

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



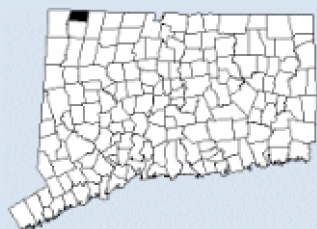
North Canaan School District

Melony Brady-Shanley, Superintendent • 860-824-5149 • <http://www.nceschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	245
Per Pupil Expenditures	\$25,170
Total Expenditures	\$6,267,440

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	118	48.2	48.4
Male	127	51.8	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	46	18.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	186	75.9	45.1
English Learners/Multilingual Learners	14	5.7	11.3
Eligible for Free or Reduced-Price Meals	110	44.9	44.8
Students with Disabilities	35	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	12	10.9	*	*
Male	9	7.6	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	14	8.0	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	16	16.5	8	7.0
Students with Disabilities	7	18.4	*	*
All Students - District	21	9.2	13	5.2
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: 26
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	27.2
General Education Paraprofessionals	4.1
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	4.1
District Central Office Administrators	0.0
School Level Administrators	1.9
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	12.1

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	13.9
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	42	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	3	7.7	6.8
Teachers	2	6.9	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	6	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	11	*
Other Health Impairment	6	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
All Disabilities - District	25	83.3
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	7	3.0	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	12	5.1	6.5
Other Health Impairment	8	3.4	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	31	13.1	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	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	\$4,262,519	\$17,119	\$13,471
Support services - students	\$73,263	\$300	\$1,826
Support services - instruction	\$104,101	\$427	\$972
Support services - general administration	\$243,266	\$997	\$568
Support services - school based administration	\$316,360	\$1,297	\$1,274
Central and other support services	\$146,341	\$600	\$761
Operation and maintenance of plant	\$785,067	\$3,217	\$2,125
Student transportation services	\$309,213	\$1,158	\$1,695
Food services	.	.	\$10
Enterprise operations	\$27,310	\$112	\$219
Total	\$6,267,440	\$25,170	\$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	\$633,048	47.7	26.4
Instructional Aide Salaries	\$33,995	2.6	10.1
Other Salaries	\$194,018	14.6	10.5
Employee Benefits	\$307,224	23.2	13.3
Purchased Services Other Than Transportation	\$66,040	5.0	6.8
Special Education Tuition	\$11,908	0.9	22.8
Supplies	\$6,553	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$72,109	5.4	8.7
Equipment	\$890	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$1,325,786	100.0	100.0

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

Level	Percent (%)
District	21.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	71.3
State	22.1
Federal	6.5
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).

District Profile and Performance Report for School Year 2024-25

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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	0	N/A	0	N/A
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	23	69.3	23	63.8	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	112	72.6	112	69.5	*	*
English Learners/Multilingual Learners	9	*	9	*	*	*
Non-English Learners/Non-Multilingual Learners	132	73.1	132	69.2	*	*
Eligible for Free or Reduced-Price Meals	59	70.1	59	65.1	18	*
Not Eligible for Free or Reduced-Price Meals	82	74.2	82	71.3	29	79.0
Students with Disabilities	25	52.5	25	46.9	9	*
Students without Disabilities	116	76.8	116	73.4	38	79.9
High Needs	73	68.2	73	63.4	22	64.0
Non-High Needs	68	77.2	68	74.5	25	83.0
All Students - District	141	72.5	141	68.7	47	74.1

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	95.0	90.9	96.8	N/A	73	94.5
Curl Up	85.0	95.5	93.8	N/A	74	91.9
Push Up	75.0	71.4	84.4	N/A	73	78.1
Mile Run/PACER	40.0	59.1	64.5	N/A	73	56.2
All Tests - District	30.0	57.1	56.7	N/A	71	49.3
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	72.5	75	48.3	50	96.7	64.7
ELA Performance Index	High Needs Students	68.2	75	45.4	50	90.9	54.9
Math Performance Index	All Students	68.7	75	45.8	50	91.6	61.1
Math Performance Index	High Needs Students	63.4	75	42.3	50	84.5	50.6
Science Performance Index	All Students	74.1	75	49.4	50	98.8	62.6
Science Performance Index	High Needs Students	64.0	75	42.7	50	85.3	52.1
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	60.6%
ELA Academic Growth	High Needs Students	64.9%	100%	64.9	100	64.9	55.7%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	62.3%
Math Academic Growth	High Needs Students	62.7%	100%	62.7	100	62.7	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	9.2%	<=5%	41.7	50	83.3	17.2%
Chronic Absenteeism	High Needs Students	14.9%	<=5%	30.2	50	60.5	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	95.2%	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	49.3%	75%	32.9	50	65.7	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				686.7	900	76.3	

Physical Fitness Estimated Participation Rate - District: 94.7% | 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	68.2	6.8	16.9	N
Math Performance Index Gap	74.5	63.4	11.1	18.4	N
Science Performance Index Gap	75.0	64.0	11.0	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	100.0
Science	High Needs Students	100.0

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

At North Canaan Elementary School, we recognize that strong, consistent communication between home and school is a critical component of student success. We are committed to fostering meaningful connections with families by using a range of accessible, inclusive, and user-friendly communication tools that meet the diverse needs of our school community.

To ensure grade-level-appropriate communication strategies, teachers in Early Kindergarten through Grade 2 will utilize SeeSaw, an interactive digital platform that allows families to engage with their child's learning journey in real time. Through SeeSaw, teachers can share student work, class announcements, photos, and videos, helping parents stay informed and involved. For students in Grades 3 through 8, teachers will use Remind, a widely-used messaging app that enables secure, two-way communication between teachers and families. Remind ensures that important updates, assignments, and reminders reach families efficiently via text messages or app notifications.

In addition to these classroom-based platforms, North Canaan Elementary School will invite all families to school events through multiple communication channels, including email, text, flyers, school website updates, and automated phone calls. This multi-modal approach helps ensure that all families, regardless of their preferred communication method or access to technology, receive timely information about upcoming school activities, academic events, and celebrations.

Understanding the importance of equitable access to information, we are committed to translating all school communications for our multilingual families. Whether it's a school newsletter, an event invitation, or an academic notice, translated materials will be made available to ensure every family feels welcomed, informed, and included in their child's educational experience.

To further support family engagement, especially among new or multilingual families, we will provide PowerSchool information sessions during both our traditional Open House and a dedicated Multilingual Open House. These sessions will guide families in navigating our student information system, reviewing grades and attendance, and understanding how to monitor academic progress. By offering this support, we aim to build parent confidence and ensure equitable access to essential student data.

Finally, North Canaan Elementary will enhance its communication and outreach efforts by utilizing social media platforms such as Facebook and Instagram. These channels will serve not only to promote upcoming events but also to celebrate school highlights, student achievements, and community partnerships through photos, videos, and updates. Social media will help us build school spirit, foster transparency, and strengthen our connection with families in a more informal, yet impactful way.

In sum, North Canaan Elementary School's communication plan is designed to be inclusive, consistent, and accessible. By leveraging technology, offering multilingual support, and embracing multiple outreach strategies, we strive to ensure that every family—regardless of language, background, or digital access—feels connected to the school community and empowered to support their child's education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

.At North Canaan Elementary School, we are deeply committed to ensuring that every student attends school regularly and has equitable access to learning opportunities. To support this goal, we are implementing a comprehensive attendance strategy that includes proactive outreach, targeted support, and a strong focus on family and community engagement.

Bi-weekly Attendance Team meetings will be held to monitor and analyze student attendance patterns. These meetings will include key staff members—most notably Mr. Nolan, who will serve as an active member of the team. Together, the team will identify students with emerging or chronic absenteeism and work to understand the root causes behind missed school days.

In response to identified needs, we will provide tiered services to families. This means offering differentiated levels of support based on the severity and frequency of attendance issues. Tier 1 interventions may include general attendance reminders and positive reinforcement; Tier 2 might involve phone calls, family meetings, or referrals to school-based support staff; and Tier 3 may include individualized attendance plans, home visits, or coordination with community agencies.

Special attention will be paid to working with our Multilingual Learner (ML) community to reduce barriers to attendance. Through partnerships and ongoing communication, we will work closely with ML families to understand their unique needs and co-develop strategies to increase consistent school participation. As part of this effort, we will host a Multilingual Open House, providing families with information about school expectations, attendance importance, and available resources in a welcoming and inclusive environment.

To support our schoolwide focus on equity, staff will participate in professional development sessions with equity specialist Carolyn Corrado. These sessions will include case studies and reflective practices that examine how implicit bias and systemic barriers can impact student experiences, including attendance. This work will help staff develop culturally responsive strategies to better serve all families.

Finally, to ensure clear and inclusive communication, all school communications will be sent home in both Spanish and English. This bilingual approach help

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Equitable Allocation of Resources among District Schools

At North Canaan Elementary School, we engage families, staff, and district leaders in a collaborative budgeting process that reflects our shared goals and student priorities. Our focus is on equity—ensuring that students with greater needs receive increased support through targeted staffing and services, including English Learner (EL) support, Social-Emotional Learning (SEL), and academic intervention.

We use academic data, enrollment trends, and specialized service needs to guide decisions about resource allocation, making sure our investments are both responsive and strategic. Resource use is regularly assessed, and midyear adjustments are made to address emerging student needs.

To strengthen our school's capacity, we actively pursue grant opportunities and build community partnerships that enhance student services and supports. Through this inclusive and flexible approach, we ensure every student has the resources needed to thrive.

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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)	0	0.0	32.0
Retired	2	100.0	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	2		

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.