

STRATEGIC SCHOOL PROFILE 2007-08**Stafford School District**

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Connecticut

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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.

COMMUNITY DATA

County: Tolland	Per Capita Income in 2000: \$22,017
Town Population in 2000: 11,307	Percent of Adults without a High School Diploma in 2000*: 18.4%
1990-2000 Population Growth: 1.9%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.6%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 93.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 1,905
5-Year Enrollment Change -6.0%

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	417	21.9	20.0	28.7
K-12 Students Who Are Not Fluent in English	12	0.7	1.9	5.4
Students Identified as Gifted and/or Talented*	26	1.4	2.5	4.0
PK-12 Students Receiving Special Education Services in District	146	7.7	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	118	96.7	78.3	79.2
Homeless	3	0.2	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	67	28.3	22.7	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	31	1.6
Black	27	1.4
Hispanic	61	3.2
White	1,784	93.6
Total Minority	121	6.4

Percent of Minority Professional Staff: 1.1%

Non-English Home Language: 2.1% 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 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

Stafford has been committed to and challenged by the state's initiative to reduce racial, ethnic, and economic isolation. Although there are fewer Interdistrict Cooperative Grants available in recent years, Stafford continues to seek out and participate in programs, such as Legacy Explorations, 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 such as Family Fun Nights. 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 several times each year. 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. Programs that involve day-to-day instruction in our classrooms continue to show promise in increasing cultural understanding and valuing of differences among people for Stafford students. In the past 5 years, thoughtful replacement of texts and curriculum revision in English, reading, science and social studies have 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. The increasing capability to access Internet-supported activities also helps our students to understand other cultures. 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".

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	51.6	52.0	35.6
Writing	70.1	63.4	45.4
Mathematics	65.6	60.0	48.5
Grade 4 Reading	59.6	55.9	43.0
Writing	65.1	62.9	40.3
Mathematics	69.9	60.3	56.6
Grade 5 Reading	65.0	62.2	35.8
Writing	69.2	64.5	42.6
Mathematics	68.3	65.9	40.1
Science	70.8	54.9	62.3
Grade 6 Reading	68.0	66.3	33.3
Writing	66.0	61.9	46.4
Mathematics	76.5	66.4	57.7
Grade 7 Reading	80.9	71.1	49.7
Writing	87.2	62.0	93.5
Mathematics	82.8	63.0	80.6
Grade 8 Reading	69.3	64.8	44.0
Writing	78.5	63.4	67.3
Mathematics	76.5	60.8	64.8
Science	74.2	58.6	54.7

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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	55.9	45.5	57.7
Writing Across the Disciplines	66.4	57.9	51.5
Mathematics	63.0	50.1	61.5
Science	60.5	46.3	60.0

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	35.2	36.1	42.2

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.2	77.6	
Average Score	Mathematics	505	504	50.0
	Critical Reading	518	502	65.4
	Writing	501	503	40.8

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 2007	90.8	92.6	18.5
Cumulative Four-Year Dropout Rate for Class of 2007	6.6	6.2	24.1
2006-07 Annual Dropout Rate for Grade 9 through 12	4.0	1.7	6.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	83.4
% Employed (Civilian Employment and in Armed Services)	10.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	126.75
Paraprofessional Instructional Assistants	33.40
Special Education	
Teachers and Instructors	19.00
Paraprofessional Instructional Assistants	35.00
Library/Media Specialists and Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	8.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	10.00
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	105.00

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	16.2	13.5	13.6
% with Master's Degree or Above	75.5	71.0	75.6

Average Class Size	District	DRG	State
Grade K	15.9	16.0	18.1
Grade 2	17.0	17.8	19.3
Grade 5	20.2	19.7	20.9
Grade 7	22.2	19.7	20.5
High School	18.3	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	976	996	987
Middle School	1,022	1,025	1,017
High School	1,004	1,004	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*	3.4	3.8	3.4
Middle School	4.3	2.9	2.7
High School	2.5	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$13,034	\$6,680	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$678	\$347	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$330	\$169	\$443	\$246	\$429
Student Support Services	\$1,540	\$789	\$764	\$662	\$761
Administration and Support Services	\$2,487	\$1,275	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$2,035	\$1,043	\$1,329	\$1,282	\$1,322
Transportation	\$1,637	\$799	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$1,174	N/A	N/A	N/A	N/A
Other	\$81	\$42	\$147	\$166	\$145
Total	\$22,997	\$11,615	\$12,203	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$14,592	\$7,479	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,778,462
Percent of Total PK-12 Expenditures Used for Special Education	20.8%

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	35.6	61.6	2.2	0.6
Excluding School Construction	52.6	42.8	3.5	1.0

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 her 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 2007- 2008, monies were targeted to address teaching and learning with technology, improving literacy, and purchasing language arts textbooks into replace outdated resources and to align with new curricular frameworks.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	145
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.1%

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	13	0.7	0.6	0.7
Learning Disability	52	2.9	3.8	4.0
Intellectual Disability	7	0.4	0.5	0.5
Emotional Disturbance	18	1.0	1.2	1.0
Speech Impairment	24	1.3	2.3	2.4
Other Health Impairment*	22	1.2	2.0	2.1
Other Disabilities**	9	0.5	0.8	0.9
Total	145	8.1	11.2	11.5

*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 2006-07 with a Standard Diploma	50.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.6	2.8

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	18.1	20.4	65.8	62.1
	Writing	23.6	19.3	73.0	63.0
	Mathematics	31.0	22.6	73.5	62.7
	Science	34.4	22.2	72.8	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	55.9	45.5
	Writing Across the Disciplines	N/A	N/A	66.4	57.9
	Mathematics	N/A	N/A	63.0	50.1
	Science	N/A	N/A	60.5	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	9.3
	% With Accommodations	90.7
CAPT	% Without Accommodations	22.2
	% With Accommodations	77.8
% Assessed Using Skills Checklist		7.0

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	0	0.0
Private Schools or Other Settings	16	11.0

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	95	65.5	70.9	71.6
40.1 to 79.0 Percent of Time	31	21.4	18.2	16.6
0.0 to 40.0 Percent of Time	19	13.1	10.9	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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 student 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), and Title I programs are the keystones to early intervention at the primary level.

In 22 of the 24 sub-tests (Math, Reading, Writing, and Science) of the 2008 CMT and CAPT assessments, Stafford students in grades three through eight and tenth grade 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 2008 CMT increased in 13 of the 15 tests when comparing students to their CMT results from the previous year. Stafford's 2008 CAPT results were higher than both the state average and that of our District Reference Group in all four areas and achieved a highest ever score in Math. Stafford High School students' participation rate in the Scholastic Aptitude Test has steadily increased from 29% in 1997 to 78% in 2007. Similarly, enrollment in 2 and 4-year colleges has climbed to 88% in 2007, 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, 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.

The percentage of students eligible for special education (7.7%) continues to be substantially below the percent at the DRG and State level, reflecting both the district's commitment to and implementation of an effective early intervention program (EIP) model. Staff and administrators initiated discussions to define the vertical articulation (elementary to middle to high schools) of a 3-tier intervention model to identify common effective practices and service gaps. This discussion focused on planning for district-wide implementation of a Response-to-Intervention (RTI) Model by July 2009, as required by CSDE. Data on Time with Non-Disabled Peers (TWNDP) remains below DRG and State levels, affected mostly by instructional practices in grades 5-8. Plans are being developed to strengthen access to literacy and math instruction with non-disabled peers at these grade levels. Strengthening the implementation of co-teaching models at the secondary schools remains a priority for professional development. 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 (11%) served in out-of-district programs.
