

STRATEGIC SCHOOL PROFILE 2009-10**Canterbury School District**

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Connecticut

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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: Windham

Town Population in 2000: 4,692

1990-2000 Population Growth: 5%

Number of Public Schools: 2

Per Capita Income in 2000: \$22,317

Percent of Adults without a High School Diploma in 2000*: 16.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.0%

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): F 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, 2009 551
5-Year Enrollment Change -3.8%

DISTRICT GRADE RANGE

Grade Range PK - 8

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	100	18.1	25.7	32.6
K-12 Students Who Are Not Fluent in English	1	0.2	2.0	5.4
Students Identified as Gifted and/or Talented*	5	0.9	3.1	4.1
PK-12 Students Receiving Special Education Services in District	44	8.0	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	92.1	77.7	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	1.3
Asian American	9	1.6
Black	13	2.4
Hispanic	18	3.3
White	504	91.5
Total Minority	47	8.5

Percent of Minority Professional Staff: 3.8%

Non-English Home Language:

0.2% 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 1.

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.

Schools in Canterbury continue to provide a variety of programs and experiences which are designed to reduce racial, ethnic and economic isolation and the administration of the Canterbury Public Schools is continually encouraged with the positive response to its efforts to provide a variety of programs and experiences for its students. Curriculum initiatives reflect cultural diversity, particularly in the areas involving literature, writing, the fine arts, World Language and social studies. Inter-district programs are another area where Canterbury Schools exhibit willingness and desire to reduce racial, ethnic and economic isolation. While currently small in number and participation, efforts are ongoing to improve and increase participation. Finally, Canterbury is a community that is significantly absent of diversity in its student body and professional staff. The same can be said for the community, probably because of its rural location and significant distance from larger communities. At the present time, it is not served by the Capitol Region Education Council (CREC), a regional cooperative organization which advocates public education, and has not participated in CREC's highly successful Minority Teacher Recruiting Program. Perhaps that might change in the near future.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	70.2	57.0	64.4	
Writing	68.3	58.3	62.0	
Mathematics	66.1	62.4	46.0	
Grade 4 Reading	65.9	59.9	44.7	
Writing	72.3	63.6	53.1	
Mathematics	61.7	67.0	24.5	
Grade 5 Reading	63.0	61.8	35.2	
Writing	90.9	68.2	96.4	
Mathematics	68.5	72.4	25.9	
Science	78.2	59.4	69.9	
Grade 6 Reading	85.7	74.9	62.6	
Writing	82.7	65.9	73.8	
Mathematics	78.4	70.7	52.8	
Grade 7 Reading	94.8	77.4	89.6	
Writing	87.1	61.2	94.2	
Mathematics	90.0	68.5	87.0	
Grade 8 Reading	94.2	73.3	95.5	
Writing	70.4	62.6	48.4	
Mathematics	88.7	67.3	87.9	
Science	87.0	62.8	88.5	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	59.5	50.7	70.7

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

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, Class of 2009	N/A	N/A	N/A
2008-09 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	39.40
Paraprofessional Instructional Assistants	4.50
Special Education	
Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	12.71
Library/Media Specialists and/or Assistants	1.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	33.27

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	17.0	14.0	13.8
% with Master's Degree or Above	90.9	76.3	77.8

Average Class Size	District	DRG	State
Grade K	9.5	16.0	18.5
Grade 2	17.8	18.5	19.7
Grade 5	18.0	20.5	21.1
Grade 7	20.3	19.5	20.8
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	1,003	992
Middle School	1,040	1,033	1,018
High School	N/A	N/A	N/A

*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*	3.8	3.2	3.2
Middle School	2.4	2.2	2.5
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$4,556	\$7,606	\$7,843	\$7,280	\$7,829
Instructional Supplies and Equipment	\$91	\$152	\$336	\$278	\$279
Improvement of Instruction and Educational Media Services	\$62	\$104	\$252	\$290	\$459
Student Support Services	\$372	\$621	\$830	\$723	\$859
Administration and Support Services	\$752	\$1,255	\$1,627	\$1,415	\$1,426
Plant Operation and Maintenance	\$1,130	\$1,887	\$1,336	\$1,463	\$1,462
Transportation	\$811	\$951	\$658	\$705	\$694
Costs for Students Tuitioned Out*	\$718	N/A	N/A	N/A	N/A
Other	\$19	\$31	\$93	\$182	\$162
Total*	\$8,511	\$13,930	\$13,721	\$12,570	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$465	\$776	\$1,232	\$1,958	\$1,825

*Town total expenditures (in 1000s) for PK-12 are: Total, \$11,025 Tuition Costs, \$3,232.

Total town expenditures per pupil for PK-12 are \$13,032.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,403,007	21.8	19.5	20.7

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	47.4	50.3	2.3	0.0
Excluding School Construction	48.1	49.5	2.4	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.

The continued “recession-like” atmosphere in our state and country, along with requirements under No Child Left Behind (NCLB) have presented some significant challenges to Canterbury and many other school districts. Little or no increases in annual budgets, coupled with uncontrollable increases in certain expenses such as employee benefits, utilities, fuel and transportation, has significantly challenged the district to maintain its high quality services and programs. Consequently, the fair and equitable allocation of resources has become a growing challenge. It has been the practice of the Canterbury Public Schools to allocate resources so that comparable dollars are identified for each classroom and grade level. Furthermore, when class size becomes inequitable between and among classes in the same grade, the Board of Education has to make adjustments, typically by providing additional resources, so that the inequality is reduced or even erased in its entirety!

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	64
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.5%

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	10	1.3	0.9	1.0
Learning Disability	18	2.4	3.6	3.9
Intellectual Disability	6	0.8	0.5	0.5
Emotional Disturbance	4	0.5	1.1	1.0
Speech Impairment	8	1.1	2.3	2.2
Other Health Impairment*	12	1.6	1.9	2.1
Other Disabilities**	6	0.8	0.8	0.9
Total	64	8.5	11.1	11.6

*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 2008-09 with a Standard Diploma	50.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.0	4.1

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	50.0	31.6	79.3	67.5
	Writing	30.0	19.6	78.8	63.3
	Mathematics	35.3	32.9	75.9	68.1
	Science	N/A	N/A	82.6	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		2.9

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	6	9.4

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	44	68.8	75.9	73.4
40.1 to 79.0 Percent of Time	12	18.8	14.0	15.3
0.0 to 40.0 Percent of Time	8	12.5	10.1	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Recently the Canterbury Public Schools introduced and implemented Professional Learning Communities (PLCs). This district-wide effort was designed to improve student achievement, increase collaboration, and examine universal screening and common assessments within the district. PLCs were formed in each school and SMART goals were developed. Common planning time is provided to facilitate student data interpretation with the goals being improved student learning. In addition, a pyramid of intervention for all students has been implemented. This process aligns with the Connecticut model of Scientific Research Based Interventions (SRBI). Our pre-referral process has focused on desired outcomes, universal screening, scientific research interventions, and frequent progress monitoring. In Canterbury, the district is committed to the inclusion of all students with disabilities into the regular education classroom whenever such inclusion is incorporated into the students Individualized Education Plan. Canterbury's STEP (Support and Training for Educators and Parents) group has coordinated learning opportunities for all parents and other members of the general community. It is realized that strong parent involvement in our schools is essential in order to facilitate student learning. Parent participation was welcomed on several district-wide committees, including the Health and Safety Committee, School Readiness, Technology Committee and Policy Committee. Parent participation is also current as the Board searches for its next superintendent of schools. The Board of Education, at its regularly scheduled meetings, provides and encourages parents and community members to speak and two different places on its published agenda.
