Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2025-26

CONNECTICUT Education

New Canaan High School

New Canaan School District

203-594-4600 • http://www.ncps-k12.org/Domain/9

School Information

Category	Value
Grade Range	9-12
Enrollment	**1,257**
Per Pupil Expenditures	**$23,543**
Total Expenditures	**$29,593,483**

Expenditure data reflect the 2024-25 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities.

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Unless otherwise noted, all data are for 2025-26 and include all grades offered by the school.

EdSight provides data for additional race/ethnicity categories. Most tables in this report display data only for the three major race/ethnicity categories.

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality.
CSDE's Data Suppression Guidelines provide detailed information about data suppression policies.

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

Students

October 1, 2025 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	614	48.8	48.6
Male	643	51.2	51.4
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	*
Asian	105	8.4	7.0
Black or African American	20	1.6	1.3
Hispanic or Latino of any race	88	7.0	6.8
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	53	4.2	5.7
White	986	78.4	79.0
English Learners/Multilingual Learners	*	*	0.5
Eligible for Free or Reduced-Price Meals	0	0.0	0.0
Students with Disabilities	165	13.1	13.5

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	34	5.5	8	1.3
Male	24	3.7	8	1.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	8.8	*	*
White	41	4.2	10	1.0
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	15	9.9	6	3.5
All Students - School	58	4.6	16	1.3
All Students - District		4.8		1.6

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: Fewer than 6

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	91.2
General Education Paraprofessionals	5.6
Special Education Teachers and Instructors	12.0
Special Education Paraprofessionals	16.4
School Level Administrators	10.9
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	3.9
Counselors, Social Workers and School Psychologists	13.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	51.8

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.

Certified Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.7	0.2
Asian	5	3.6	1.5
Black or African American	2	1.4	0.4
Hispanic or Latino of any race	7	5.0	3.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.2
Two or More Races	0	0.0	0.7
White	125	89.3	93.7

Classroom Teacher Attendance, 2024-25

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	8.3
District	10

Educator Attrition: 2024-25

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	10	7.5	8
Teachers	5	4.9	7.8

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2023-24 but were not teaching in 2024-25.
All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2023-24 but were not staffed in a certified educator position in 2024-25.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

Instruction and Resources

School-Level Expenditures: 2024-25

Expenditure	Total ($)	Per Pupil ($)
Instruction	$17,782,658	$14,147
Support Services - Students	$3,666,663	$2,917
Improvement of Instruction	$141,852	$113
Library and Media Services	$852,811	$678
Support Services - Instruction	$355,177	$283
Support Services - School-Based Administration	$1,814,477	$1,443
Operation and Maintenance of Plant	$2,511,152	$1,998
Transportation Other Than to/From Home	$327,307	$260
Enterprise Operations	$2,141,387	$1,704
Total	$29,593,483	$23,543

Total per pupil expenditures (PPE) including share of district central expenditures is $29,069.
Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

Disability	Count	Rate (%)
Autism	9	*
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	44	65.7
Other Health Impairment	45	78.9
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	105	64.0
All Disabilities - District		65.3

This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	28	100.0	16	*
White	227	99.6	246	99.6
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	32	100.0	20	100.0
All Students - School	297	99.7	307	99.7
All Students - District		99.7		99.1

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1045
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:00 AM
School End Time	02:30 PM

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	23	78.6	23	84.7	24	86.6
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	26	72.8	26	67.1	26	78.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	9	*	9	*	9	*
White	221	72.9	221	71.4	227	80.3
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	14	*	14	*	14	*
Not Eligible for Free or Reduced-Price Meals	274	73.6	274	72.3	281	80.9
Students with Disabilities	30	54.8	30	52.9	33	53.1
Students without Disabilities	258	75.1	258	74.0	262	83.8
High Needs	41	57.4	41	55.8	44	58.6
Non-High Needs	247	75.5	247	74.5	251	84.2
School	288	73.0	288	71.8	295	80.3

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.

Connecticut's 2024 NAEP Results provide performance on NAEP by student group.

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	N/A	N/A	93.2	324	93.2
Curl Up	N/A	N/A	N/A	99.4	321	99.4
Push Up	N/A	N/A	N/A	97.2	320	97.2
Mile Run/PACER	N/A	N/A	N/A	87.1	318	87.1
All Tests - School	N/A	N/A	N/A	83.1	313	83.1
All Tests - District	78.7	76.5	71.9	83.1		77.7

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.

2024-25 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	26	100.0
White	246	99.2
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	48	93.8
All Students - School	321	99.1
All Students - District		99.1

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2024-25 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	256	86.2
Male	257	83.2
Non-Binary	N/A	N/A
Black or African American	6	*
Hispanic or Latino of any race	34	77.3
White	402	84.6
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	16	30.8
All Students - School	513	84.7
All Students - District		82.5

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2025 Entrance Rate (%)	Class of 2024 Persistence Rate (%)
Female	90.6	93.7
Male	*	94.1
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	88.5	*
White	87.7	93.1
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	80.0	100.0
All Students - School	88.4	93.9
All Students - District	87.9	93.9

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	73.0	75	145.9	150	97.3	65.0
ELA Performance Index	High Needs Students	57.4	75	114.9	150	76.6	55.4
Math Performance Index	All Students	71.8	75	143.6	150	95.7	61.7
Math Performance Index	High Needs Students	55.8	75	111.7	150	74.5	51.3
Science Performance Index	All Students	80.3	75	100.0	100	100.0	63.1
Science Performance Index	High Needs Students	58.6	75	78.1	100	78.1	52.6
ELA Academic Growth	All Students	.	100%	.	.	.	59.3%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	54.8%
Math Academic Growth	All Students	.	100%	.	.	.	60.9%
Math Academic Growth	High Needs Students	.	100%	.	.	.	54.0%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	59.0%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	53.9%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	16.4%
Chronic Absenteeism	High Needs Students	10.5%	<=5%	38.9	50	77.9	23.8%
% Taking CCR Courses	All Students	99.7%	75%	50.0	50	100.0	94.1%
% Meeting CCR Benchmark	All Students	84.7%	75%	50.0	50	100.0	49.9%
On-track to High School Graduation	All Students	98.2%	94%	50.0	50	100.0	87.7%
4-year Graduation Rate (2025 Cohort)	All Students	99.1%	94%	100.0	100	100.0	91.2%
6-year Graduation Rate (2023 Cohort)	High Needs Students	98.3%	94%	100.0	100	100.0	85.8%
Postsecondary Entrance (Class of 2025)	All Students	88.4%	75%	100.0	100	100.0	67.4%
Physical Fitness % Meeting Health Standard	All Students	83.1%	75%	50.0	50	100.0	50.4%
Arts Access	All Students	47.8%	60%	39.8	50	79.6	56.4%
Accountability Index				**1323.0**	**1450**	**91.2**	

Physical Fitness Estimated Participation Rate - School: 93.7% | State: 95.1%

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 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	57.4	17.6	17.0	Y
Math Performance Index Gap	74.5	55.8	18.6	18.3	Y
Science Performance Index Gap	75.0	58.6	16.4	18.4	N
Graduation Rate Gap	94.0%	98.3%	0.0%	7.0%	N

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	97.3
ELA	High Needs Students	91.3
Math	All Students	97.3
Math	High Needs Students	91.3
Science	All Students	99.7
Science	High Needs Students	97.8

Minimum participation standard is 95%.

EdSight's Next Generation Accountability Dashboard provides access to supporting resources and materials.