

STRATEGIC SCHOOL PROFILE 2011-12**Canton School District**

KEVIN D. CASE, Superintendent

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Canton,
ConnecticutWebsite: www.cantonschools.org

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: Hartford

Town Population in 2000: 8,840

1990-2000 Population Growth: 6.9%

Number of Public Schools: 4

Per Capita Income in 2000: \$33,151

Percent of Adults without a High School Diploma in 2000*: 7.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%

District Enrollment as % of Estimated. Student Population: 93.1%

*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): C 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 1,738
 5-Year Enrollment Change 0.5%

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	139	8.0	8.2	35.2
K-12 Students Who Are Not Fluent in English	13	0.8	0.7	5.6
Students Identified as Gifted and/or Talented*	16	0.9	4.5	4.0
PK-12 Students Receiving Special Education Services in District	148	8.5	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	100	93.5	86.7	79.8
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	26	14.3	13.4	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	37	2.1
Black	59	3.4
Hispanic	68	3.9
Pacific Islander	0	0.0
White	1,567	90.2
Two or more races	7	0.4
Total Minority	171	9.8

Percent of Minority Professional Staff: 1.9%

Open Choice:

57 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

2.1% 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 9.

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.

During the 2011-2012 school year, Canton Public Schools provided many enrichment opportunities for students and staff to increase their understanding of various cultures and appreciate the diversity not only in our schools; but in the global world they live in. Throughout the year, teachers K-12 incorporated multi-cultural themes within their units of study; participated in outreach activities and structured field trips both local and abroad to further develop their understanding and appreciation for other cultures and traditions. Canton continues to participate in the Open Choice Program increasing student enrollment and participation in District activities each year. Examples can be seen in our kindergarten program has been extended to optional full day sessions for both Open Choice students and Canton children; a late bus at the High School/Middle School was established so that students could participate in after school activities; and a host family program that matched students from Hartford with Canton families for greater community involvement. Other efforts to promote an understanding of different cultures and traditions included: an Olympic presentation by students representing different countries and cultures; "Celebrating Diversity Month" which included daily announcements, ethnic lunches and displays; and Be the Change Club which promotes diversity and addresses social issues. Our goal at Canton Intermediate School has been to promote an understanding of different cultures and traditions and to learn to accept differences in all people. Children studied different countries which provided our students with opportunities to explore and understand different cultures and traditions in our diverse world. We developed a comprehensive Black History Month Program that consisted of research and programs.

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	79.2	59.2	86.3
Writing	72.8	62.7	61.3
Mathematics	81.6	66.5	70.6
Grade 4 Reading	77.0	64.1	65.0
Writing	82.1	65.3	78.8
Mathematics	76.8	68.0	48.8
Grade 5 Reading	84.0	67.6	77.7
Writing	77.3	68.1	57.1
Mathematics	84.7	71.6	67.9
Science	82.6	63.9	73.8
Grade 6 Reading	96.2	74.1	98.2
Writing	91.8	67.4	98.2
Mathematics	92.4	69.3	95.2
Grade 7 Reading	93.9	79.8	85.5
Writing	83.7	65.6	81.4
Mathematics	85.7	68.1	78.1
Grade 8 Reading	85.8	76.8	58.5
Writing	79.3	68.3	56.3
Mathematics	80.8	67.2	57.9
Science	81.0	61.9	74.4

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.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	71.0	47.5	87.2
Writing Across the Disciplines	81.6	63.0	75.4
Mathematics	74.5	49.2	86.5
Science	69.5	47.1	81.3

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
	65.4	50.6	84.3

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.6	77.3	
Average Score	Mathematics	550	505	84.0
	Critical Reading	536	502	76.3
	Writing	547	506	82.4

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	94.2	82.7	76.7
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.8	84.5
% Employed (Civilian Employment and in Armed Services)	10.3	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	105.75
Paraprofessional Instructional Assistants	29.94
Special Education	
Teachers and Instructors	16.60
Paraprofessional Instructional Assistants	42.94
Library/Media Specialists and/or Assistants	6.77
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.60
Counselors, Social Workers, and School Psychologists	9.85
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	88.76

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	14.0	14.6	13.9
% with Master's Degree or Above	82.8	82.0	79.6

Average Class Size	District	DRG	State
Grade K	17.8	16.7	18.5
Grade 2	21.5	18.5	19.7
Grade 5	22.2	21.3	21.6
Grade 7	20.5	20.0	20.3
High School	20.3	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,046	994	993
Middle School	1,064	1,023	1,024
High School	1,122	1,022	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*	3.9	2.8	2.8
Middle School	2.4	2.1	2.2
High School	1.8	2.1	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	\$11,857	\$6,672	\$8,464	\$7,839	\$8,469
Instructional Supplies and Equipment	\$437	\$246	\$267	\$244	\$271
Improvement of Instruction and Educational Media Services	\$536	\$302	\$487	\$393	\$482
Student Support Services	\$2,966	\$1,669	\$901	\$940	\$901
Administration and Support Services	\$2,359	\$1,328	\$1,468	\$1,430	\$1,490
Plant Operation and Maintenance	\$2,573	\$1,448	\$1,471	\$1,407	\$1,463
Transportation	\$1,335	\$723	\$735	\$707	\$724
Costs for Students Tuitioned Out	\$1,116	N/A	N/A	N/A	N/A
Other	\$619	\$348	\$165	\$183	\$165
Total	\$23,798	\$13,098	\$14,238	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,668	\$938	\$1,290	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,762,596	20.0	21.2	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	80.3	15.3	3.7	0.6
Excluding School Construction	79.8	15.6	3.9	0.7

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.

District resources are equally allocated throughout our schools. Please refer to individual school narratives.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	163
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.3%

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	25	1.4	1.2	1.2
Learning Disability	48	2.7	3.9	3.9
Intellectual Disability	5	0.3	0.4	0.4
Emotional Disturbance	11	0.6	0.7	1.0
Speech Impairment	21	1.2	1.8	2.1
Other Health Impairment*	40	2.3	2.2	2.2
Other Disabilities**	13	0.7	0.7	1.0
Total	163	9.3	10.9	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	82.4	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	49.0	36.0	85.8	70.4
	Writing	30.3	21.5	81.1	66.3
	Mathematics	38.2	31.8	83.6	68.4
	Science	42.3	23.0	81.8	62.9
CAPT	Reading Across the Disciplines	7.7	14.5	71.0	47.5
	Writing Across the Disciplines	6.2	18.2	81.6	63.0
	Mathematics	16.7	15.4	74.5	49.2
	Science	12.5	13.6	69.5	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	40.2
	% With Accommodations	59.8
CAPT	% Without Accommodations	11.8
	% With Accommodations	88.2
% Assessed Using Skills Checklist		7.6

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	10	6.1
Private Schools or Other Settings	13	8.0

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	109	66.9	75.0	72.1
40.1 to 79.0 Percent of Time	38	23.3	17.9	16.3
0.0 to 40.0 Percent of Time	16	9.8	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year, there was a focused effort to improve our writing instruction across the District. Elementary teachers and language arts consultants participated in professional development activities related to the teaching of Writers' Workshop. At the Middle and High School levels, teachers received training and implemented the Collins' approach to teaching writing. The teaching of writing was integrated throughout all subject areas. For example, Social Studies classes used debates and Document-Based Questions to help students learn persuasive writing skills. Teachers utilized a variety of instructional strategies, including the use of graphic organizers and Power Outlining. Teachers met in Data Teams to analyze student assessment results, identifying students' weaknesses in writing, then having students write individual writing goals as part of their Student Success Plans. Teachers collaborated with their colleagues on best practices. All of these activities resulted in students making good progress in this area. In the area of special education, we have been focused on creating partnerships between general education and special education staff in order to increase the effectiveness of providing differentiated instruction to students receiving special education support. Several of our special education teachers worked in partnership with general education staff on providing differentiated instruction to students. Work also continued on the implementation of instructional and adaptive technology to increase student achievement. Staff focused their efforts on using tablets to enhance instruction. The applications used include pre and post assessment data, demonstrating positive student achievement results, especially with students to use tablets to conduct research, to access online textbooks, texts on audio, and materials differentiated by grade-level. We also continue to focus our efforts on teaching and supporting our students who did not meet the proficiency level on the Connecticut Mastery Test and Connecticut Academic Performance Test. Each school in our District has established a Quality Council comprised of staff members and parents. The purpose of the Quality Council is to identify an issue to focus on that will assist the school in making progress toward the goals specified in the District's Strategic Plan. Examples of issues that the Quality Councils worked on include student homework and standards-based report cards. Each school also has an extremely active Parent Teacher Organization (PTO), which, through the efforts of many parents and the support of the entire community, raises thousands of dollars each year to enhance the curriculum offerings for our students. Most recently, these funds have been used to purchase SmartBoards and laptops on mobile carts for student use which has helped us move toward our goal of incorporating technology into the curriculum.
