

**STRATEGIC SCHOOL PROFILE 2009-10****Stafford School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Tolland

Town Population in 2000: 11,307

1990-2000 Population Growth: 1.9%

Number of Public Schools: 5

Per Capita Income in 2000: \$22,017

Percent of Adults without a High School Diploma in 2000\*: 18.4%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.6%

District Enrollment as % of Estimated. Student Population: 93.7%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      1,839  
5-Year Enrollment Change      -7.5%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	469	25.5	25.7	32.6
K-12 Students Who Are Not Fluent in English	17	1.0	2.0	5.4
Students Identified as Gifted and/or Talented*	15	0.8	3.1	4.1
PK-12 Students Receiving Special Education Services in District	150	8.2	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	100	90.1	77.7	80.5
Homeless	7	0.4	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	9	3.9	15.5	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	38	2.1
Black	31	1.7
Hispanic	63	3.4
White	1,704	92.7
Total Minority	135	7.3

**Percent of Minority Professional Staff: 2.3%**

**Non-English Home Language:**

2.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Although there are fewer Interdistrict Cooperative Grants available than in recent years, Stafford continues to seek out and participate in inter-district programs, such as Imagination Connection, to increase contact with diverse student populations. Within our own economically diverse community, however, we have worked to reduce isolation in significant ways. All Stafford students from second grade to twelfth grade interact while learning at district wide schools. Over the last five years there have been continuing opportunities for younger students and families of different neighborhoods to work together in intradistrict school sponsored activities and programs. Stafford offers every student the option of attending Pre-Kindergarten through local support and School Readiness Grant funding. Events organized and sponsored by the district's Family Resource Center bring the community of young families throughout the town together. The Discovery Grant from the Graustein Memorial Fund continues to be a significant factor in bringing our community together via conversations about valuing diversity, promoting tolerance and appreciating multicultural perspectives. Initiatives at all five schools have been instrumental in focusing students and staff on specific diversity themes over the course of the past five years. In the past 5 years, thoughtful replacement of texts and curriculum revision has been instrumental in redefining and enlarging the multi-cultural experience of students. We continue to explore opportunities to honor multicultural voices by expanding literature titles in school libraries. As well, field trips to local, regional, and international destinations broaden students' perspectives and experiences. The increasing capability to access Internet-supported activities also helps our students to understand other cultures. During 2009- 2010 we participated in distance learning projects with schools in other regions of the United States, Canada, and Europe. The district's commitment to the Responsive Classroom model has added depth to students' capacity to interact with each other and develop positive character traits in grades PK- 5. Additionally, the district has made great strides in promoting and implementing inclusion practices via a continuum of collaborative services and models so all children can have access to high quality learning experiences together. We plan to continue to expand our partnerships with diverse communities through increased participation in Interdistrict Cooperative Grants and partnerships with Priority School Districts during the coming school year. Future efforts will also look to technology and beyond the school day programming to reduce racial, ethnic, and economic isolation to reflect the district's theme of "It takes a whole village to raise a child".

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	60.5	57.0	39.3
Writing	62.2	58.3	45.4
Mathematics	52.8	62.4	17.2
Grade 4 Reading	60.4	59.9	34.6
Writing	67.6	63.6	41.3
Mathematics	75.9	67.0	56.0
Grade 5 Reading	70.4	61.8	53.3
Writing	70.0	68.2	35.5
Mathematics	81.2	72.4	60.2
Science	71.2	59.4	49.4
Grade 6 Reading	81.8	74.9	50.3
Writing	76.6	65.9	61.0
Mathematics	82.0	70.7	60.1
Grade 7 Reading	86.7	77.4	55.2
Writing	88.1	61.2	97.4
Mathematics	85.8	68.5	74.7
Grade 8 Reading	77.3	73.3	43.3
Writing	81.7	62.6	82.8
Mathematics	79.3	67.3	61.8
Science	73.9	62.8	51.0

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. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	48.9	45.9	50.0
Writing Across the Disciplines	63.0	59.6	45.9
Mathematics	58.0	48.7	53.0
Science	42.6	45.3	35.6

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	47.7	50.7	39.3

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.3	68.5	
Average Score	Mathematics	534	508	70.5
	Critical Reading	547	503	84.5
	Writing	531	506	72.1

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	87.6	91.3	15.4
2008-09 Annual Dropout Rate for Grade 9 through 12	3.5	3.0	13.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.2	84.5
% Employed (Civilian Employment and in Armed Services)	7.1	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	122.00
Paraprofessional Instructional Assistants	30.00
Special Education	
Teachers and Instructors	19.50
Paraprofessional Instructional Assistants	37.38
Library/Media Specialists and/or Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	11.43
School Nurses	8.00
Other Staff Providing Non-Instructional Services and Support	108.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.0	14.0	13.8
% with Master's Degree or Above	78.3	76.3	77.8

Average Class Size	District	DRG	State
Grade K	15.9	16.0	18.5
Grade 2	21.7	18.5	19.7
Grade 5	22.6	20.5	21.1
Grade 7	15.8	19.5	20.8
High School	19.4	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	1,003	992
Middle School	1,022	1,033	1,018
High School	1,004	1,005	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.2	3.2
Middle School	2.9	2.2	2.5
High School	2.1	2.1	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$14,476	\$7,607	\$7,819	\$7,280	\$7,829
Instructional Supplies and Equipment	\$433	\$227	\$274	\$278	\$279
Improvement of Instruction and Educational Media Services	\$478	\$251	\$474	\$290	\$459
Student Support Services	\$1,914	\$1,006	\$863	\$723	\$859
Administration and Support Services	\$2,631	\$1,383	\$1,405	\$1,415	\$1,426
Plant Operation and Maintenance	\$2,556	\$1,343	\$1,469	\$1,463	\$1,462
Transportation	\$2,051	\$1,012	\$701	\$705	\$694
Costs for Students Tuitioned Out	\$1,588	N/A	N/A	N/A	N/A
Other	\$54	\$28	\$163	\$182	\$162
<b>Total</b>	<b>\$26,180</b>	<b>\$13,467</b>	<b>\$13,458</b>	<b>\$12,570</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,617	\$1,375	\$1,864	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,687,761	21.7	19.5	20.7

**Revenue Sources, % of Expenditures 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
Including School Construction	52.6	44.0	2.8	0.6
Excluding School Construction	53.5	42.8	3.1	0.6

## 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.

Equitable allocation of resources among district schools is determined by Stafford Board of Education policy and practice. The Board reviews the budget as recommended by the Superintendent of Schools. The Superintendent determines recommendations for allocations beyond the established budget base after careful study and discussion of information on student needs provided by community members, parents, administrators, and staff. Upon the Board's approval and the subsequent confirming vote from the town, the budget is allocated as agreed. In an effort to maintain a balance among our district schools, each building receives a base budget allocation for resources as determined by enrollment and specific school needs. On a yearly basis, additional components of the budget are presented to address unique school and district learning and facility priorities. For example, in the budget year 2009- 2010, monies were targeted to address diversity and cultural awareness, teaching and learning with technology, improving literacy, and improving communication with the community and parents about educational issues.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	159
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	16	0.9	0.9	1.0
Learning Disability	50	2.9	3.6	3.9
Intellectual Disability	8	0.5	0.5	0.5
Emotional Disturbance	19	1.1	1.1	1.0
Speech Impairment	29	1.7	2.3	2.2
Other Health Impairment*	26	1.5	1.9	2.1
Other Disabilities**	11	0.6	0.8	0.9
<b>Total</b>	<b>159</b>	<b>9.2</b>	<b>11.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	77.8	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.6	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	45.5	31.6	73.1	67.5
	Writing	29.7	19.6	74.4	63.3
	Mathematics	39.7	32.9	76.4	68.1
	Science	37.5	23.7	72.5	61.1
CAPT	Reading Across the Disciplines	9.1	13.8	48.9	45.9
	Writing Across the Disciplines	41.7	16.8	63.0	59.6
	Mathematics	33.3	16.7	58.0	48.7
	Science	23.1	13.0	42.6	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	6.5
	% With Accommodations	93.5
CAPT	% Without Accommodations	31.3
	% With Accommodations	68.8
% Assessed Using Skills Checklist		8.6

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.6
Private Schools or Other Settings	20	12.6

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	115	72.3	75.9	73.4
40.1 to 79.0 Percent of Time	19	11.9	14.0	15.3
0.0 to 40.0 Percent of Time	25	15.7	10.1	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

As a pre-kindergarten through grade 12 learning community, we continually strive to prepare our students for the rigors of the 21st century. Stafford Public Schools purposefully combines early prevention programs, focused and on-going staff development activities, and a strong emphasis on developing essential skills and content knowledge as specified in CT state frameworks and assessments. Improving achievement data provides strong evidence about the effectiveness of our programs, instruction, and support structures. For the past several years, early literacy has been a priority. A strong pre-kindergarten program focusing on language skills, school routines, and social skills ensures that students enter kindergarten ready to learn. At the same time, the Stafford Family Resource Center reaches out to the community with programs for parents and children from the earliest years on. The Early Reading Success, Reading Recovery, Teaching for Literacy Competence (TLC), Early Intervention Project (EIP), Response to Intervention (RtI) programs, and Title I services are keystones to early intervention at the primary level. In 16 of the 20 sub-tests (Math, Reading, Writing, and Science) of the 2010 CMT assessments, Stafford students in grades three through eight performed above DRG and State averages. Notably, there are fewer students performing at the intervention level as students progress through the educational system. Student achievement on the 2010 CMT improved in 13 of the 15 tests when comparing results over a two year period. Stafford's 2010 CAPT results for students at proficient or better were higher than the state average in all four areas for the 7th consecutive year. Stafford High School students' participation rate in the Scholastic Aptitude Test has steadily increased from 29% in 1997 to 70% in 2010. Similarly, enrollment in 2 and 4-year colleges has climbed to 85% in 2010, up from 66% in 1996. This data indicates a steady, improving, and impressive performance for Stafford. Stafford's successes over the past several years are building blocks for a culture of continuous improvement. District goals include strengthening achievement for all students through a district wide and systemic approach that connects our efforts in teacher evaluation, walk-through observations, school improvement strategies using data-driven decision making, curriculum development, and professional development in a cohesive and effective plan for improving student learning and achievement. A Five Year Strategic Plan, adopted by the BOE in 2009, provides structure to district and school based efforts for continuous academic achievement. The percentage of students eligible for special education continues to be below the average percent at the DRG and State level, reflecting both the district's commitment to and successful implementation of an effective early intervention program (EIP) model and RtI strategies. Staff and administrators initiated discussions to define a vertical articulation (elementary to middle to high schools) of a 3-tier intervention model to identify common effective practices and service gaps. The district implemented the RtI model in all schools, increased access to best practice instruction in literacy and math, and strengthened the implementation of co-teaching models at the secondary schools. As a result there was significant improvement in achievement results for students with disabilities on CMT and CAPT. Staff will continue to focus on aligning IEP goals and objectives to state standards. A review of the effectiveness of accommodations and modifications, including 504 plans, is ongoing. The district continues to strive to develop program capacity within district to reduce the percentage of students with disabilities served in out-of-district programs.

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