

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



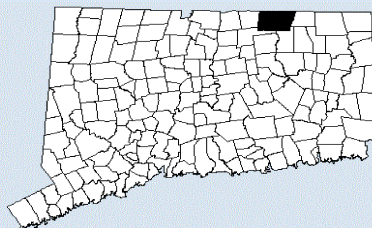
Stafford School District

Dr. Patricia Collin, Superintendent • 860-684-2208 x3 • <http://www.stafford.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	1,634
Per Pupil Expenditures ¹	\$15,741
Total Expenditures ¹	\$27,751,933

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	815	49.9	48.3
Male	819	50.1	51.6
American Indian	*	*	0.2
Asian	21	1.3	4.6
Black or African American	17	1.0	12.9
Hispanic or Latino	78	4.8	21.2
Pacific Islander	*	*	0.0
White	1,474	90.2	58.4
Two or More Races	33	2.0	2.3
English Language Learners	6	0.4	5.7
Eligible for Free or Reduced-Price Meals	446	27.3	37.3
Students with Disabilities ¹	192	11.8	12.8

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	59	7.7	27	3.2
Male	56	7.2	67	8.0
Black or African American	*	*	*	*
Hispanic or Latino	9	12.7	6	7.6
White	103	7.4	83	5.6
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	57	13.0	37	7.6
Students with Disabilities	22	12.6	22	10.8
District	115	7.4	94	5.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 175

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	119.8
Paraprofessional Instructional Assistants	27.8
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	10.6
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	103.4

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 (%)
Asian	1	0.6	1.0
Black or African American	0	0	3.5
Hispanic	2	1.1	3.6
Native American	0	0	0.1
White	171	98.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	0	0	9	7.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	9	6.4
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	17	70.8
Emotional Disturbance	7	31.8
Intellectual Disability	*	*
Learning Disability	36	61.0
Other Health Impairment	22	59.5
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	96	55.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.7	1.4
Emotional Disturbance	22	1.4	1.0
Intellectual Disability	*	*	0.4
Learning Disability	59	3.8	4.2
Other Health Impairment	37	2.4	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	18	1.1	1.9
All Disabilities	182	11.6	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,178,221	8,845	8,769
Instructional Supplies and Equipment	472,128	275	275
Improvement of Instruction and Educational Media Services	661,749	386	487
Student Support Services	1,904,589	1,110	965
Administration and Support Services	2,942,336	1,715	1,600
Plant Operation and Maintenance	2,977,097	1,735	1,472
Transportation	2,318,681	1,271	786
Costs of Students Tuitioned Out	1,230,812	N/A	N/A
Other	66,320	39	178
Total	27,751,933	15,741	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,889,117	1,684	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,369,492	39.9	35.6
Noncertified Personnel	807,097	13.6	14.5
Purchased Services	203,487	3.4	5.0
Tuition to Other Schools	1,087,607	18.3	21.4
Special Ed. Transportation	576,663	9.7	8.5
Other Expenditures	898,561	15.1	14.9
Total Expenditures	5,942,907	100.0	100.0
PK-12 Expenditures Used for Special Education		21.4	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.9	56.8
State	36.3	40.1
Federal	2.6	2.9
Tuition & Other	0.1	0.1

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	77.3	79.4	77.6	77.1	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	78.8	77.4	78.1	83.4	.	.	.	.
Students with Disabilities	61.5	60.4	63.3	64.7	.	.	.	.
High Needs	76.4	75.0	76.8	80.3	.	.	.	.
District	86.5	85.8	86.3	87.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.1	74.4	64.1	73.5	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	68.8	67.3	59.6	67.3	.	.	.	.
District	79.3	82.3	76.3	81.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	73.5	79.7	92.6	82.6	423	81.8
Curl Up	57.8	85.6	96.8	90.8	423	82.7
Push Up	53.9	50.0	66.0	86.2	423	63.8
Mile Run/PACER	55.9	73.7	84.0	66.1	423	69.7
All Tests - District	19.6	43.2	63.8	59.6	423	46.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	39	71.8	70.0	Yes	72.4
Students with Disabilities	*	*	.		.
District	129	86.8	78.6	Yes	80.1
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.3	44	34.6
Male	44.4	30	27.8
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	58.4	71	33.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	29.5	*	*
Students with Disabilities	*	*	*
District	57.9	74	31.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.1	90.7
Male	56.3	71.4
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	67.6	82.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.1	*
Students with Disabilities	*	*
District	67.8	82.1
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Stafford continually strives to prepare students for the rigors of the 21st century and purposefully utilizes early intervention programs and focused staff development activities to develop essential skills and content knowledge as specified in Common Core Standards and measured by the Smarter Balanced Assessments.

Stafford's successes over the past several years are building blocks for a culture of continuous improvement and provide strong evidence about the effectiveness of its programs, instruction, and support structures. District goals include a cohesive and effective plan for strengthening achievement through a systemic approach that connects teacher evaluation, observations, data-driven decision making strategies, curriculum development, and professional learning.

Early literacy has always been a priority. Strong pre-kindergarten and full-day kindergarten programs focus on academics, routines, and social skills ensure a solid foundation. The Family Resource Center provides a variety of programs and services for parents and children. The School Readiness program, Scientific Research-Based Interventions (SRBI), and Title I services are keystones to early intervention and success at the elementary level.

In 15 of the 20 subtests of the 2013 CMT assessments (grades 3 through 8), Stafford students outperformed both the DRG and State averages. Student achievement improved in 11 of the 15 math and reading tests when comparing results over a two year period. Notably, there are fewer students at the intervention level as students progress through the educational system.

Stafford's 2013 CAPT results were higher than the State average on all four assessments (highest ever results in Math and Reading). Our district has outperformed the SAT State and national averages for four consecutive years in Reading, Math, and Writing. Significant improvement has been made in the graduation rate as evidenced by the 95% rate in 2014, which reflects an increase of 25% since 2010.

The percentage of students eligible for special education continues to be below the DRG and State levels, reflecting the district's commitment to and successful implementation of effective programs and SRBI strategies. Staff and administrators have identified and implemented effective practices for a 3-tiered intervention model from elementary through high school to promote student achievement. The district has successfully implemented the SRBI model in all schools, increased the use of best practice instruction, and strengthened the implementation of co-teaching model.

Home-school communication and engagement are vital to success in Stafford. A variety of resources and strategies are utilized to keep parents and families informed of and involved in the school community. The district provides numerous opportunities for communication and engagement including, but not limited to, a web-based portal for parents to access their child's grades and assignments, web pages for each school, digital and print newsletters, parent-teacher organizations, volunteer programs, conferences, and informational events. The District strives to maintain an exemplary communication system to promote a sense of community, thereby reflecting the district's theme, "It takes a whole village to raise a child".

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stafford continues to seek out and participate in inter-district programs, such as Energy for the Future and The 4th R- Robotics, to increase contact with diverse student populations. Within our economically-diverse community, we have worked to reduce isolation in significant ways. Over the last several years there have been opportunities for younger students and families of different neighborhoods to work together in intra-district school-sponsored programs. Stafford offers pre-kindergarten through local support and School Readiness Grant funding. Events sponsored by the district's Family Resource Center bring young families throughout the town together. The Discovery Grant from the Graustein Memorial Fund continues to be a significant factor in facilitating conversations about valuing diversity, promoting tolerance, and appreciating multicultural perspectives.

Initiatives at all schools have been instrumental in focusing students and staff on specific diversity themes. Thoughtful replacement of texts, reading materials, and curriculum revision has been successful in redefining and increasing multicultural experiences for students. We continue to explore opportunities to honor multicultural voices by expanding literature titles in libraries. Field trips to local, regional, and international destinations broaden students' perspectives and experiences. In addition, through the use of grant and local PTO funds, students are exposed to additional multicultural experiences.

Access to Internet-based activities also promotes our students' understanding of other cultures. We continue to expand participation in distance learning projects with schools in other regions of the United States, Canada, and Europe. The use of the Responsive Classroom and Second Step models has increased students' capacity to interact effectively with others and develop positive character traits in grades PK- 5. Additionally, the district has made great strides in promoting and implementing inclusionary practices via a continuum of collaborative services and models to ensure that all children have access to high quality learning experiences. Future efforts may also look to technology and beyond the school day programming to reduce racial, ethnic, and economic isolation.

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Equitable Allocation of Resources among District Schools

Equitable allocation of resources among district schools is defined by Board of Education policy and practice. After a comprehensive review and analysis of student needs across the district and thoughtful consideration of input provided by community members, parents, administrators, and staff, the Superintendent communicates recommendations for allocations beyond the established budget base to the Board Budget Committee, which provides additional input. The proposed budget is then reviewed by the full Board of Education. Upon the Board's approval and the subsequent confirming vote from the town, the budget is allocated as agreed upon.

In an effort to maintain a balance among our district schools, each building receives a budget allocation for resources as determined by enrollment and school needs. On a yearly basis, additional components of the budget are presented to address changes in cohort characteristics and unique school and district learning and facility priorities. In the budget year 2013- 2014, monies were targeted to address Common Core State Standards, refine the SRBI process, integrate teaching and learning with technology, and improve informational text literacy.