

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



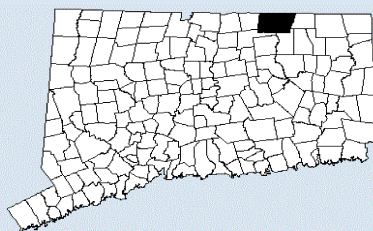
Stafford School District

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	1,527
Per Pupil Expenditures ¹	\$18,023
Total Expenditures ¹	\$28,710,587

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	745	48.8	48.4
Male	782	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	17	1.1	5.1
Black or African American	21	1.4	12.8
Hispanic or Latino	107	7.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	50	3.3	3.3
White	1,325	86.8	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	535	35.0	36.7
Students with Disabilities ¹	212	13.9	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	60	8.5	28	3.7
Male	86	11.8	48	6.0
Black or African American	*	*	*	*
Hispanic or Latino	14	13.6	7	6.1
White	122	9.8	62	4.6
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	90	15.8	49	7.8
Students with Disabilities	40	18.4	27	10.7
District	146	10.1	76	4.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 227

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	109.9
Paraprofessional Instructional Assistants	20.7
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	54.7
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	99.7

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	1.1
Black or African American	1	0.6	3.7
Hispanic or Latino	2	1.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	160	97.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	*	*	56	65.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	55.3	16	57.1
Students with Disabilities	11	*	9	*
District	56	59.6	63	64.3
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	15	57.7
Emotional Disturbance	8	36.4
Intellectual Disability	*	*
Learning Disability	49	60.5
Other Health Impairment	25	59.5
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	120	59.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.9	1.8
Emotional Disturbance	22	1.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	81	5.4	5.2
Other Health Impairment	42	2.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	20	1.3	1.8
All Disabilities	215	14.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	6.0	8.3
Private Schools or Other Settings	13	6.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,637,030	10,974	9,847
Instructional Supplies and Equipment	433,525	286	287
Improvement of Instruction and Educational Media Services	650,266	429	589
Student Support Services	926,133	611	1,120
Administration and Support Services	3,212,226	2,119	1,905
Plant Operation and Maintenance	3,105,901	2,049	1,648
Transportation	2,121,268	1,285	904
Costs of Students Tuitioned Out	1,373,491	N/A	N/A
Other	250,747	165	208
Total	28,710,587	18,023	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,011,959	668	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	2,069,107	34.3	33.8
Noncertified Personnel	983,221	16.3	14.5
Purchased Services	227,327	3.8	5.5
Tuition to Other Schools	1,210,290	20.1	23.4
Special Ed. Transportation	658,724	10.9	8.7
Other Expenditures	876,267	14.5	14.1
Total Expenditures	6,024,936	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.7	60.4
State	35.3	36.6
Federal	2.6	2.6
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).

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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	*	*	*	*
Asian	*	*	*	*
Black or African American	13	*	13	*
Hispanic or Latino	54	63.8	53	57.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	24	72.8	24	60.9
White	664	68.0	662	61.9
English Learners	*	*	*	*
Non-English Learners	762	67.7	759	61.4
Eligible for Free or Reduced-Price Meals	292	61.3	291	55.6
Not Eligible for Free or Reduced-Price Meals	473	71.6	471	65.0
Students with Disabilities	92	46.8	91	39.5
Students without Disabilities	673	70.5	671	64.4
High Needs	332	59.8	330	53.9
Non-High Needs	433	73.6	432	67.2
District	765	67.6	762	61.4

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	81.7	77.9	88.5	77.6	468	81.2
Curl Up	54.8	82.9	93.3	91.8	468	79.5
Push Up	57.1	61.4	62.5	75.5	468	63.5
Mile Run/PACER	70.6	89.3	80.8	82.7	468	81.0
All Tests - District	33.3	53.6	50.0	54.1	468	47.4
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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47	85.1
Students with Disabilities	20	75.0
District	123	91.1
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	54	51.4
Male	97.7	34	39.1
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.2	79	47.3
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.5	16	24.2
Students with Disabilities	91.4	*	*
District	97.4	88	45.8
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	72.7	85.4
Male	52.4	68.0
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	62.0	78.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	35.0	*
Students with Disabilities	*	*
District	61.9	78.8
State	70.9	88.3

⁵College 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.

⁶College 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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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	67.6	75	45.1	50	90.2	67.6
	High Needs Students	59.8	75	39.9	50	79.8	57.5
Math Performance Index	All Students	61.4	75	40.9	50	81.9	62.7
	High Needs Students	53.9	75	35.9	50	71.8	52.0
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	60.7%
	High Needs Students	49.4%	100%	49.4	100	49.4	55.6%
Math Academic Growth	All Students	59.1%	100%	59.1	100	59.1	61.9%
	High Needs Students	51.5%	100%	51.5	100	51.5	55.4%
Chronic Absenteeism	All Students	10.1%	<=5%	39.7	50	79.4	10.7%
	High Needs Students	14.9%	<=5%	30.2	50	60.4	16.6%
Preparation for CCR	% Taking Courses	62.0%	75%	41.3	50	82.6	74.8%
	% Passing Exams	45.8%	75%	30.6	50	61.1	44.8%
On-track to High School Graduation		93.8%	94%	49.9	50	99.8	87.5%
4-year Graduation All Students (2017 Cohort)		91.1%	94%	96.9	100	96.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.2%	94%	97.0	100	97.0	81.8%
Postsecondary Entrance (Class of 2017)		61.9%	75%	82.5	100	82.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 47.4%	75%	31.6	50	63.2	96.6% 50.1%
Arts Access		45.8%	60%	38.2	50	76.4	51.2%
Accountability Index				915.2	1250	73.2	

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	73.6	59.8	13.8	15.9	
Math Performance Index Gap	67.2	53.9	13.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.2%	2.8%	12.7%	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	96.4
	High Needs Students	94.5
Math	All Students	96.3
	High Needs Students	94.2
Science	All Students	96.0
	High Needs Students	94.3

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: * **State: 51.5**

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 2017-18

Stafford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stafford Public Schools have partnered with family and community members this year to focus on school improvement targets of reaching all learners and improving climate and communication. Our district is consistently focused on meeting student need through ongoing revision of curriculum and improving systems of interventions for students at risk. Over the past year, special education and regular education teachers engaged in training for a robust co-teaching model to increase access to a rigorous curriculum aligned with standards. Pupil services also presented a successful proposal to the board outlining the development of The Learning Center, an alternative program focusing on coping strategies, problem solving and conflict resolution. Our Programs After School in Stafford (PASS) offers support for working families and after school academic enrichment. Early literacy has always been a priority. Strong pre-kindergarten and full-day kindergarten programs help students build social and inquiry skills to help them develop as life-long learners. The Family Resource Center offers services for parents and children. The School Readiness program, Scientific Research-Based Interventions, and Title I are critical to early intervention and success at the elementary level. To increase instructional capacity and ability for teachers to communicate student progress to families, literacy and math specialists support teachers by modeling lessons and supporting curriculum implementation. The district partnered with the local police department, Department of Children and Families and Eastconn's truancy services to improve attendance within our schools. Newly established communication protocols and targets for connecting with families support their awareness of the importance of this issue. Through student assistance team meetings, home visits, and transition programming and other supports, we strive to keep kids in school. We actively seek out stakeholder feedback to reflect on programming and use this information to plan events. We foster parent engagement in many ways such as advisory groups, conferences, Open House and Curriculum Nights, student and parent orientations, and parent-teacher organization meetings. To improve systems for understanding differentiation for the various needs of students, teachers have implemented more student-centered instructional practices in their classroom and embedded technology tools to give regular feedback. College knowledge nights and partnerships with higher education students support students as they prepare for post-secondary outcomes. The district and affiliated after school programs build family partnerships through parent information nights. Topics included promoting reading and literacy at home, social media use, family math, and recycling, and arts integration. We have adopted an online system to inform parents about our curriculum and courses to showcase how students have multiple opportunities to read, write, discuss ideas and engage in real-world contexts. The district has improved outreach to parents with access to a web-based portal to communicate academic progress, school web pages, 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our community in Stafford is our strength, and efforts this year to reduce racial, ethnic, and socioeconomic isolation have centered around increasing access throughout the school year to opportunities to connect students to diversity. 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. School-based initiatives have emphasized the importance of equity of voice and offer opportunities to honor diversity using culturally responsive approaches to teaching, and the district offered training opportunities in culturally responsive teaching practices. Implementation of restorative practices have stimulated positive interactions among students and staff. These practices improve school climate with the philosophy that relationships are at the center of a successful school community, with a focus on learning new behaviors and repairing relationships when a wrongdoing has occurred. Building on this, teachers integrate social emotional learning competencies in purposeful, systemic classroom instruction that helps students develop empathy. Inclusion of units on holocaust and genocide at the secondary level are in compliance with new state legislation. Clubs committed to diversity inclusion and in-class Teaching Tolerance lessons build capacity for students to understand many viewpoints. Hosting a cultural fair helped students learn about various communities throughout the world. Throughout the year, teachers worked to improve curriculum alignment to new standards. Our curricular revision processes emphasizes and measures inclusion of a variety of instructional materials reflecting diverse voices and perspectives. These opportunities, coupled with an exemplary unified arts program, help students connect to others and share their unique gifts. Distance learning projects connect our students with schools in other regions of the United States, Canada, and Europe. 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.

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Equitable Allocation of Resources among District Schools

Equitable allocation of resources among schools is defined by Board of Education policy. By gathering feedback from the board and committees involving the public, we gain insight from constituents to identify priorities collaboratively. This creates transparency about our programming so that the community can participate. Annually, budget priorities are presented to address changes in population, unique learning needs, and facility needs. The Superintendent communicates recommendations for allocations beyond the established budget 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 confirmation by the Town Finance Committee and 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 which is determined by enrollment and school needs. In the budget year 2017- 2018, monies were targeted to improve safety and security, upgrade resources and training for science and social studies to align with new standards, and to improve intervention systems.