

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



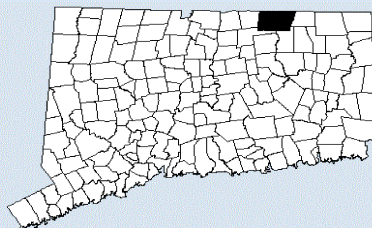
Stafford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,544
Per Pupil Expenditures ¹	\$17,335
Total Expenditures ¹	\$28,602,305

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	755	48.9	48.3
Male	789	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	19	1.2	4.9
Black or African American	18	1.2	12.8
Hispanic or Latino	89	5.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	30	1.9	2.7
White	1,380	89.4	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	565	36.6	38.0
Students with Disabilities ¹	187	12.1	13.7

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	59	8.2	23	3.0
Male	57	7.8	54	6.8
Black or African American	*	*	0	*
Hispanic or Latino	8	9.3	6	6.2
White	101	7.8	68	4.9
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	71	13.9	50	8.5
Students with Disabilities	28	14.0	21	9.3
District	116	8.0	77	4.9
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 187

Number of school-based arrests: Fewer than 6

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 2015-16

Stafford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	114.3
Paraprofessional Instructional Assistants	27.2
Special Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	40.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	8.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	6.8
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	9.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	105.2

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	1	0.6	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	2	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	161	98.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	*	*	47	40.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	6	22.2
Students with Disabilities	*	*	6	*
District	8	7.5	47	39.8
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

	Count	Rate (%)
Autism	14	60.9
Emotional Disturbance	7	30.4
Intellectual Disability	*	*
Learning Disability	32	49.2
Other Health Impairment	18	43.9
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	89	49.4
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Stafford School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	25	1.6	1.6
Emotional Disturbance	23	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	65	4.3	4.6
Other Health Impairment	42	2.8	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	20	1.3	1.9
All Disabilities	190	12.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,320,234	9,696	9,387
Instructional Supplies and Equipment	468,482	297	318
Improvement of Instruction and Educational Media Services	562,768	356	541
Student Support Services	1,805,390	1,143	1,048
Administration and Support Services	3,191,974	2,020	1,790
Plant Operation and Maintenance	3,710,904	2,349	1,608
Transportation	2,184,840	1,272	845
Costs of Students Tuitioned Out	1,213,491	N/A	N/A
Other	144,222	91	194
Total	28,602,305	17,335	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,068,018	676	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,933,082	35.9	35.1
Noncertified Personnel	756,413	14.0	14.5
Purchased Services	203,209	3.8	5.5
Tuition to Other Schools	1,039,152	19.3	21.6
Special Ed. Transportation	573,073	10.6	8.3
Other Expenditures	880,621	16.4	15.0
Total Expenditures	5,385,550	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.3	57.8
State	37.9	39.3
Federal	2.4	2.5
Tuition & Other	0.4	0.4

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 2015-16

Stafford 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	*	*	*	*	*	*
Asian	13	*	13	*	7	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	47	71.0	47	63.1	16	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	11	*	11	*	*	*
White	671	71.3	671	66.2	278	62.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	273	65.7	273	60.6	97	55.7
Not Eligible for Free or Reduced-Price Meals	484	74.4	484	68.8	215	64.9
Students with Disabilities	106	51.6	106	46.9	43	50.0
Students without Disabilities	651	74.5	651	68.9	269	64.0
High Needs	320	64.4	320	59.4	117	55.8
Non-High Needs	437	76.3	437	70.6	195	65.8
District	757	71.3	757	65.8	312	62.1

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	78.4	86.3	88.8	64.8	424	80.0
Curl Up	50.7	97.9	98.1	81.8	424	79.7
Push Up	39.6	55.8	69.2	67.0	424	56.4
Mile Run/PACER	55.2	81.1	85.0	47.7	424	67.0
All Tests - District	19.4	51.6	64.5	38.6	424	42.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 2015-16

Stafford School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	0	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	27	85.2	74.8	Yes	77.2
Students with Disabilities	*	*	.		.
District	92	92.4	81.7	Yes	83.2
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	98.3	52	44.8
Male	95.4	45	41.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.7	*	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	94.4	8	14.8
Students with Disabilities	*	*	*
District	96.9	97	43.1
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	65.5	89.1
Male	53.3	73.0
Black or African American	*	*
Hispanic or Latino	*	*
White	60.5	81.3
English Learners	60.5	*
Eligible for Free or Reduced-Price Meals	37.5	*
Students with Disabilities	*	*
District	61.2	81.9
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Stafford School District

Next Generation Accountability Results

These statistics are the 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	71.3	75	47.5	50	95.1	67.7
	High Needs Students	64.4	75	43.0	50	85.9	56.7
Math Performance Index	All Students	65.8	75	43.9	50	87.8	61.4
	High Needs Students	59.4	75	39.6	50	79.2	49.9
Science Performance Index	All Students	62.1	75	41.4	50	82.8	57.5
	High Needs Students	55.8	75	37.2	50	74.4	47.0
ELA Academic Growth	All Students	66.2%	100%	66.2	100	66.2	63.8%
	High Needs Students	68.3%	100%	68.3	100	68.3	58.3%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	65.0%
	High Needs Students	55.8%	100%	55.8	100	55.8	57.4%
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	88.0	9.6%
	High Needs Students	13.1%	<=5%	33.8	50	67.5	15.6%
Preparation for CCR	% Taking Courses	24.4%	75%	16.3	50	32.6	67.6%
	% Passing Exams	43.1%	75%	28.7	50	57.5	40.7%
On-track to High School Graduation		82.4%	94%	43.8	50	87.7	85.1%
4-year Graduation All Students (2015 Cohort)		92.4%	94%	98.3	100	98.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.9%	94%	86.0	100	86.0	78.6%
Postsecondary Entrance (Class of 2015)		61.2%	75%	81.6	100	81.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9% 42.0%	75%	28.0	50	56.0	89.2% 50.5%
Arts Access		45.6%	60%	38.0	50	76.1	47.5%
Accountability Index				1006.2	1350	74.5	

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	64.4	10.6	16.5	
Math Performance Index Gap	70.6	59.4	11.2	18.9	
Science Performance Index Gap	65.8	55.8	10.0	17.2	
Graduation Rate Gap	94.0%	80.9%	13.1%	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.5
	High Needs Students	96.9
Math	All Students	97.5
	High Needs Students	96.9
Science	All Students	98.5
	High Needs Students	96.1

³Minimum participation standard is 95%.

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: 55.7

State: 51.4

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 2015-16

Stafford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stafford continually strives to prepare all students for success in school and life. The district purposefully utilizes early intervention programs and focused staff development activities to develop essential skills and content knowledge as specified in Connecticut 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 to 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, and Title I services are keystones to early intervention and success at the elementary level.

Stafford students outperformed both the DRG F and State averages in all grades for all subtests of the 2016 Smarter Balanced Assessments in Reading and Math (grades 3 to 8), and Science Assessment (grades 5, 8, and 10). Compared to DRG F districts, Stafford ranked 1st in grade 7 Reading and grade 10 Science and 2nd in grade 8 Math. Stafford High School ranked first for SAT results in DRG F and outperformed State and national averages for the sixth consecutive year in all subtests. Significant improvement has been realized in the graduation rate as evidenced by the >95% rate the past two years, reflecting an increase of 25% since 2010.

The percentage of students eligible for special education continues to be commensurate with DRG and State levels, reflecting the district's commitment to and successful implementation of effective programs and SRBI strategies. Staff has identified and implemented effective practices for a 3-tiered intervention model 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 the co-teaching model.

Home-school communication and engagement are vital to our success. A variety of resources and strategies are utilized to keep parents informed of and involved in the school community. Parents engage with the district in numerous ways via structured collaborative discussions such as parent forums, advisory groups, conferences, Open House and Curriculum Nights, student and parent orientations, and parent-teacher organizations. Additionally, the district has improved its outreach to parents via a variety of communication methods including, but not limited to, a web-based portal for parents to access their child's grades and assignments, web pages for each school, electronic messaging, digital and print newsletters, home visits, volunteer programs, 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

Within our economically-diverse community, we have worked to reduce isolation in significant ways. The district is an active partner with the Stafford Early Childhood Collaborative to advocate for children throughout the town. Events sponsored by the Family Resource Center bring younger students and their families together to work in intra-district programs. The Discovery Grant from Graustein continues to be a significant factor in facilitating conversations about valuing diversity, promoting tolerance, and appreciating multicultural perspectives. Parent outreach via home visits and consultation programs have added depth to the on-going efforts to provide resources and support to families in need.

School-based initiatives have been instrumental in focusing students and staff on specific diversity and tolerance themes to promote respect for diverse voices and beliefs. These efforts have stimulated action among students and staff. Thoughtful replacements of texts and reading materials have been successful in redefining multicultural experiences for students. We strive to honor multicultural and diverse voices by expanding the number of student clubs and interactions with students outside the local region. Youth leadership conferences, opportunities in Unified Sports and academic courses, and field trips to local, regional and international destinations have broadened students' perspectives and experiences.

Access to Internet-based activities 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. The district has made great strides in 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 will look to technology and beyond the school day programming to reduce racial, ethnic, and economic isolation.

District Profile and Performance Report for School Year 2015-16

Stafford School District

Equitable Allocation of Resources among District Schools

Equitable allocation of resources among schools is defined by Board of Education policy. 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 funds are appropriated as agreed upon.

In an effort to maintain a balance among our district schools, each building receives an 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, unique school and district learning needs, and facility priorities. In the budget year 2015- 2016, monies were targeted to address Connecticut Core Standards, refine SRBI processes, upgrade textbooks, integrate teaching and learning with technology, and improve informational text literacy.