

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



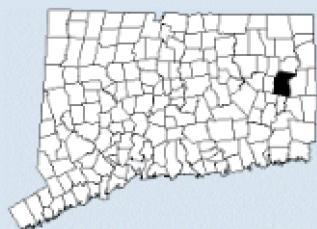
Canterbury School District

Christopher Bitgood, Superintendent • 860-546-6950 • <http://www.canterburypublicschools.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	512
Per Pupil Expenditures	\$20,623
Total Expenditures	\$13,322,593

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	241	47.1	48.4
Male	271	52.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	6	1.2	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	62	12.1	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	434	84.8	45.1
English Learners/Multilingual Learners	15	2.9	11.3
Eligible for Free or Reduced-Price Meals	177	34.6	44.8
Students with Disabilities	73	14.3	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	16	7.3	11	4.4
Male	26	10.3	18	6.4
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	36	8.9	25	5.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	16	10.5	13	6.9
Students with Disabilities	6	8.8	*	*
All Students - District	42	8.9	29	5.5
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: 16
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	38.0
General Education Paraprofessionals	12.0
Special Education Teachers and Instructors	6.0
Special Education Paraprofessionals	8.0
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	2.0
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	4.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	32.1

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	11.8
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	0	0.0	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	53	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	7.7	6.8
Teachers	3	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	12	*
Emotional Disability	0	0
Intellectual Disability	N/A	N/A
Learning Disability	21	84.0
Other Health Impairment	15	*
Other Disabilities	0	0
Speech/Language Impairment	15	*
All Disabilities - District	63	84.0
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	17	2.7	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	25	4.0	6.5
Other Health Impairment	17	2.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	18	2.9	2.0
All Disabilities	82	13.0	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	*	*	8.2
Private Schools or Other Settings	*	*	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	\$9,199,893	\$14,241	\$13,471
Support services - students	\$652,991	\$1,369	\$1,826
Support services - instruction	\$74,381	\$156	\$972
Support services - general administration	\$311,291	\$653	\$568
Support services - school based administration	\$585,734	\$1,228	\$1,274
Central and other support services	\$196,067	\$411	\$761
Operation and maintenance of plant	\$1,342,683	\$2,815	\$2,125
Student transportation services	\$933,009	\$1,376	\$1,695
Food services	.	.	\$10
Enterprise operations	\$26,542	\$56	\$219
Total	\$13,322,593	\$20,623	\$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	\$476,224	19.6	26.4
Instructional Aide Salaries	\$431,887	17.8	10.1
Other Salaries	\$219,812	9.1	10.5
Employee Benefits	\$262,336	10.8	13.3
Purchased Services Other Than Transportation	\$166,117	6.8	6.8
Special Education Tuition	\$767,964	31.6	22.8
Supplies	\$8,049	0.3	0.6
Property Services	\$888	0.0	0.4
Purchased Services For Transportation	\$80,805	3.3	8.7
Equipment	\$12,973	0.5	0.2
All Other Expenditures	\$114	0.0	0.1
Total	\$2,427,168	100.0	100.0

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

Level	Percent (%)
District	18.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	62.3
State	32.5
Federal	4.9
Tuition & Other	0.2

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	*	*	*	*	*	*
Hispanic or Latino of any race	37	62.9	37	61.5	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	261	67.9	261	67.8	91	67.9
English Learners/Multilingual Learners	8	*	8	*	0	N/A
Non-English Learners/Non-Multilingual Learners	295	67.4	295	67.4	102	68.7
Eligible for Free or Reduced-Price Meals	92	64.3	92	63.5	35	69.8
Not Eligible for Free or Reduced-Price Meals	211	68.3	211	68.6	67	68.1
Students with Disabilities	44	50.9	44	47.4	18	*
Students without Disabilities	259	69.9	259	70.4	84	72.9
High Needs	123	61.4	123	60.7	46	64.1
Non-High Needs	180	71.0	180	71.4	56	72.4
All Students - District	303	67.1	303	67.0	102	68.7

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	90.7	80.0	56.9	N/A	156	74.4
Curl Up	61.4	76.4	81.0	N/A	157	73.9
Push Up	65.1	53.6	48.3	N/A	157	54.8
Mile Run/PACER	71.7	68.5	51.7	N/A	158	63.3
All Tests - District	40.5	33.3	27.6	N/A	154	33.1
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	67.1	75	44.7	50	89.5	64.7
ELA Performance Index	High Needs Students	61.4	75	41.0	50	81.9	54.9
Math Performance Index	All Students	67.0	75	44.7	50	89.4	61.1
Math Performance Index	High Needs Students	60.7	75	40.5	50	81.0	50.6
Science Performance Index	All Students	68.7	75	45.8	50	91.6	62.6
Science Performance Index	High Needs Students	64.1	75	42.8	50	85.5	52.1
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	60.6%
ELA Academic Growth	High Needs Students	52.1%	100%	52.1	100	52.1	55.7%
Math Academic Growth	All Students	56.9%	100%	56.9	100	56.9	62.3%
Math Academic Growth	High Needs Students	57.8%	100%	57.8	100	57.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	8.9%	<=5%	42.2	50	84.3	17.2%
Chronic Absenteeism	High Needs Students	10.1%	<=5%	39.8	50	79.6	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	96.2%	94%	50.0	50	100.0	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	33.1%	75%	22.1	50	44.2	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				635.1	900	70.6	

Physical Fitness Estimated Participation Rate - District: 95.1% | 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	71.0	61.4	9.6	16.9	N
Math Performance Index Gap	71.4	60.7	10.6	18.4	N
Science Performance Index Gap	72.4	64.1	8.3	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	98.4
ELA	High Needs Students	98.4
Math	All Students	98.4
Math	High Needs Students	98.4
Science	All Students	97.2
Science	High Needs Students	97.9

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Canterbury Public Schools values family participation and engagement in our schools. We elicit parental participation by hosting monthly assemblies, open houses, transition activities, seasonal concerts, an annual art show, empty bowls fundraiser, and family dinners. In addition, we have a very active athletics program, which brings families and the community together. Historically, all of our events have been very well attended.

Our Special Education Advisory Council (SEAC) met throughout the school year. This year the council planned and hosted a special education resource fair during parent teacher conferences. The resource fair brought in a variety of community agencies including head start, transition services, the Special Olympics, SERC and the Northeast Early Childhood Council for parents to learn more about the programs and supports available in our region. Information was provided to families on early childhood services, transition services and special education services within the Canterbury School District and out in the community. SEAC continues to meet to develop additional outreach events for families.

This school year, our District Improvement Plan focused on improving the implementation of our tier one instruction in order to provide equitable access to all learners. After a year-long study of the Science of Reading and an intensive review of the state approved reading programs, our district literacy committee agreed upon a new reading program. The committee selected EL Education. Throughout the 2024-2025 school year, teachers, interventionists and paraeducators were provided with extensive professional learning to support the year 1 roll out of this new program. Currently a new coaching model is being established to provide continued support for the implementation of EL as we plan to head into year 2. A group of teachers and reading interventionists attended the Affinity group regional meetings throughout the school year for continued support. Year 1 implementation has not been without its challenges, but all of our teachers have stepped up to the challenge and implemented EL with fidelity. In addition to the EL program, our staff are on year 3 implementation of IM, our math program. These two programs, along with coaching, professional development and access to resources, have improved the tier one instruction provided across the district.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Canterbury Public Schools continues to provide a program rich in multicultural activities. Students in all grades are introduced and exposed to a variety of literature, research and activities that emphasize a worldwide cultural experience designed to increase awareness of diverse cultural and economic backgrounds. Literature, both fiction and non-fiction, about people of various ethnic backgrounds and special education challenges are embedded in instruction across the curriculum and grade levels. Our new language arts program, EL, embeds literature and learning experiences that exposes our learners to greater diverse representation.

We have made significant improvements to our Home Language Survey and improved our screening of children from dual language households, now fully offering a Language Acquisition Plan for those who demonstrate limited proficiency in the English language. Our PreK program prioritizes the needs of children from economic isolation, offering a free preschool program for 3 and 4 year old children. Middle schoolers have the opportunity to participate in the National Conference for Community Justice, and a course called Social Literacy has been added to the middle school curriculum, giving our 5th and 6th graders the opportunity to engage in meaningful novel studies.

Improvements to internet and device access, district-wide, allows us to bring diverse experiences into the classroom. New Chromebooks, iPads, teacher laptops, projectors, and smartboards have allowed us to increase exposure to people, places, and cultures different from ours.

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Equitable Allocation of Resources among District Schools

The mission of Canterbury Public Schools states: In collaboration with our Community, the Canterbury Public Schools will develop, foster, and cultivate all students to their highest potential, through rigorous academics within a safe, nurturing, and respectful environment. Canterbury Public Schools comprises two schools and prides itself on providing the appropriate resources and materials necessary to educate all students.

Teaching and learning is the focus of the district. We use a district-wide modified zero-based budget process in which each district school is represented; feedback from staff and faculty about needs during the school budget is heard. We, as a learning community, promote student achievement by focusing on coherence. Additionally, the Capital Improvement Program with community representation provides funding for computer and technology upgrades district-wide.

Once graduating from eighth grade, students are given the opportunity to choose where they will continue their education. These choices include three high schools, two vocational schools, and one vocational agricultural school. The tuition a

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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)	1	25.0	32.0
Retired	1	25.0	23.7
Teach/Admin in Other CT Dist	2	50.0	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.