

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



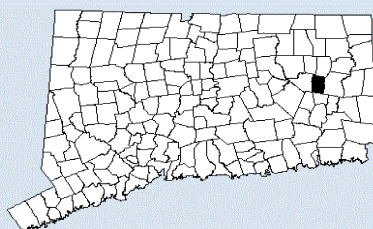
Scotland School District

Dr. Richard Packman, Superintendent • 860-455-9306 • www.scotlandschool.org

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	129
Per Pupil Expenditures ¹	\$19,700
Total Expenditures ¹	\$2,718,662

¹Expenditure data reflect the 2013-14 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)

(2015® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

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

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	71	55.0	48.3
Male	58	45.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.7
Black or African American	*	*	12.9
Hispanic or Latino	12	9.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	113	87.6	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	43	33.3	37.6
Students with Disabilities ¹	22	17.1	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	*	*	8	7.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	8	6.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2014-15

Scotland School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	12.1
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	7.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.6
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.2

¹In 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	19	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	13	*
State		69.7

³Ages 6-21

District Profile and Performance Report for School Year 2014-15

Scotland School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.4
Other Health Impairment	8	7.1	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	7	6.3	1.9
All Disabilities	20	17.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,499,426	11,274	9,134
Instructional Supplies and Equipment	62,834	472	334
Improvement of Instruction and Educational Media Services	128,644	967	498
Student Support Services	169,725	1,276	1,001
Administration and Support Services	346,385	2,604	1,694
Plant Operation and Maintenance	294,189	2,212	1,572
Transportation	176,775	683	813
Costs of Students Tuitioned Out	20,250	N/A	N/A
Other	20,434	154	186
Total	2,718,662	19,700	15,289

Additional Expenditures

Land, Buildings, and Debt Service	366,138	2,753	1,272
-----------------------------------	---------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	359,150	57.4	35.1
Noncertified Personnel	156,256	25.0	14.2
Purchased Services	44,427	7.1	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	66,025	10.5	14.9
Total Expenditures	625,858	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.4	58.6
State	34.1	36.3
Federal	2.4	2.7
Tuition & Other	2.1	2.4

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2014-15

Scotland School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	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	*	*	*	*	N/A	N/A
Hispanic or Latino	*	*	*	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	N/A	N/A	N/A	*	N/A	N/A
White	58	74.8	57	66.5	11	*
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	64	74.6	63	65.3	11	*
Eligible for Free or Reduced-Price Meals	21	67.8	21	58.0	*	*
Not Eligible for Free or Reduced-Price Meals	43	78.0	42	69.0	*	*
Students with Disabilities	19	*	18	*	*	*
Students without Disabilities	45	79.3	45	70.0	*	*
High Needs	32	67.7	31	56.3	6	*
Non-High Needs	32	81.6	32	74.1	*	*
District	64	74.6	63	65.3	11	*

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	35	85.7
Curl Up	*	*	N/A	N/A	35	77.1
Push Up	*	*	N/A	N/A	35	45.7
Mile Run/PACER	*	*	N/A	N/A	35	80.0
All Tests - District	*	*	N/A	N/A	35	20.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2014-15

Scotland School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.6	75	99.5	100	99.5	67.9
	High Needs Students	67.7	75	90.2	100	90.2	56.7
Math Performance Index	All Students	65.3	75	87.1	100	87.1	59.3
	High Needs Students	56.3	75	75.0	100	75.0	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	10.4%	<=5%	39.2	50	78.3	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.2% 20.0%	75%	13.3	50	26.7	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				454.3	550	82.6	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	67.7	7.3	17.3	
Math Performance Index Gap	74.1	56.3	17.8	19.6	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	98.6
	High Needs Students	97.1
Science	All Students	.
	High Needs Students	.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 50.1**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2014-15

Scotland School District

Narratives

School District Improvement Plans and Parental Outreach Activities

- Professional development for all certified staff continued to focus on improving student learning in reading, writing and math while working on curriculum alignment to the new Common Core. Teachers worked with an outside consultant to examine the skills each grade level required students to master (non-negotiables) by the end of each year. The required skills were then examined in relation to RTI instruction using tiers 1 through 3. The teachers examined Tier 3 in the regular education classroom rather than a pull-out model.
- A targeted summer school program was offered to students needing extended school year instruction in Math, Reading and Writing. The program consisted of three one-week programs where a small number of students received additional instruction provided by a special education teacher and two paraprofessionals. Students with IEP needs in the area of speech services also received services through the summer school program. All services and programs were provided at no cost to the families.
- Scotland Elementary School participated in the Smarter Balanced Pilot Assessment for the first times in grades three through six. Assessment results were satisfactory for the first year of assessment. Math and Reading scores were comparable to CMT scores from the prior school year. Curriculum was examined in the area of writing where Scotland students displayed more difficulty during the computer-based assessment. More classroom computer use was shown to be needed in the area of creative writing to develop a greater technological comfort level for all assessed students.
- Scotland Elementary School continued the middle school format for grades 5 that was successfully piloted during the 2013-2014 school year. Students changed classes for the four major subjects—math, language arts, science and social studies. Grades 5 and 6 were combined for math and the reading portion of the language arts. Students were homogeneously grouped for reading with an advanced level, on-grade-level, and a remedial level. In math, students were flexibly grouped according to topic. All students were assessed prior to each unit and groupings were created—advanced, on-grade-level and remedial. The groupings were created for each new unit based on unit pre-assessment scores.
- Truancy is not a problem at Scotland Elementary School but procedures are in place to deal with such issues if they arise.
- All teachers maintained active webpages with homework assignments. Resources and learning activities for parents in the areas of reading and math were provided on these pages.
- Scotland Elementary School posted information to parents and community via the school website. Teachers utilized Power School to post electronic grade books. Parents were provided private passwords to see their own students' academic information, as well as lunch account balances. Scotland Elementary School also utilized the Alert Now System to broadcast emergency announcements and important time-sensitive announcements to all families and guardians.

Efforts to Reduce Racial, Ethnic and Economic Isolation

- Scotland Elementary School was again involved in three programs that created interaction between students and teachers of diverse racial and economic backgrounds. The first program was a Sister School program with the Discovery Center which involved students in grades 5 and 6 from Scotland and 6th graders from Beckett School in Manchester, CT. Students from both schools stayed for three days and two nights at the YMCA camp in Woodstock. The Discovery Center program will continue next year in the 2015-2016 school year.
- The second program involved students in grade 5 and 6. These students participated in the second year of Inter-district grant provided by EASTCONN entitled "Creating Community Builders". Students from Scotland Elementary School, Hampton Elementary School, the Windham STEM School and Stanton School of Norwich integrated art, science and technology in the service of others through community projects. Through literature, students explored the concept of character and the ways in which it defines and creates community, while also improving their academic skills and increasing their understanding of diversity.
- The third program involved students in grade 4. This class participated in the second year of an Inter-district grant provided by EASTCONN entitled "Elementary Connections". Students from Scotland Elementary School, North Windham and Vernon explored their personal culture and heritage. They examined a variety of factors that guide people in different geographic locations to choose the food they do. Students shared their learning digitally and during several in-person, all-team meetings and workshops.

District Profile and Performance Report for School Year 2014-15

Scotland School District

Equitable Allocation of Resources among District Schools

Scotland School District consists of only one school, Scotland Elementary School. All district resources are allocated to Scotland Elementary School to ensure that student needs are addressed.