

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



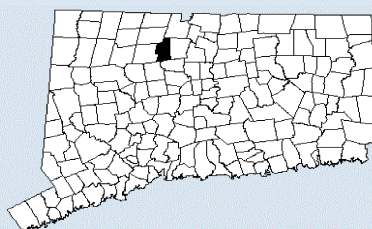
Canton School District

Mr. Kevin Case, Superintendent • 860-693-7704 • <http://www.cantonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,623
Per Pupil Expenditures ¹	\$15,975
Total Expenditures ¹	\$26,869,669

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.....	7

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	831	51.2	48.4
Male	792	48.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	43	2.6	5.1
Black or African American	104	6.4	12.9
Hispanic or Latino	108	6.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	26	1.6	2.9
White	1,338	82.4	54.8
English Learners	12	0.7	6.8
Eligible for Free or Reduced-Price Meals	171	10.5	35.9
Students with Disabilities ¹	186	11.5	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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	60	7.3	10	1.2
Male	44	5.7	32	4.1
Black or African American	12	12.2	11	11.1
Hispanic or Latino	13	11.9	*	*
White	72	5.5	22	1.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	13.9	23	13.8
Students with Disabilities	27	14.1	16	7.8
District	104	6.5	42	2.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 25

Number of school-based arrests: Fewer than 6

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

Canton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	97.8
Paraprofessional Instructional Assistants	24.4
Special Education	
Teachers and Instructors	16.4
Paraprofessional Instructional Assistants	41.8
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	8.2
Counselors, Social Workers and School Psychologists	10.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.2

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	1	0.7	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	151	99.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	8	*
White	33	33.3	69	71.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	*	*	7	*
District	40	34.2	82	70.1
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	17	68.0
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	45	71.4
Other Health Impairment	31	83.8
Other Disabilities	6	*
Speech/Language Impairment	16	*
District	123	70.3
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Canton School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	25	1.5	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	63	3.8	4.9
Other Health Impairment	37	2.2	2.9
Other Disabilities	18	1.1	1.1
Speech/Language Impairment	19	1.2	1.8
All Disabilities	180	10.9	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	13,435,768	8,263	9,663
Instructional Supplies and Equipment	479,254	295	321
Improvement of Instruction and Educational Media Services	516,653	318	578
Student Support Services	3,594,659	2,211	1,103
Administration and Support Services	3,340,478	2,054	1,861
Plant Operation and Maintenance	2,669,607	1,642	1,637
Transportation	1,445,808	864	877
Costs of Students Tuitioned Out	902,229	N/A	N/A
Other	485,213	298	201
Total	26,869,669	15,975	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,149,370	707	1,749
-----------------------------------	-----------	-----	-------

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	2,026,355	40.4	34.6
Noncertified Personnel	794,603	15.8	14.6
Purchased Services	287,891	5.7	5.8
Tuition to Other Schools	701,197	14.0	21.8
Special Ed. Transportation	448,602	8.9	8.5
Other Expenditures	759,885	15.1	14.7
Total Expenditures	5,018,533	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.3	78.9
State	18.8	19.1
Federal	1.5	1.6
Tuition & Other	0.4	0.4

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

Canton 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	*	*	*	*	*	*
Asian	24	80.6	24	77.4	13	*
Black or African American	50	60.1	50	49.9	22	47.0
Hispanic or Latino	63	70.0	63	63.7	22	62.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	8	*	*	*
White	721	78.3	721	73.5	323	68.6
English Learners	9	*	9	*	*	*
Non-English Learners	862	76.6	860	71.4	382	66.7
Eligible for Free or Reduced-Price Meals	99	65.3	98	56.5	44	56.8
Not Eligible for Free or Reduced-Price Meals	772	78.0	771	73.3	340	68.0
Students with Disabilities	94	50.6	95	44.6	52	49.8
Students without Disabilities	777	79.7	774	74.7	332	69.3
High Needs	173	60.8	173	53.5	82	55.4
Non-High Needs	698	80.5	696	75.8	302	69.8
District	871	76.6	869	71.4	384	66.7

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	96.6	84.7	84.8	66.0	480	83.8
Curl Up	93.2	96.9	81.1	89.0	480	90.0
Push Up	88.0	90.1	84.1	65.0	480	82.7
Mile Run/PACER	75.2	81.7	83.3	64.0	480	76.9
All Tests - District	69.2	73.3	70.5	58.0	480	68.3
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

Canton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	20	90.0
Students with Disabilities	*	*
District	106	96.2
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	86	68.3
Male	99.1	80	74.1
Black or African American	*	*	*
Hispanic or Latino	*	11	*
White	98.5	143	73.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.0	11	44.0
Students with Disabilities	90.6	7	21.9
District	98.3	166	70.9
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2017 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.7	92.7
Male	59.6	88.7
Black or African American	*	*
Hispanic or Latino	*	*
White	78.2	90.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	74.3	90.3
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2016-17

Canton 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	76.6	75	50.0	50	100.0	67.1
	High Needs Students	60.8	75	40.5	50	81.0	55.9
Math Performance Index	All Students	71.4	75	47.6	50	95.2	62.2
	High Needs Students	53.5	75	35.7	50	71.4	50.5
Science Performance	All Students	66.7	75	44.5	50	88.9	55.3
	High Needs Students	55.4	75	36.9	50	73.8	45.2
ELA Academic Growth	All Students	57.0%	100%	57.0	100	57.0	55.4%
	High Needs Students	52.2%	100%	52.2	100	52.2	49.8%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	61.7%
	High Needs Students	52.3%	100%	52.3	100	52.3	53.7%
Chronic Absenteeism	All Students	6.5%	<=5%	46.9	50	93.8	9.9%
	High Needs Students	13.0%	<=5%	34.0	50	67.9	15.8%
Preparation for CCR	% Taking Courses	52.1%	75%	34.8	50	69.5	70.7%
	% Passing Exams	70.9%	75%	47.3	50	94.6	43.5%
On-track to High School Graduation		94.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.2%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		87.5%	94%	93.1	100	93.1	82.0%
Postsecondary Entrance (Class of 2016)		74.3%	75%	99.0	100	99.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.0% 68.3%	75%	45.6	50	91.1	92.0% 51.6%
Arts Access		71.7%	60%	50.0	50	100.0	50.5%
Accountability Index				1079.3	1350	79.9	

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?					Y
ELA Performance Index Gap	75.0	60.8	14.2	16.7	
Math Performance Index Gap	75.0	53.5	21.5	18.7	
Science Performance Index Gap	69.8	55.4	14.4	16.6	
Graduation Rate Gap	94.0%	87.5%	6.5%	12.0%	N

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	98.7
	High Needs Students	95.7
Math	All Students	98.5
	High Needs Students	95.7
Science	All Students	99.0
	High Needs Students	97.6

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

Canton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Canton School District

Equitable Allocation of Resources among District Schools