

STRATEGIC SCHOOL PROFILE 2010-11**Stafford School District**

THERESE G. FISHMAN, Superintendent

Location: 263 East Street Route 19
Stafford Springs,
Connecticut

Telephone: (860) 684-4211

Website: www.stafford.ctschool.net

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: 94.4%

*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, 2010	1,854
5-Year Enrollment Change	-6.7%

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	509	27.5	27.3	34.1
K-12 Students Who Are Not Fluent in English	16	0.9	1.9	5.6
Students Identified as Gifted and/or Talented*	14	0.8	2.9	4.0
PK-12 Students Receiving Special Education Services in District	163	8.8	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	108	87.1	73.3	80.2
Homeless	9	0.5	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	28	16.0	13.4	13.2

*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	28	1.5
Black	14	0.8
Hispanic	88	4.7
Pacific Islander	0	0.0
White	1,653	89.2
Two or more races	69	3.7
Total Minority	201	10.8

Percent of Minority Professional Staff: 1.7%

Non-English Home Language:

2.6% 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 12.

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.

Although there are fewer Interdistrict Cooperative Grants available, Stafford continues to seek out and participate in inter-district programs, such as Imagination Connection, Minds in Motion, and Legacy Explorations, to increase contact with diverse student populations. Within our economically-diverse community, 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 opportunities for younger students and families of different neighborhoods to work together in intradistrict school sponsored programs. Stafford offers every student the option of attending Preschool through local support and School Readiness Grant funding. Events sponsored by the district's Family Resource Center bring the community of 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. Last year a Community Plan for Children Birth to Eight was developed in concert with State and local officials and families. Over the past five years, initiatives at all schools have been instrumental in focusing students and staff on specific diversity themes. Thoughtful replacement of texts and curriculum revision have been instrumental in redefining and enlarging the multicultural experience of students. We continue to explore opportunities to honor multicultural voices by expanding literature titles in school libraries. Field trips to local, regional, and international destinations broaden students' perspectives and experiences. As well, with the use of grant and local PTO funds, our students were exposed to additional multicultural experiences such as an African storyteller, a pen pal program, and puppeteer from the Connecticut Commission on Culture. The increasing capability to access Internet-supported activities also helps our students to understand other cultures. During 2010-11 we expanded our participation in distance learning projects with schools in other regions of the United States, Canada, and Europe. 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 next school year. Future efforts will also look to technology and beyond the school day programming to reduce racial, ethnic, and economic isolation, thereby reflecting the district's theme of "It takes a whole village to raise a child".

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	66.4	58.4	51.3
Writing	59.8	61.1	33.5
Mathematics	65.6	63.0	42.2
Grade 4 Reading	57.6	62.5	22.7
Writing	58.5	65.5	18.3
Mathematics	56.0	67.0	14.6
Grade 5 Reading	64.0	61.4	38.7
Writing	62.8	66.8	26.4
Mathematics	77.5	72.5	43.6
Science	68.1	59.9	46.0
Grade 6 Reading	81.0	76.0	42.9
Writing	63.4	65.2	33.9
Mathematics	76.5	71.3	46.4
Grade 7 Reading	86.6	77.8	54.8
Writing	81.2	58.9	86.1
Mathematics	82.4	68.4	66.7
Grade 8 Reading	90.0	74.7	79.6
Writing	85.8	64.8	79.6
Mathematics	88.9	66.6	86.6
Science	81.4	63.1	68.8

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 scorable 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	58.3	44.7	66.7
Writing Across the Disciplines	77.2	61.2	68.4
Mathematics	62.2	49.5	63.9
Science	44.5	47.0	37.6

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
	40.7	51.0	25.9

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.0	70.6	
Average Score	Mathematics	510	510	51.1
	Critical Reading	517	505	58.8
	Writing	503	510	41.2

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, Adjusted Cohort Rate 2010	74.4	81.8	14.5
2009-10 Annual Dropout Rate for Grade 9 through 12	3.4	2.8	12.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.0	84.8
% Employed (Civilian Employment and in Armed Services)	14.0	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	123.10
Paraprofessional Instructional Assistants	28.76
Special Education	
Teachers and Instructors	19.20
Paraprofessional Instructional Assistants	38.38
Library/Media Specialists and/or Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	11.45
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	111.45

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	16.0	14.3	13.9
% with Master's Degree or Above	76.4	76.3	79.0

Average Class Size	District	DRG	State
Grade K	15.1	16.3	18.4
Grade 2	20.7	18.8	19.9
Grade 5	18.7	19.5	21.2
Grade 7	19.7	19.8	20.6
High School	16.9	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	1,002	992
Middle School	1,022	1,019	1,017
High School	1,004	1,010	1,010

*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*	3.2	3.0	3.1
Middle School	3.0	2.4	2.4
High School	2.5	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$14,971	\$8,141	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$385	\$210	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$419	\$228	\$477	\$265	\$463
Student Support Services	\$1,922	\$1,045	\$875	\$744	\$872
Administration and Support Services	\$2,774	\$1,508	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$2,375	\$1,292	\$1,421	\$1,434	\$1,410
Transportation	\$2,017	\$1,050	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$1,607	N/A	N/A	N/A	N/A
Other	\$83	\$45	\$161	\$168	\$159
Total	\$26,553	\$14,109	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,703	\$926	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,064,812	22.8	20.0	21.5

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	54.2	36.1	9.1	0.6
Excluding School Construction	53.4	36.3	9.7	0.6

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 regarding 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 upon. 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 2010- 2011, monies were targeted to address diversity and cultural awareness, teaching and learning with technology, improving literacy, and improving communication with the community and parents about educational issues.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	171
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.8%

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	24	1.4	1.1	1.1
Learning Disability	56	3.2	3.6	3.9
Intellectual Disability	7	0.4	0.5	0.4
Emotional Disturbance	23	1.3	1.1	1.0
Speech Impairment	26	1.5	2.2	2.2
Other Health Impairment*	23	1.3	2.0	2.1
Other Disabilities**	12	0.7	0.9	0.9
Total	171	9.8	11.4	11.6

*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 2009-10 with a Standard Diploma	31.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	34.6	33.0	74.6	68.6
	Writing	23.3	19.3	68.5	63.7
	Mathematics	37.3	33.4	74.3	68.2
	Science	33.3	21.2	74.8	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	58.3	44.7
	Writing Across the Disciplines	10.0	17.3	77.2	61.2
	Mathematics	N/A	N/A	62.2	49.5
	Science	N/A	N/A	44.5	47.0

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	5.1
	% With Accommodations	94.9
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		5.4

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	1	0.6
Private Schools or Other Settings	15	8.8

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	120	70.2	76.5	74.1
40.1 to 79.0 Percent of Time	32	18.7	13.9	14.9
0.0 to 40.0 Percent of Time	19	11.1	9.6	11.0

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 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), Scientific Research-Based Interventions (SRBI) programs, and Title I services are keystones to early intervention at the primary level. In 14 of the 20 subtests (Math, Reading, Writing, and Science) of the 2011 CMT assessments, Stafford students in grades three through eight performed above both the 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 2011 CMT improved in 8 of the 10 tests in math and reading when comparing results over a two year period. Stafford's 2011 CAPT results for students at proficient or better were higher than the state average in all four areas for the 8th consecutive year. Stafford High School students' participation rate in the Scholastic Aptitude Test (SAT) has steadily increased from 29% in 1997 to 72% in 2011. Similarly, enrollment in 2- and 4 -year colleges has climbed to 81% in 2011, 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, walk-through observations, 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 Five Year Strategic Plan, adopted by the BOE in 2009, will provide structure to district- and school-based efforts for continuous academic achievement. The percentage of students eligible for special education continues to be below the average as compared to the DRG and State levels, reflecting both the district's commitment to and successful implementation of an effective early intervention program (EIP) model and SRBI strategies. Staff and administrators initiated discussions to define a vertical articulation (elementary to middle to high schools) of a 3 -tier intervention model to identify common effective practices and service gaps. The district implemented the SRBI model in all schools, increased access to best practice instruction in literacy and math, and strengthened the implementation of co-teaching models at the secondary schools. As a result, there was improvement in achievement results for students with disabilities on CMT and CAPT. 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 served in out-of-district programs.
