Connecticut State Department of Education

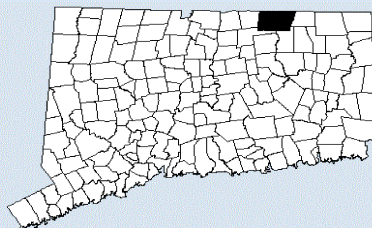# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,586
Per Pupil Expenditures[1]	$17,219
Total Expenditures[1]	$28,790,231

[1]*Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	788	49.7	48.3
Male	798	50.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	22	1.4	4.7
Black or African American	21	1.3	12.9
Hispanic or Latino	82	5.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	38	2.4	2.5
White	1,412	89.0	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	528	33.3	37.6
Students with Disabilities[1]	183	11.5	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	60	8.1	33	4.2
Male	68	9.2	69	8.5
Black or African American	*	*	*	*
Hispanic or Latino	12	15.2	8	9.0
White	109	8.3	90	6.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	81	16.2	60	10.3
Students with Disabilities	28	15.7	27	13.1
District	128	8.7	102	6.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 138

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	115.2
Paraprofessional Instructional Assistants	27.2
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	39.4
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	7.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	6.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	98.8

[1]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

	District		State
	Count	Percent of Total (%)	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	0.0
White	165	98.2	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	98.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	0	0.0	0	0.0
White	*	*	42	46.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	*	*	8	*
District	14	13.0	46	48.4
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	17	70.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	31	47.0
Other Health Impairment	19	52.8
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	83	48.3
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	1.6	1.5
Emotional Disturbance	23	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	66	4.3	4.4
Other Health Impairment	37	2.4	2.6
Other Disabilities	16	1.0	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	185	12.0	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	6.5	8.1
Private Schools or Other Settings	8	4.3	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	15,873,140	9,756	9,134
Instructional Supplies and Equipment	473,980	291	334
Improvement of Instruction and Educational Media Services	1,150,879	707	498
Student Support Services	1,786,890	1,098	1,001
Administration and Support Services	3,090,071	1,899	1,694
Plant Operation and Maintenance	3,120,478	1,918	1,572
Transportation	2,141,305	1,195	813
Costs of Students Tuitioned Out	1,065,967	N/A	N/A
Other	87,521	54	186
Total	28,790,231	17,219	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	1,094,446	673	1,272

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,212,457	38.6	35.1
Noncertified Personnel	803,094	14.0	14.2
Purchased Services	195,737	3.4	5.2
Tuition to Other Schools	907,423	15.8	22.0
Special Ed. Transportation	586,951	10.2	8.6
Other Expenditures	1,027,210	17.9	14.9
Total Expenditures	5,732,872	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.4	56.8
State	38.6	40.2
Federal	2.4	2.5
Tuition & Other	0.5	0.5

[4]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).

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	9	*	9	*	*	*
Asian	14	*	14	*	*	*
Black or African American	9	*	9	*	*	*
Hispanic or Latino	38	72.6	38	61.5	22	60.1
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	N/A	N/A
Two or More Races	11	*	11	*	*	*
White	714	72.8	712	64.7	287	61.3
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	253	64.6	252	58.7	110	54.5
Not Eligible for Free or Reduced-Price Meals	542	76.4	541	67.0	218	63.6
Students with Disabilities	104	54.6	102	46.8	53	45.7
Students without Disabilities	691	75.3	691	67.0	275	63.4
High Needs	310	63.9	308	57.3	138	53.6
Non-High Needs	485	78.2	485	68.9	190	65.7
District	795	72.6	793	64.4	328	60.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.1	83.3	78.8	78.6	409	81.2
Curl Up	53.4	79.6	85.9	76.2	409	72.9
Push Up	45.8	45.4	54.5	76.2	409	54.0
Mile Run/PACER	62.7	75.0	76.8	69.0	409	70.7
All Tests - District	24.6	38.0	51.5	54.8	409	40.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	35	85.7	72.4	Yes	74.8
Students with Disabilities	*	*	.		.
District	142	93.0	80.1	Yes	81.7
State[4]		87.0			

[1]The 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 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	65.8	50	41.7
Male	48.2	31	37.3
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	59.2	79	40.3
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	23.7	*	*
Students with Disabilities	*	*	*
District	58.6	81	39.9
State	67.2		37.3

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	69.7	90.2
Male	52.1	81.5
Black or African American	*	*
Hispanic or Latino	*	*
White	61.0	87.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	32.6	*
Students with Disabilities	*	*
District	60.6	87.2
State	72.6	88.8

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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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[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first 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	72.6	75	96.8	100	96.8	67.9
	High Needs Students	63.9	75	85.3	100	85.3	56.7
Math Performance Index	All Students	64.4	75	85.9	100	85.9	59.3
	High Needs Students	57.3	75	76.4	100	76.4	47.8
Science Performance Index	All Students	60.6	75	80.8	100	80.8	56.5
	High Needs Students	53.6	75	71.4	100	71.4	45.9
Chronic Absenteeism	All Students	8.7%	<=5%	42.7	50	85.3	10.6%
	High Needs Students	15.6%	<=5%	28.9	50	57.8	17.3%
Preparation for CCR	% Taking Courses	29.6%	75%	19.7	50	39.4	66.1%
	% Passing Exams	39.9%	75%	26.6	50	53.2	37.3%
On-track to High School Graduation		70.4%	94%	37.5	50	74.9	85.6%
4-year Graduation All Students (2014 Cohort)		93.0%	94%	98.9	100	98.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		89.1%	94%	94.8	100	94.8	77.6%
Postsecondary Entrance (Class of 2014)		60.6%	75%	80.8	100	80.8	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		87.4% | 40.8%	75%	13.6	50	27.2	87.6% | 51.0%
Arts Access		20.8%	60%	17.3	50	34.6	45.7%
Accountability Index				**957.2**	**1250**	**76.6**	

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	63.9	11.1	17.3	
Math Performance Index Gap	68.9	57.3	11.6	19.6	
Science Performance Index Gap	65.7	53.6	12.1	17.2	
Graduation Rate Gap	90.6%	89.1%	1.5%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.3
	High Needs Students	97.6
Math	All Students	98.3
	High Needs Students	97.6
Science	All Students	99.7
	High Needs Students	99.3

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: 49.3 **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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. In addition to the Family Resource Center, which provides a variety of programs and services for parents and children, our School Readiness program, Scientific Research-Based Interventions (SRBI), 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 13 of the 14 subtests of the 2015 Smarter Balanced Assessments in Reading and Math (grades 3 through 8 and 11), and Science Assessment results (grades 5, 8, and 10) were higher than DRG and State averages. Compared to DRG F districts, Stafford ranked 1st in grades 5 and 10 and 2nd in grade 8. Our district has outperformed the SAT State and national averages for five consecutive years in Reading, Math, and Writing. Significant improvement has been realized in the graduation rate as evidenced by the 95% rate in 2015, which reflects an increase of 25% since 2010.

The percentage of students eligible for special education continues to be commensurate 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 from elementary through high school 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, 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

Stafford continues to participate in inter-district programs, such as Legacy Exploration and The 4th R- Robotics, to increase contact with diverse student populations. 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. Stafford offers pre-kindergarten through local support and School Readiness Grant funding. The Discovery Grant from the Graustein Memorial continues to be a significant factor in facilitating conversations about valuing diversity, promoting tolerance, and appreciating multicultural perspectives.

Initiatives at all schools have been instrumental in focusing students and staff on specific diversity themes. Thoughtful replacements of texts, reading materials, and curriculum revision have been successful actions in redefining and increasing multicultural experiences for students. We continue to explore opportunities to honor multicultural voices by expanding literature titles in libraries. Youth leadership conferences and field trips to local, regional and international destinations have broadened students' perspectives and experiences. In addition, through the use of grant and local PTO/PTA funds, students are exposed to additional multicultural 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 may look to technology and beyond the school day programming to reduce racial, ethnic, and economic isolation.

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 2014- 2015, monies were targeted to address Connecticut Core Standards, refine SRBI processes, upgrade textbooks, integrate teaching and learning with technology, and improve informational text literacy.