

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



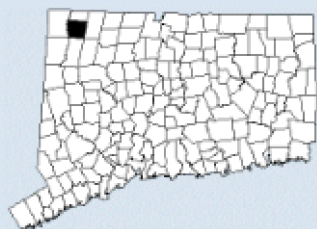
Canaan School District

Melony Brady-Shanley, Superintendent • 860-824-7791 • <http://www.kelloggschool.org>

District Information

Grade Range	K-8
Number of Schools/Programs	1
Enrollment	70
Per Pupil Expenditures	\$34,312
Total Expenditures	\$2,779,284

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	32	45.7	48.4
Male	38	54.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	0	0.0	12.4
Hispanic or Latino of any race	*	*	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	4.8
White	61	87.1	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	26	37.1	44.8
Students with Disabilities	12	17.1	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	*	*	0	0.0
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
All Students - District	7	10.3	*	*
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	10.4
General Education Paraprofessionals	2.1
Special Education Teachers and Instructors	0.5
Special Education Paraprofessionals	1.6
District Central Office Administrators	0.0
School Level Administrators	1.5
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	4.8

In 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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	8.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	1	4.8	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	20	95.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	21.7	6.8
Teachers	4	26.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	*	*
Learning Disability	*	*
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	8	*
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	*	*	6.5
Other Health Impairment	0	0.0	3.6
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	10	15.6	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$1,717,320	\$21,201	\$13,471
Support services - students	\$100,003	\$1,250	\$1,826
Support services - instruction	\$105,825	\$1,323	\$972
Support services - general administration	\$89,978	\$1,125	\$568
Support services - school based administration	\$247,564	\$3,095	\$1,274
Central and other support services	\$61,761	\$772	\$761
Operation and maintenance of plant	\$282,779	\$3,535	\$2,125
Student transportation services	\$174,057	\$2,203	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$2,779,284	\$34,312	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$194,397	46.7	26.4
Instructional Aide Salaries	\$14,176	3.4	10.1
Other Salaries	\$59,837	14.4	10.5
Employee Benefits	\$95,017	22.8	13.3
Purchased Services Other Than Transportation	\$23,785	5.7	6.8
Special Education Tuition	\$4,966	1.2	22.8
Supplies	\$1,933	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$22,248	5.3	8.7
Equipment	\$345	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$416,704	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	15.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	94.8
State	3.3
Federal	1.8
Tuition & Other	0.1

Revenue 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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	42	75.9	42	70.5	15	*
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	15	*
Eligible for Free or Reduced-Price Meals	20	73.6	20	66.4	8	*
Not Eligible for Free or Reduced-Price Meals	26	76.8	26	72.8	7	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	37	78.2	37	73.5	*	*
High Needs	24	72.9	24	66.4	9	*
Non-High Needs	22	78.1	22	73.9	6	*
All Students - District	46	75.4	46	70.0	15	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP 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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	*	N/A	27	85.2
Curl Up	*	*	*	N/A	27	100.0
Push Up	*	*	*	N/A	27	77.8
Mile Run/PACER	*	*	*	N/A	26	76.9
All Tests - District	*	*	*	N/A	26	73.1
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.4	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	72.9	75	48.6	50	97.1	54.9
Math Performance Index	All Students	70.0	75	46.7	50	93.3	61.1
Math Performance Index	High Needs Students	66.4	75	44.2	50	88.5	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	66.0%	100%	66.0	100	66.0	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	10.3%	<=5%	39.4	50	78.8	17.2%
Chronic Absenteeism	High Needs Students	12.9%	<=5%	34.2	50	68.4	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	73.1%	75%	48.7	50	97.4	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				432.6	550	78.7	

Physical Fitness Estimated Participation Rate - District: 96.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	72.9	2.1	16.9	N
Math Performance Index Gap	73.9	66.4	7.6	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

If 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.

If 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. Gap calculations are based on unrounded rates.

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

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Canaan School District

Narratives

School District Improvement Plans and Parental Outreach Activities

As a small K-8 school, Kellogg School and its staff are committed to providing students and families with rich learning opportunities for academic, artistic, athletic, and social emotional growth. We value time outside and encourage outdoor learning opportunities through outdoor learning and programs that support the environment. We encourage students to become leaders of their own learning through the gradual release of responsibility, a core element of our school improvement plan.

Teachers and staff are provided with regular ongoing professional learning opportunities both locally and at the Regional level to improve their individual and collective professional practice. We support students and all individual needs through onsite intervention services provided through the Regional Pupil Services staff. Students with disabilities receive services to support their individual disabilities through an Individual Educational Program. We believe that school is the best place for a child to be and we support families through regular communication and follow up to ensure all students attend school regularly.

We continue to expand our focus on meeting the social emotional needs of our school community. Teachers have selected and integrated elements from the Habits of Mind into their instructional practice and goals. Teachers routinely communicate with parents in person, by phone, email, newsletters and virtual meets. Additional outreach was provided by our school social worker, school nurse and local mental health care and social service agencies when needed. Classes begin each day with Morning Meetings to provide students an opportunity to connect and check in. These meetings provide an opportunity to support the social and emotional learning for our students.

The school district implemented a comprehensive communication and family engagement plan to support its improvement goals. Outreach efforts included print mailers, phone calls, in-person support, and regular digital communication through emails, newsletters, text messages, and social media. Throughout the year, a series of trimester-based events fostered strong school-home partnerships: foundational events like Open House and Student-Involved Conferences in the fall; arts and community-focused activities such as concerts, art receptions, and caroling in the winter; and spring events celebrating student growth, including Earth Day projects, performances, and end-of-year celebrations. These initiatives promoted inclusive communication, student voice, and a sense of community across the school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic isolation is not a large concern for Kellogg School. Despite being a rural community, our proximity to Hartford, Metro North Train line and New York City contributes to a diverse socioeconomic population. Our community is composed of families who own second homes to enjoy country life as well as families living below the poverty line. Students are exposed to diverse cultures from around the world through literature, foreign language, Social Studies, and the Arts.

The school is committed to fostering an inclusive and welcoming climate by implementing consistent SEL practices, daily morning meetings, and intentional relationship building across all grade levels. Restorative practices are used school-wide to support conflict resolution, build empathy, and ensure all students feel seen, heard, and valued. Professional development in culturally responsive teaching, trauma-informed care, and bias awareness equips staff to meet diverse student needs. The school celebrates heritage months, cultural traditions, and student identities through assemblies and community events, while promoting unity through cross-grade buddy programs and service projects. Efforts to strengthen home-school partnerships include translation services, accessible communication, and inclusive events. Student voice is central to guiding improvements through surveys, discussions, and leadership opportunities. These initiatives are further supported through collaboration with consultants.

District Profile and Performance Report for School Year 2024-25

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Equitable Allocation of Resources among District Schools

Our budget development process is grounded in collaboration, transparency, and a strong commitment to equity. We engage a diverse group of stakeholders—including staff, families, and district leadership—in a cooperative process to ensure that budget decisions align with the unique priorities and needs of each school community.

To guide staffing and resource allocations, we analyze key data points such as student enrollment trends, academic performance metrics, and the specific requirements of specialized services (e.g., intervention programs, English Learner services, and social-emotional learning supports). This data-driven approach allows us to strategically prioritize equity over equality, directing additional resources and personnel to schools and classrooms where students face greater challenges and need more support.

Throughout the academic year, we continuously monitor the effectiveness of resource allocations and make timely adjustments in response to emerging needs and changing circumstances. We actively seek out grant opportunities and community partnerships to supplement district funding, thereby expanding and enhancing the range of student support services.

District Profile and Performance Report for School Year 2024-25

Canaan School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	2	50.0	32.0
Retired	2	50.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	4		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.