

STRATEGIC SCHOOL PROFILE 2005-06**New Canaan School District****DAVID E ABBEY, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Fairfield	Public School Enrollment as a Percent of Town Population: 21.0%
2000 Population: 19,395	Public School Enrollment as % of Total Student Population: 81.3%
1990-2000 Population Growth: 8.6%	Percent of Adults without a High School Diploma in 2000: 4.5%
2000 Per Capita Income: \$82,049	Adult Education Enrollment in 2004-05 School Year: 8
Number of Public Schools: 5	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 2
Number of Nonpublic Schools: 4	

 District Reference Group (DRG): A DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	1.3	1.1	26.9
	2002-03	0.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	3.0	2.5	12.6
	2000-01	3.7	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	93.5	94.0	88.0
	2000-01	95.0	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	99.7	95.3	79.2
	2000-01	100.0	N/A	74.7
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	4.2	6.5	21.7
	2000-01	6.3	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	4,140
5-Year Enrollment Change	10.1%
Projected 2010 Enrollment	
Elementary	1,379
Middle School	1,272
High School	1,361
Prekindergarten, Other	46

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	107	2.6
Black	28	0.7
Hispanic	70	1.7
White	3,935	95.0
Total Minority 2005-06	205	5.0
Total Minority 2000-01	170	4.5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The New Canaan Board of Education has established goals, curricula and programs designed to develop the understandings and skills that will be required of students as they move into more diverse contexts and communities. The Board of Education has established and fully supports the goal of: "Developing an environment that fosters respect, ethical behavior and responsible citizenship." New Canaan High School graduation expectations explicitly address diversity by requiring all students "demonstrate tolerance of differences and respect of self and others. " This is evidenced by course, co curricular, community service and conduct records. The community's commitment to building connections through service toward others is evident in each school through an array of projects such as: Katrina Relief, Tsunami and Earthquake relief, and a parent-teacher sponsored computer refurbishing and distribution program. The district supports international exchange programs, especially through our arts department. Most recently New Canaan has been accepted as a member of the CT- Shandong, China Exchange.

The district continues to emphasize a systemic approach to integrating the concepts, knowledge, skills and processes related to diversity goals into the K-12 curriculum. An example of curriculum development consistent with our philosophy and goals is the Social Studies curriculum. It has been revised to include essential questions focused on a broader world view, multiple perspective analysis of events and patterns, and diversity awareness. New Canaan has a long standing commitment to participating in programs targeted at breaking down isolation. Examples include : "Links" an award winning inter-district environmental studies program directed by New Canaan Nature Center that includes 1,500 intermediate students and 75 teachers from regional urban and suburban schools; Border Crossings, an inter-district humanities program that brings together suburban and urban high school students to examine diversity-based social issues; and elementary school exchange programs that pair New Canaan students with peers from urban districts. In addition, each school annually offers an array of cultural arts and enrichment / extension activities that expose students to authors, performers, and speakers from diverse backgrounds through partnerships with the greater community.

New Canaan High School maintains a long standing relationship with A Better Chance, hosting approximately 8 students annually. Participation in regional magnets in Trumbull and Norwalk is growing slowly but steadily. Currently five (5) students are enrolled in secondary magnet programs.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	314.5
Administrators	22.0
Department Chairs	1.3
Library/Media Staff	7.0
Other Professionals	46.7
% Minority 2005-06	2.5
% Minority 2000-01	1.1
# Non-Certified Instructional	105.8

Average Class Size		District	DRG	State
Grade K	2005-06	18.9	18.8	18.3
	2000-01	18.6	N/A	18.1
Grade 2	2005-06	20.3	21.6	19.7
	2000-01	18.6	N/A	19.5
Grade 5	2005-06	23.5	21.7	21.2
	2000-01	23.7	N/A	21.7
Grade 7	2005-06	19.5	21.6	21.1
	2000-01	21.5	N/A	21.9
High School	2005-06	16.9	19.5	20.3
	2000-01	18.8	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	10.8	11.1	13.1
% with Master's Degree or Above	89.4	85.5	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	32.8	30.5	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	1,001	1,005	986
Middle School	967	1,002	1,015
High School	988	987	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	3.9	2.9	3.4
Students Per Teacher	13.2	13.2	13.6
Teachers Per Administrator	14.3	13.8	13.9

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	61.1	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	86.6	54.4	10.3	91.3
	Writing	84.6	61.0	13.6	100.0
	Mathematics	85.4	56.3	13.6	90.0
Grade 4	Reading	89.7	57.8	17.5	89.7
	Writing	89.1	62.8	29.9	91.1
	Mathematics	84.5	58.8	22.4	92.3
Grade 5	Reading	90.2	60.9	19.5	92.0
	Writing	89.9	65.0	25.0	90.8
	Mathematics	81.3	60.7	18.2	89.9
Grade 6	Reading	92.2	63.6	26.6	92.8
	Writing	93.5	62.2	25.9	94.4
	Mathematics	88.8	58.6	12.5	95.1
Grade 7	Reading	91.7	66.7	26.9	95.0
	Writing	84.5	60.0	25.5	89.8
	Mathematics	86.8	57.0	19.2	93.0
Grade 8	Reading	93.6	66.7	13.3	93.6
	Writing	93.9	62.4	2.7	96.4
	Mathematics	89.0	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	73.6	46.5	0.0	83.1
Writing Across the Disciplines	84.8	52.4	0.0	86.3
Mathematics	82.3	46.3	0.0	82.3
Science	76.8	44.6	0.0	85.3



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	96.9	100.0	74.9
Mathematics: Average Score	582	621	512
Mathematics: % Scoring 600 or More	56.9	63.6	24.6
Verbal: Average Score	561	600	510
Verbal: % Scoring 600 or More	35.1	55.6	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	1.2	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.2	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.0	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	230	96.2	82.3
	2000	181	93.3	78.5
Employed or in Military	2005	9	3.8	13.9
	2000	4	2.1	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

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	\$31,210	\$7,648	\$6,555	\$7,645	\$6,555
Instructional Supplies and Equipment	\$760	\$186	\$259	\$256	\$260
Improvement of Instruction and Educational Media Services	\$1,334	\$327	\$402	\$469	\$391
Student Support Services	\$4,469	\$1,095	\$656	\$753	\$656
Administration and Support Services	\$8,505	\$2,084	\$1,144	\$1,349	\$1,153
Plant Operation and Maintenance	\$6,520	\$1,598	\$1,120	\$1,406	\$1,113
Transportation	\$3,442	\$795	\$523	\$615	\$522
Costs for Students Tuitioned Out	\$1,551	N/A	N/A	N/A	N/A
Other	\$770	\$189	\$124	\$120	\$122
Total	\$58,563	\$14,277	\$11,031	\$12,981	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$540	\$132	\$1,473	\$2,079	\$1,467
Adult Education	\$3	N/A	N/A	N/A	N/A

Revenue Sources, % 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
With School Construction	94.6	3.6	1.8	0.0
Without School Construction	95.5	2.7	1.8	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$11,993	4.7	\$10,587	\$9,062	5.1
Salaries and Benefits	\$9,571	3.8	\$8,533	\$7,454	4.7
Supplies	\$592	6.1	\$594	\$513	12.7
Equipment	\$440	22.2	\$169	\$133	16.7
High School					
Total	\$12,098	4.2	\$11,751	\$9,640	3.5
Salaries and Benefits	\$9,617	3.3	\$9,291	\$7,759	3.1
Supplies	\$594	5.3	\$739	\$585	11.6
Equipment	\$449	23.4	\$150	\$152	14.3

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.

Allocations across the district are equitably distributed through a collaborative goal setting and budgeting process. Priorities are established using the district mission, goals and school improvement plans. The budgeting process is an inclusive one that incorporates input and feedback from all stakeholders. BOE policy requires that specific budget goals, assumptions, constraints and priorities are identified annually. Board of Education regulation states that budget outcomes shall, "provide financial resources to deliver quality services, and allocate resources to reflect the importance of the elementary and secondary instructional program." In creating the budget, the administration analyzes current and past expenditures, enrollment projections and staffing needs. Existing and proposed programs are reviewed with respect to effectiveness and efficiency. Administrators and instructional leaders tie requests to identified student learning needs. There is a purposeful focus on considering the needs of all students and student groups through both the curricular and cocurricular budgets. The community supports education not only through the annual budget but through on going individual, group and town projects offered by town agencies in cooperation with the schools through out the year. Parent associations devote time, energy and resources to supporting innovations across the district. Examples include funding of the town-wide positive youth development initiative (40 Assets), parent group purchased SmartBoards, and parent funded accessible playgrounds.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Student achievement across Grades 3-8 is at an all time high for the New Canaan Public Schools. In seven instances, scores meet or exceed the Board Goal of 90% of students at or above goal level. The percent of students at goal in grade 3 are: Math 85.4, Reading, 86.6, Writing 84.6. In grade 4 the at or above goal percents are: Math 84.5, Reading 89.7, Writing 89.1. Math, Reading and Writing **percent at or above goal** numbers are (respectively): Grade 5 -81.3, 90.2, 89.9; Grade 6- 88.8, 92.2, 93.5; Grade 7 -86.8, 91.7, 84.5; and Grade 8: Math 89, Reading 93.6, Writing 93.9. CMT Gains in Reading are the most notable: In Grades 3, 4, 5, 6 and 8 New Canaan students performed at the top of the Reference Group. In Writing, the percent of students at or above goal in Grades 4, 5, 6 and 8 fall within the top 2 districts. In mathematics, performance levels increased in all grades and Grade 3 was at the top of Reference Group. Gender differences in the elementary level have narrowed and in some cases disappeared. Growth in the percent of students *at advanced* level occurred across grades. An example of this growth is Grade 8, which evidenced 14.8% gain in Math, 27.7 % in Reading and 20.9% in Writing from the previous year's Grade 8 scores. CAPT performance is relatively consistent: 82% of student are at or above goal in Math, 77% in Science, 74% in Reading and 85 % in Writing. Numbers in advanced level performance groups are: In Math 59% of students, Science 50%, Reading 46% and Writing, 57%. Relative to similar districts the math scores are at the top of the Reference Group (7 districts), Science and Writing are in top 3. Reading remains an area for growth and as such will be the focus of school-wide improvement efforts. AP scores and SAT scores, as well as elementary standardized test scores remain strong. Ninety nine percent of the 208 students who took AP tests achieved a 3 or better and 57% achieved a 5. SAT scores for the Class of 2006 are: 571 Critical Reading; 577 Writing; 599 Math. These are well above state averages.

Continuing Improvement Planning:

The district made a conscious effort to approach the improvement of student performance not as a test preparation initiative, but rather by offering rigorous and engaging curricula tied to state and national standards. For the past 2 years, district and school goals focused on aligning curricula with state standards. Embedded professional development, focused on best practices with respect to literacy and numeracy, was provided to all elementary teachers. Saxe Middle School staff developed data analysis skills and all Saxe teachers focused on Reading for Information standards as a means of increasing student learning in the content areas. Curriculum coordinators collaborated with teachers to develop and use formative assessments in order to inform and differentiate instruction. The district Professional Development Committee and district Curriculum Leaders, working with the Deputy Superintendent, undertook a collaborative training program to enhance instructional leadership skills.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.newcanaan.k12.ct.us

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