

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



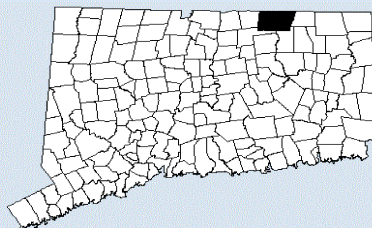
## Stafford School District

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	1,526
Per Pupil Expenditures <sup>1</sup>	\$17,932
Total Expenditures <sup>1</sup>	\$28,942,184

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	747	49.0	48.4
Male	779	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	15	1.0	5.1
Black or African American	18	1.2	12.9
Hispanic or Latino	94	6.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	39	2.6	2.9
White	1,352	88.6	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	565	37.0	35.9
Students with Disabilities <sup>1</sup>	211	13.8	14.3

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	67	9.5	20	2.7
Male	78	10.7	35	4.4
Black or African American	*	*	*	*
Hispanic or Latino	19	18.8	9	8.5
White	121	9.7	42	3.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	86	17.3	34	5.7
Students with Disabilities	34	16.1	26	10.9
District	145	10.1	55	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 248

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The 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 2016-17

## Stafford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	110.5
Paraprofessional Instructional Assistants	25.3
<b>Special Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	47.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	105.3

<sup>1</sup>In 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	1	0.6	3.6
Hispanic or Latino	2	1.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	159	97.6	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	*	*
White	*	*	61	57.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	13	39.4
Students with Disabilities	*	*	9	*
District	16	18.2	65	55.1
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	16	72.7
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	45	61.6
Other Health Impairment	23	46.9
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	111	55.5
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Stafford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	24	1.6	1.7
Emotional Disturbance	23	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	74	5.0	4.9
Other Health Impairment	49	3.3	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	20	1.3	1.8
All Disabilities	207	13.9	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,836,440	10,324	9,663
Instructional Supplies and Equipment	512,958	334	321
Improvement of Instruction and Educational Media Services	695,916	454	578
Student Support Services	1,709,518	1,114	1,103
Administration and Support Services	3,417,494	2,228	1,861
Plant Operation and Maintenance	3,040,398	1,982	1,637
Transportation	2,189,235	1,263	877
Costs of Students Tuitioned Out	1,301,943	N/A	N/A
Other	238,282	155	201
Total	28,942,184	17,932	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,043,420	680	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,873,384	34.5	34.6
Noncertified Personnel	748,073	13.8	14.6
Purchased Services	252,306	4.6	5.8
Tuition to Other Schools	1,107,555	20.4	21.8
Special Ed. Transportation	651,350	12.0	8.5
Other Expenditures	798,987	14.7	14.7
Total Expenditures	5,431,655	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	60.2	58.7
State	36.9	38.2
Federal	2.5	2.6
Tuition & Other	0.5	0.5

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## 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	*	*	*	*	0	N/A
Asian	9	*	9	*	*	*
Black or African American	11	*	11	*	6	*
Hispanic or Latino	45	65.6	45	58.8	21	63.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	16	*	16	*	*	*
White	661	69.8	659	63.2	292	60.7
English Learners	7	*	7	*	*	*
Non-English Learners	741	69.6	739	62.9	323	60.7
Eligible for Free or Reduced-Price Meals	226	63.8	226	58.3	101	54.7
Not Eligible for Free or Reduced-Price Meals	522	72.1	520	64.8	226	63.5
Students with Disabilities	97	48.9	97	42.3	43	46.3
Students without Disabilities	651	72.6	649	65.9	284	63.0
High Needs	287	60.9	287	55.1	122	54.3
Non-High Needs	461	75.0	459	67.6	205	64.7
District	748	69.6	746	62.8	327	60.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.2	89.4	89.0	73.5	406	83.5
Curl Up	40.6	93.8	96.3	84.3	406	79.3
Push Up	38.6	66.4	65.1	67.5	406	59.4
Mile Run/PACER	62.4	75.2	83.5	62.7	406	71.7
All Tests - District	19.8	54.0	60.6	47.0	406	45.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Stafford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	0
Hispanic or Latino	0	0
English Learners	0	0
Eligible for Free or Reduced-Price Meals	38	78.9
Students with Disabilities	*	*
District	114	90.4
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	54	50.0
Male	94.9	46	46.9
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	97.3	95	51.6
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	92.6	11	20.4
Students with Disabilities	87.9	0	0.0
District	95.6	100	48.5
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	66.1	100.0
Male	55.6	*
Black or African American	55.6	*
Hispanic or Latino	N/A	N/A
White	62.3	93.9
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	41.2	*
Students with Disabilities	*	*
District	61.7	94.2
State	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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 2016-17

## Stafford School District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	69.6	75	46.4	50	92.7	67.1
	High Needs Students	60.9	75	40.6	50	81.1	55.9
Math Performance Index	All Students	62.8	75	41.9	50	83.8	62.2
	High Needs Students	55.1	75	36.7	50	73.5	50.5
Science Performance	All Students	60.8	75	40.5	50	81.1	55.3
	High Needs Students	54.3	75	36.2	50	72.4	45.2
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	55.4%
	High Needs Students	47.7%	100%	47.7	100	47.7	49.8%
Math Academic Growth	All Students	43.6%	100%	43.6	100	43.6	61.7%
	High Needs Students	41.1%	100%	41.1	100	41.1	53.7%
Chronic Absenteeism	All Students	10.1%	<=5%	39.7	50	79.5	9.9%
	High Needs Students	16.2%	<=5%	27.6	50	55.2	15.8%
Preparation for CCR	% Taking Courses	39.3%	75%	26.2	50	52.4	70.7%
	% Passing Exams	48.5%	75%	32.4	50	64.7	43.5%
On-track to High School Graduation		88.5%	94%	47.1	50	94.1	87.8%
4-year Graduation All Students (2016 Cohort)		90.4%	94%	96.1	100	96.1	87.4%
6-year Graduation - High Needs Students (2014)		89.8%	94%	95.5	100	95.5	82.0%
Postsecondary Entrance (Class of 2016)		61.7%	75%	82.2	100	82.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.7%   45.8%	75%	30.5	50	61.1	92.0%   51.6%
Arts Access		41.4%	60%	34.5	50	69.0	50.5%
<b>Accountability Index</b>				<b>938.0</b>	<b>1350</b>	<b>69.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.9	14.1	16.7	
Math Performance Index Gap	67.6	55.1	12.5	18.7	
Science Performance Index Gap	64.7	54.3	10.4	16.6	
Graduation Rate Gap	94.0%	89.8%	4.2%	12.0%	N

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.6
	High Needs Students	95.8
Math	All Students	97.5
	High Needs Students	95.8
Science	All Students	99.1
	High Needs Students	97.7

<sup>3</sup>Minimum 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: 50.2**

#### 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 2016-17

## Stafford School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Stafford continually strives to prepare all students for success in school and life by promoting a culture of continuous improvement. Through constant examination of the effectiveness of programs, instruction, and support structures, we collect evidence of success and identify areas for growth while seeking feedback from all members of our community. District goals include analysis of data to improve achievement, fostering culturally responsive teaching and student-centered instruction, and development of curriculum aligned to standards that prepares students for the future.

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 the ELA portion of the 2017 Smarter Balanced Assessments (grades 3 to 8). In ELA, Stafford students in grades 3, 5, 7 and 8 outperformed the state average of students who met or exceeded goal. For the second year in a row, Stafford High School ranked 1st in both subsections of the SAT. Average scores were indicative of meeting college and career ready benchmarks. The district will strive to analyze data and reflect on instruction to continue these positive trends in student achievement. 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. Student assistance teams convene to reflect on data and ensure effective collaboration between all educators to meet learner need.

Home-school communication and engagement are vital to our success. Recent efforts to reduce truancy include communication with parents about importance of good attendance, examination of data to strengthen connections to school, and development of supports for families in need. Actively seeking feedback through surveys and planning events allows parents engage with the district in numerous ways, such as structured collaborative discussions such as parent forums, advisory groups, conferences, Open House and Curriculum Nights, student and parent orientations, and parent-teacher organization meetings. Successful after school programming at the elementary level demonstrated a commitment to partnering with families to meet their needs, extending learning experiences for 300 students beyond the school day. Additionally, the district has improved outreach to parents via a variety of communication methods including, but not limited to, a web-based portal for parental access to assessment information, 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**

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. 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 emphasized the importance of equity of voice and offer opportunities to honor diversity using culturally responsive approaches to teaching. Recent 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. This builds on the use of the Responsive Classroom and Second Step models, which promote positive interactions and develop positive character traits for students in grades PK- 5.

Our students explore inclusive themes throughout the curriculum. Assemblies and field trips build on the content and themes, and multicultural offerings in school libraries have been expanded. Access to Internet-based activities promotes our students' understanding of other cultures. Distance learning projects connect our students with schools in other regions of the United States, Canada, and Europe. 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. The district has made great strides in implementing inclusionary practices via a continuum of collaborative services and models, ensuring access to high quality learning experiences for all. Future efforts will look to technology and examine opportunities for partnerships reduce racial, ethnic, and economic isolation.

# District Profile and Performance Report for School Year 2016-17

## 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 2016- 2017, monies were targeted to provide professional learning and training, upgrade science textbooks, integrate teaching and learning with technology, and improve instructional practices.