

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



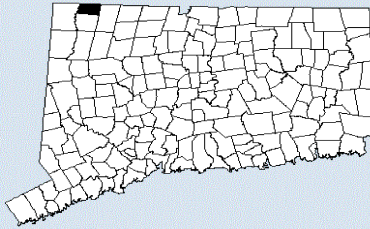
North Canaan School District

Ms. Patricia Chamberlain, Superintendent • 860-824-5149 • <http://www.northcanaanelementaryschool.org>

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	295
Per Pupil Expenditures ¹	\$17,381
Total Expenditures ¹	\$5,475,108

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	149	50.5	48.3
Male	146	49.5	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	34	11.5	21.2
Pacific Islander	0	0.0	0.0
White	246	83.4	58.4
Two or More Races	10	3.4	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	64	21.7	37.3
Students with Disabilities ¹	44	14.9	12.8

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	11	7.9	0	0.0
Male	6	4.3	8	5.5
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	15	6.3	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	11.4	*	*
Students with Disabilities	6	15.8	*	*
District	17	6.1	8	2.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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 2013-14

North Canaan School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	28.7
Paraprofessional Instructional Assistants	4.1
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	42	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	24	61.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	2.1	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	10	3.5	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	15	5.3	1.9
All Disabilities	44	15.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,365,782	10,685	8,769
Instructional Supplies and Equipment	102,810	326	275
Improvement of Instruction and Educational Media Services	36,731	117	487
Student Support Services	403,805	1,282	965
Administration and Support Services	586,908	1,863	1,600
Plant Operation and Maintenance	541,620	1,719	1,472
Transportation	354,592	758	786
Costs of Students Tuitioned Out	66,296	N/A	N/A
Other	16,564	53	178
Total	5,475,108	17,381	14,642

Additional Expenditures

Land, Buildings, and Debt Service	114,061	362	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	462,054	48.0	35.6
Noncertified Personnel	123,926	12.9	14.5
Purchased Services	46,430	4.8	5.0
Tuition to Other Schools	66,296	6.9	21.4
Special Ed. Transportation	71,375	7.4	8.5
Other Expenditures	193,325	20.1	14.9
Total Expenditures	963,406	100.0	100.0
PK-12 Expenditures Used for Special Education		17.6	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.8	68.2
State	27.7	28.3
Federal	3.4	3.5
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 2013-14

North Canaan School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.7	73.4	77.9	70.6	.	.	.	.
Students with Disabilities	66.9	60.1	60.5	51.9	.	.	.	.
High Needs	68.7	71.2	75.6	67.5	.	.	.	.
District	81.3	83.0	85.2	81.6	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	90.3	81.8	70.0	83	80.7
Curl Up	87.1	90.9	96.7	83	91.6
Push Up	54.8	45.5	56.7	83	53.0
Mile Run/PACER	51.6	63.6	63.3	83	59.0
All Tests - District	45.2	27.3	40.0	83	38.6
All Tests - State	50.2	50.7	50.3		51.1

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 2013-14

North Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Along with school climate, concentration on student achievement in mathematics, reading, and writing is the focus of school improvement. North Canaan Elementary is a PBIS (Positive Behavior Interventions and Supports) school. A cross representative team of faculty and support staff has successfully guided implementation of positive behavior strategies. Safety, respect, and responsibility are the core values of the school, and lessons are taught for behavioral expectations in all areas such as the bus, playground, cafeteria, hallways, and the classroom. Data demonstrates that students are learning in a positive environment where expectations for behavior are clearly stated. Reading, mathematics, and writing have shown solid growth. Progress is monitored through assessments, which help the faculty make decisions related to instruction. The school has also been successful with intervention strategies to improve achievement through a Title One program and an Early Intervention Team, which addresses student needs and creates intervention plans. Identifying students early enables the faculty to target interventions so that students make progress and meet with success. North Canaan welcomes all students and strives to include everyone in regular education classes. In addition to identifying students in need of support, the school has incorporated an SRBI block into the schedules of all students. Interventions and enrichment occur simultaneously. Teachers post extended learning links on their web pages and students have access to practice sites through school subscriptions such as Study Island and Lexia reading. The school developed a full day early kindergarten program for children who turn five between October and December in the year they are eligible to come to kindergarten. The curriculum centers on learning school routines, play, early literacy and numeracy concepts, learning letters and developing gross and fine motor skills. Technology enables the school to strengthen communication and engage parents. The school website allows easy access to notices, forms, calendars, lunch menus, policies, and general information. Teachers have web pages where they post information including homework, useful links for parents, and curriculum updates. The school delivers notices and messages to parents electronically. Parents and students in grades 5-8 use a portal accessed through the school website to check academic progress. The staff makes use of Google apps for education which allows further communication. Students in grades 5-8 log and send assignments to teachers digitally. Technology is a strong component to instruction throughout the building. Each classroom is equipped with an interactive whiteboard which teachers use as an instructional tool. The school holds parent-teacher conferences in the fall and the spring. It is an opportunity to discuss progress and address individual needs and concerns. Teachers also make themselves available after school for academic support. The school's PTO enthusiastically participates and supports all aspects of school life by actively joining the learning of the entire school population; they volunteer in classrooms, hold evening events for families, and support school functions. The school also hosts a strong after school and summer program, and a homework club run by faculty members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Rural Northwest Connecticut is geographically isolated from the diversity of a city. 3,500 residents inhabit North Canaan and school age children attend the town's only school, North Canaan Elementary, for grades Pre-K through eight. Although students enjoy many advantages of a small, rural town, possibilities of interacting with rich, diverse cultures are limited and the school seeks to expose students to urban areas through travel. Opportunities to reduce isolation come in the form of field trips throughout a student's academic career at North Canaan. Cities such as Hartford, New York, Boston, Washington, D.C., Philadelphia, and Niagara Falls and Toronto are visited by students annually and are linked to the curriculum. Students travel to museums, cultural centers, art exhibits, theater productions, Nature's Classroom, and science programs on the Sound. They experience Native American culture in Washington, Connecticut. Beyond this effort the school seeks to bring multi cultural opportunities and experiences to the school in the form of assemblies. Students are exposed to dance, music, and theatrical performances that inform them of other cultures and broaden their experience and foster acceptance of others. Technology allows us to connect with other classrooms in the larger world via the internet and video conferencing. Teachers participate with other schools around the world in such projects as Global Read Aloud and exchanges. Each year the school has a Spanish festival where diversity is celebrated and the community is invited. This activity is designed to increase student awareness of Hispanic cultures and demonstrate knowledge of dance, song, design, foods, and writing. The school offers a Spanish language class to middle school students, who receive high school credit for successful completion of seventh and eighth Spanish. Though the demographics of the town largely limit the school's every day efforts to reduce isolation, we continue to seek ways of exposing students to meaningful programs that allow them experiences, interaction, and discovery of diverse humanity.

District Profile and Performance Report for School Year 2013-14

North Canaan School District

Equitable Allocation of Resources among District Schools

North Canaan Elementary School is the only school in the North Canaan district. Although North Canaan is part of Regional School District One, it has a Board of Education, that develops an annual education budget which the town approves annually. After eighth grade, most students attend Housatonic Valley Regional High School, which is also part of Region One; North Canaan is assessed tuition for its students. The town supports, with five other towns, a central office and a regional pupil services department. Students with needs receive instruction and services from personnel who are employed by this department. Each school in the region is staffed with appropriate personnel according to student population and need. The only services shared among schools are occupational and physical therapy. Pupil Services provides North Canaan with a full time school psychologist and speech clinician, and three, fully staffed resource classrooms. North Canaan is an extremely generous town and supports the school wholeheartedly. There is an abundance of resources and teachers enjoy up to date materials, textbooks, and supplies, in addition to small classes, and a well maintained facility.