

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



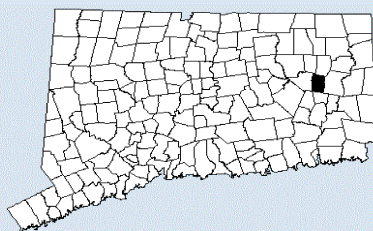
Scotland School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	119
Per Pupil Expenditures ¹	\$20,963
Total Expenditures ¹	\$2,515,597

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	63	52.9	48.4
Male	56	47.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	107	89.9	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	35	29.4	36.7
Students with Disabilities ¹	18	15.1	14.8

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	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	6	5.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	11.4
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	2.1
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.4
Support Staff	1.0
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	9.5

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	20	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	10.5

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	*	*
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	9	*
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	6	5.7	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	14	13.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,272,102	10,966	9,847
Instructional Supplies and Equipment	27,265	235	287
Improvement of Instruction and Educational Media Services	103,377	891	589
Student Support Services	256,853	2,214	1,120
Administration and Support Services	385,444	3,323	1,905
Plant Operation and Maintenance	260,855	2,249	1,648
Transportation	169,301	748	904
Costs of Students Tuitioned Out	18,400	N/A	N/A
Other	22,000	190	208
Total	2,515,597	20,963	16,535

Additional Expenditures

Land, Buildings, and Debt Service	330,106	2,846	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	245,211	52.1	33.8
Noncertified Personnel	125,966	26.8	14.5
Purchased Services	36,250	7.7	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	63,144	13.4	14.1
Total Expenditures	470,571	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.5	57.6
State	34.0	38.5
Federal	2.0	2.2
Tuition & Other	1.5	1.7

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	50	77.3	51	66.8
English Learners	0	N/A	0	N/A
Non-English Learners	56	75.6	57	64.7
Eligible for Free or Reduced-Price Meals	21	71.6	21	61.0
Not Eligible for Free or Reduced-Price Meals	35	78.0	36	66.8
Students with Disabilities	7	*	7	*
Students without Disabilities	49	77.9	50	65.8
High Needs	25	69.8	25	60.3
Non-High Needs	31	80.3	32	68.1
District	56	75.6	57	64.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	35	80.0
Curl Up	*	*	N/A	N/A	35	91.4
Push Up	*	*	N/A	N/A	35	34.3
Mile Run/PACER	*	*	N/A	N/A	35	62.9
All Tests - District	*	*	N/A	N/A	35	28.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.6	75	50.0	50	100.0	67.6
	High Needs Students	69.8	75	46.6	50	93.1	57.5
Math Performance Index	All Students	64.7	75	43.1	50	86.2	62.7
	High Needs Students	60.3	75	40.2	50	80.3	52.0
ELA Academic Growth	All Students	69.8%	100%	69.8	100	69.8	60.7%
	High Needs Students	74.2%	100%	74.2	100	74.2	55.6%
Math Academic Growth	All Students	52.9%	100%	52.9	100	52.9	61.9%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.4%
Chronic Absenteeism	All Students	2.0%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	6.1%	<=5%	47.9	50	95.8	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		102.9% 28.6%	75%	19.0	50	38.1	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				545.2	750	72.7	

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	69.8	5.2	15.9	
Math Performance Index Gap	68.1	60.3	7.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

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: N/A

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 Fridays, 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, 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 celebrated a "Day of Cultural Diversity" with Mohegan Elder Beth Regan with a full day of grade level assemblies. Each grade participated in hands-on lessons with Ms. Beth Regan, discussing different Mohegan traditions and the Mohegan Tribe's place in Connecticut history. Students viewed and held Mohegan artifacts while engaged in the lessons. They were also exposed to the Mohegan language and learned specific words and the purposes of these words. Elder Beth Regan's messages for the day were inter-twined with the beliefs of the Mohegan Tribe relating to honoring and valuing the earth around us, kindness to everyone, and being respectful of our differences.
- The students participated in a school-wide assembly featuring YO-YO experts performing the NED show. Students were awed with YO-YO tricks that focused on having faith, persistence, and patience in yourself, and always respecting everyone's differences. The NED show message is to "Never give up. Encourage others. Always do your best. Never bully others."
- Breakfast is provided to all Scotland Elementary School students, by the EASTCONN Lunch Program regardless of economic status.

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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.