

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



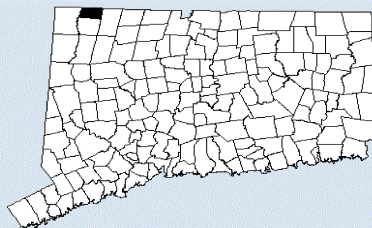
North Canaan School District

Dr. Pamela Vogel, Superintendent • 860-824-5149 • <http://www.nceschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	255
Per Pupil Expenditures ¹	\$20,690
Total Expenditures ¹	\$5,875,848

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	128	50.2	48.4
Male	127	49.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	28	11.0	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	9	3.5	3.6
White	213	83.5	52.4
English Learners	7	2.7	7.6
Eligible for Free or Reduced-Price Meals	122	47.8	42.1
Students with Disabilities ³	42	16.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	10	5.0	7	3.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	11	8.8	6	4.3
Students with Disabilities	*	*	*	*
District	12	5.0	7	2.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	21.7
Paraprofessional Instructional Assistants	2.7
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	6.2
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.8
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	7.3

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	35	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	19	61.3
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	16	6.4	5.5
Other Health Impairment	8	3.2	3.2
Other Disabilities	6	2.4	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	40	16.0	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,230,750	\$11,376	\$10,545
Support services - students	\$1,058,196	\$3,766	\$1,373
Support services - instruction	\$181,962	\$648	\$644
Support services - general administration	\$285,880	\$1,017	\$462
Support services - school based administration	\$228,356	\$813	\$1,007
Central and other support services	\$7,557	\$27	\$671
Operation and maintenance of plant	\$521,449	\$1,856	\$1,629
Student transportation services	\$361,699	\$1,256	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$5,875,848	\$20,690	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$562,190	45.2	29.7
Instructional Aide Salaries	\$6,432	0.5	9.6
Other Salaries	\$220,986	17.8	10.4
Employee Benefits	\$273,992	22.0	13.0
Purchased Services Other Than Transportation	\$16,538	1.3	5.5
Special Education Tuition	\$42,825	3.4	22.6
Supplies	\$4,162	0.3	0.6
Property Services	\$27,432	2.2	0.4
Purchased Services For Transportation	\$84,706	6.8	8.0
Equipment	\$4,807	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$1,244,070	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	72.5
State	24.3
Federal	3.3
Tuition & Other	.

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	17	*	17	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	123	73.2	122	63.7	49	71.3
English Learners	10	*	10	*	*	*
Non-English Learners	139	74.0	138	65.2	*	*
Eligible for Free or Reduced-Price Meals	75	70.3	75	58.7	27	67.8
Not Eligible for Free or Reduced-Price Meals	74	77.9	73	71.3	28	74.9
Students with Disabilities	23	49.9	23	34.4	*	*
Students without Disabilities	126	78.5	125	70.5	*	*
High Needs	84	68.5	84	57.3	29	65.4
Non-High Needs	65	81.2	64	74.9	26	78.2
District	149	74.0	148	64.9	55	71.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	86.1	100.0	N/A	80	92.5
Curl Up	*	75.0	84.6	N/A	80	80.0
Push Up	*	63.9	69.2	N/A	80	65.0
Mile Run/PACER	*	52.8	42.3	N/A	80	51.3
All Tests - District	*	47.2	42.3	N/A	80	47.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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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	74.0	75	49.4	50	98.7	67.7
	High Needs Students	68.5	75	45.7	50	91.3	58.1
Math Performance Index	All Students	64.9	75	43.3	50	86.6	63.1
	High Needs Students	57.3	75	38.2	50	76.4	52.7
Science Performance Index	All Students	71.4	75	47.6	50	95.2	63.8
	High Needs Students	65.4	75	43.6	50	87.2	54.2
ELA Academic Growth	All Students	67.0%	100%	67.0	100	67.0	59.9%
	High Needs Students	68.6%	100%	68.6	100	68.6	55.1%
Math Academic Growth	All Students	64.6%	100%	64.6	100	64.6	62.5%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.9%	<=5%	44.3	50	88.6	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		93.3%	94%	49.6	50	99.3	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.6% 47.5%	75%	31.7	50	63.3	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				702.6	900	78.1	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	68.5	6.5	15.4	
Math Performance Index Gap	74.9	57.3	17.6	17.6	
Science Performance Index Gap	75.0	65.4	9.6	16.1	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

This year North Canaan Elementary School updated its Strategic Plan for School Improvement. Schoolwide we are focusing on student achievement tied to state and national standards, implementation of the teacher evaluation plans with a focus on calibrating teachers and evaluators with the rubric, and the 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, technology literacy, Spanish, physical education and the opportunity for enrichment experiences including assemblies and field trips. The PTO supports enrichment opportunities and assemblies. Schoolwide Seesaw is used as a platform to share student work and communicate with families. Class sizes remain small, enabling teachers to develop personal relationships with students and their parents. Teachers provide suggestions for learning activities and additional resources to use with their children.

In addition, we engage families in student learning in a number of ways. Our school has three Trimester Celebrations; an Open House; family events including this year's Spanish Festival, Veteran's Day Assembly, Flag Day Assembly, and choral and instrumental concerts; and four evenings of Student-Led and Student-Involved Conferences, all to support the engagement of parents and families in school programs.

Region One Schools Shared Services provides special education services to our school. The student to teacher ratio is low, generally 5-7 students to one teacher. Additionally, we develop and review every student's Individualized Education Program (IEP) to determine auxiliary services, matched to the student's needs. Through Shared Services we provide Speech and Language Services, Physical Therapy, and Counseling services to those students as required through the IEPs. Our district continuously reviews and analyzes student achievement data in all areas, including English language arts, math, and behavior. An Early Intervention Team determines when students should be receiving Scientifically Research-Based Intervention Services (SRBI), identifying when they need to be served at Tiers II or III, and when students should be referred for evaluation.

The school's Leadership Team began working in the summer of 2018 to focus on collective teacher efficacy and restorative practices to support achievement. In addition, all teachers read Kids First From Day One by Christine Hertz and Kristine Mraz. The Leadership Team also read Lost at School by Dr. Ross W. Greene.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The geographic location of North Canaan Elementary School in rural northwest Connecticut provides a beautiful setting for our school and community. In-class activities expose our students to other perspectives and cultures. An English Language Learner teacher helps students successfully integrate in the classrooms. Field trips and enrichment activities are also important means to help our students learn more about the world around them. This year students traveled to cities including Boston and Philadelphia. We were very fortunate this year also to have four students visit our school from China. These students stayed with host families in our community for a month, attended our classes, and shared much about their country and culture.

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.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. School and community funds are used for families in need of financial assistance.

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Equitable Allocation of Resources among District Schools

North Canaan Elementary School is a one-school district.