7	14.6
Purchased Services	49,019	4.2	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	75,739	6.4	8.5
Other Expenditures	263,776	22.4	14.7
Total Expenditures	1,175,685	100.0	100.0

Expenditures by Revenue Source:⁴ 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.0	71.5
State	24.7	25.2
Federal	3.3	3.4
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).

District Profile and Performance Report for School Year 2016-17

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.

	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
Black or African American	*	*	*	*	*	*
Hispanic or Latino	20	72.4	20	67.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	140	72.1	140	65.0	35	55.6
English Learners	7	*	7	*	*	*
Non-English Learners	159	72.8	159	66.0	42	55.7
Eligible for Free or Reduced-Price Meals	38	66.9	38	62.1	8	*
Not Eligible for Free or Reduced-Price Meals	128	73.8	128	66.6	36	55.3
Students with Disabilities	20	49.4	20	43.8	7	*
Students without Disabilities	146	75.4	146	68.6	37	57.8
High Needs	58	62.0	58	57.6	16	*
Non-High Needs	108	77.8	108	69.8	28	58.4
District	166	72.2	166	65.6	44	55.4

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			
Grade 4			
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	95.3	95.5	88.5	N/A	91	93.4
Curl Up	81.4	90.9	80.8	N/A	91	83.5
Push Up	65.1	54.5	69.2	N/A	91	63.7
Mile Run/PACER	41.9	40.9	61.5	N/A	91	47.3
All Tests - District	27.9	36.4	53.8	N/A	91	37.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

North Canaan School District

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	72.2	75	48.2	50	96.3	67.1
	High Needs Students	62.0	75	41.3	50	82.6	55.9
Math Performance Index	All Students	65.6	75	43.7	50	87.4	62.2
	High Needs Students	57.6	75	38.4	50	76.9	50.5
Science Performance	All Students	55.4	75	36.9	50	73.9	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	55.5%	100%	55.5	100	55.5	55.4%
	High Needs Students	46.8%	100%	46.8	100	46.8	49.8%
Math Academic Growth	All Students	51.8%	100%	51.8	100	51.8	61.7%
	High Needs Students	56.5%	100%	56.5	100	56.5	53.7%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.9%	<=5%	42.2	50	84.4	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		90.5%	94%	48.1	50	96.3	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.8% 37.4%	75%	24.9	50	49.8	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				584.4	850	68.7	

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	62.0	13.0	16.7	
Math Performance Index Gap	69.8	57.6	12.2	18.7	
Science Performance Index Gap	58.4	N/A	.	16.6	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

North Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our school follows a Strategic Plan for School Improvement that is clear and outlines the goal areas. School wide initiatives focused on implementation of the Connecticut Core Curriculum and all national and state content standards, continuous improvement of student achievement based on multiple data sources, implementation of the district's teacher and school leader evaluation plans, and the positive 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, library, computer, Spanish, physical education and the opportunity for enrichment experiences including assemblies and field trips. Research shows these activities nourish children's brains and stimulate their overall development. The PTO supports these goals by providing enrichment opportunities and assemblies. Notes and emails home to parents are focused on how the school and parents communicate and work together on ways to help each student grow. Because our class sizes are low, teachers are able to develop personal relationships with students and their parents and keep constant communication with parents. Teachers provide parents with suggestions for learning activities and provide additional resources to parents to use when working with their children.

We engage families in student learning in a number of ways. Our school has Open House night, family events, four evenings of Student Led and Student Involved Conferences (students invite the parents and then lead the conference for their parents and teacher(s), and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Three to four topics from the school's Strategic Plan for School Improvement are discussed at these two night meetings and we strive to have a two-way discussion regarding student achievement and programs.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this. Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team - Data Team exist for the purpose of determining when students should be receiving SRBI Services and identifying when we need to be served at Level 2 and when students should be referred for evaluation to determine Special Education.

Truancy is an occasional problem at North Canaan Elementary School. When this occurs, we have personalized communication with families that include home visits with the school psychologist and principal to problem solve in an effort to get the student back to school. ? Truancy is addressed with a clear and concise absence policy that is given to all parents at the beginning of the school year by means of the Student Handbook and the school website.

Efforts to Reduce Racial, Ethnic and Economic Isolation

.Economic isolation is not a concern for students at North Canaan. We make efforts to expose our students to diverse cultures through the use of literature. In class activities are used to expose our students to other perspectives. Field trips are a major way to help bridge the divide. ?Our Middle School students attend Nature's Classroom for a week on the shore, partnering with another school from another state. 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.

.Our school also now has the support of an EL teacher who focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. To this end, school and community funds have been established for families in need of financial assistance.

District Profile and Performance Report for School Year 2016-17

North Canaan School District

Equitable Allocation of Resources among District Schools

North Canaan Elementary is its own school in its own district. Thus, we receive all the resources of the district.