Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Scotland School District

Dr. Francis Baran, Superintendent • 860-423-0064 • http://www.ScotlandElementaryCT.com

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	105
Per Pupil Expenditures[1]	$20,618
Total Expenditures[1]	$2,577,305

[1]*Expenditure data reflect the 2017-18 school year.*
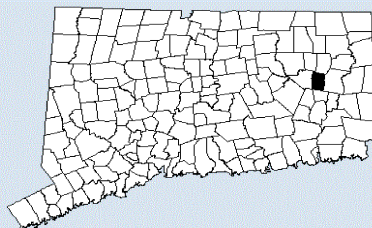
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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.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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	59	56.2	48.4
Male	46	43.8	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	*	*	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	99	94.3	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	26	24.8	42.1
Students with Disabilities[3]	18	17.1	15.4

[2]This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3]Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/ Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	0	0.0	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	0.0
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

[4]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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	10.9
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.4
Support Staff	0.0
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	10.3

[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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	20	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	10	*
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	6	5.9	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	6	5.9	1.8
All Disabilities	18	17.6	15.0

[1]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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$1,420,060	$11,360	$10,545
Support services - students	$245,812	$2,066	$1,373
Support services - instruction	$92,114	$774	$644
Support services - general administration	$112,500	$945	$462
Support services - school based administration	$198,631	$1,669	$1,007
Central and other support services	$78,584	$660	$671
Operation and maintenance of plant	$235,940	$1,983	$1,629
Student transportation services	$172,663	$778	$1,231
Food services	$21,000	$176	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$2,577,305	$20,618	$17,153

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

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$266,809	53.1	29.7
Instructional Aide Salaries	$114,580	22.8	9.6
Other Salaries	$10,144	2.0	10.4
Employee Benefits	$55,819	11.1	13.0
Purchased Services Other Than Transportation	$43,997	8.8	5.5
Special Education Tuition	$7,788	1.5	22.6
Supplies	$3,420	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$502,558	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.5	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	64.3
State	30.0
Federal	3.3
Tuition & Other	2.5

[4]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).

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	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	41	78.4	41	72.0	*	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	45	76.5	45	70.9	13	*
Eligible for Free or Reduced-Price Meals	13	*	13	*	*	*
Not Eligible for Free or Reduced-Price Meals	32	79.9	32	73.3	*	*
Students with Disabilities	8	*	8	*	*	*
Students without Disabilities	37	79.2	37	73.0	*	*
High Needs	17	*	17	*	7	*
Non-High Needs	28	81.6	28	75.3	6	*
District	45	76.5	45	70.9	13	*

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1]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. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	20	95.0
Curl Up	*	*	N/A	N/A	20	95.0
Push Up	*	*	N/A	N/A	20	80.0
Mile Run/PACER	*	*	N/A	N/A	20	85.0
All Tests - District	*	*	N/A	N/A	20	65.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]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.
[3]Only students assessed in all four areas are included in this calculation.

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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.5	75	50.0	50	100.0	67.7
	High Needs Students	.	75	.	.	.	58.1
Math Performance Index	All Students	70.9	75	47.3	50	94.6	63.1
	High Needs Students	.	75	.	.	.	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	67.6%	100%	67.6	100	67.6	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	92.3%	100%	92.3	100	92.3	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.9%	<=5%	44.2	50	88.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% | 65.0%	75%	43.3	50	86.7	96.4% | 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**394.8**	**450**	**87.7**	

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 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	.	.	15.4	
Math Performance Index Gap	75.0	.	.	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

[1]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.
[2]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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.9
	High Needs Students	.
Math	All Students	97.9
	High Needs Students	.
Science	All Students	.
	High Needs Students	.

[3]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: 51.5**

Supporting Resources: Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

A targeted extended school year program was offered to students with disabilities in the areas of reading, math, and writing. The program consisted of three one-week sessions where a small identified number of students received instruction provided by a special education teacher and a paraprofessional. Students with IEP needs in the area of speech and OT services also received services through the extended school program. All services and programs were provided at no cost to the families.

Truancy is not a problem at Scotland Elementary School but procedures are in place to deal with such issues if they arise. We have a Student Assistance Team consisting of the building principal, the school nurse, and the school psychologist who meet regularly to discuss student issues.

Scotland Elementary School strives to engage parents in the education of their children and involves families in a variety of academic and social activities. Many of these events are held during the day, as well as evening activities. Examples of past events: Scholastic Book Fair - twice a year, Special Relative Luncheon, evening Fall Open House, Parent-Teacher Conferences-afternoon and evening, winter and spring music concerts-afternoon and evening performances, Preschool family picnic, and school spirit (different themes) days with parent and family volunteers.

Parents are encouraged to support the continued learning of their students at home through Scotland Elementary School's participation in the Scholastic Summer Reading Contest, the REFLEX Math program, and lessons in the Google classroom shared between home and school. Parents are encouraged to utilize the school's website and the school app to stay informed of school events and opportunities. Teachers also maintain active individual classroom webpages that include daily homework assignments. Many teachers use a reminder app as an additional way for parents to stay informed. Teachers also use Power School to post student grades in their electronic grade books. Parents are provided private passwords to see their students' academic information in real time.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Scotland Elementary School received the Mohegan Challenge grant and utilized its benefits to learn about the Mohegan influence on Connecticut history. Representatives presented informative sessions with different grades relating to daily life, education, celebrations, and construction of dwellings. Grades 2, 3, and 4 traveled to the Mohegan Museum in April to experience a "day in the life" of a member of the Mohegan Tribe. Students were exposed to the language, dwellings, food, and clothing during their visit.

The students in grades preschool and kindergarten participated in field trips to an area farm and the Mystic Aquarium.

The Children's Museum brought their animal program to preschool and kindergarten.

Students in grades 1, 2, and 3 participated in a field trip to Mystic Seaport.

Students in grades 3, 4, 5, and 6 participated in a field trip to the Woodstock Arts Center (Hyde Music Venue).

Students in grades 4, 5, and 6 participated in a field trip to the Boston Museum of Science.

Breakfast is provided to all Scotland Elementary School students, by the EASTCONN Lunch Program regardless of economic status.

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.