

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



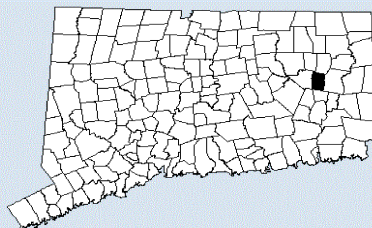
Scotland School District

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

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	116
Per Pupil Expenditures ¹	\$21,931
Total Expenditures ¹	\$2,719,404

¹Expenditure 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.

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	68	58.6	48.4
Male	48	41.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	99	85.3	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	35	30.2	35.9
Students with Disabilities ¹	18	15.5	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	8	7.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	5.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.2
Support Staff	1.6
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.2

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	19	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.8	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	9	*
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	*	*	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	14	14.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,316,090	11,060	9,663
Instructional Supplies and Equipment	39,827	335	321
Improvement of Instruction and Educational Media Services	194,199	1,632	578
Student Support Services	244,833	2,057	1,103
Administration and Support Services	382,041	3,210	1,861
Plant Operation and Maintenance	270,109	2,270	1,637
Transportation	186,005	775	877
Costs of Students Tuitioned Out	77,900	N/A	N/A
Other	8,400	71	201
Total	2,719,404	21,931	16,236

Additional Expenditures

Land, Buildings, and Debt Service	331,645	2,787	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	251,937	43.3	34.6
Noncertified Personnel	148,116	25.5	14.6
Purchased Services	39,411	6.8	5.8
Tuition to Other Schools	59,500	10.2	21.8
Special Ed. Transportation	21,600	3.7	8.5
Other Expenditures	61,277	10.5	14.7
Total Expenditures	581,841	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.5	60.1
State	32.1	36.1
Federal	2.1	2.3
Tuition & Other	1.3	1.5

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	48	75.7	48	70.7	15	*
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	58	74.7	58	68.7	18	*
Eligible for Free or Reduced-Price Meals	20	70.6	20	65.1	*	*
Not Eligible for Free or Reduced-Price Meals	38	76.8	38	70.6	13	*
Students with Disabilities	9	*	9	*	*	*
Students without Disabilities	49	78.0	49	69.8	16	*
High Needs	24	67.6	24	62.8	6	*
Non-High Needs	34	79.7	34	72.9	12	*
District	58	74.7	58	68.7	18	*

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	*	N/A	N/A	25	96.0
Curl Up	*	*	N/A	N/A	25	60.0
Push Up	*	*	N/A	N/A	25	76.0
Mile Run/PACER	*	*	N/A	N/A	25	88.0
All Tests - District	*	*	N/A	N/A	25	32.0
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.7	75	49.8	50	99.6	67.1
	High Needs Students	67.6	75	45.1	50	90.2	55.9
Math Performance Index	All Students	68.7	75	45.8	50	91.6	62.2
	High Needs Students	62.8	75	41.9	50	83.8	50.5
Science Performance	All Students	N/A	75	0.0	0	0.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	77.3%	100%	77.3	100	77.3	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	95.1%	100%	95.1	100	95.1	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.3%	<=5%	43.3	50	86.7	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.2% 32.0%	75%	21.3	50	42.7	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				469.7	550	85.4	

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	67.6	7.4	16.7	
Math Performance Index Gap	72.9	62.8	10.0	18.7	
Science Performance Index Gap	.	N/A	.	16.6	
Graduation Rate Gap	

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

- A targeted extended school year program was offered to students with disabilities in the areas of reading, math, and writing. The program consisted of three one-week sessions where a small identified number of students received instruction provided by a special education teacher and a paraprofessional. Students with IEP needs in the area of speech services also received services through the extended school program. All services and programs were provided at no cost to the families.
- Truancy is not a problem at Scotland Elementary School but procedures are in place to deal with such issues if they arise. We have a Student Assistance Team consisting of the building principal, the school nurse, and the school psychologist who meet regularly to discuss student issues.
- Scotland Elementary School strives to engage parents in the education of their children and involves families in a variety of academic and social activities. Many of these events are held during the day, as well as evening activities. Examples of past events: Scholastic Book Fair—twice a year, Special Relative Luncheon, evening Fall Open House, Parent-Teacher Conferences—afternoon and evening, winter and spring music concerts—afternoon and evening performances, Friday movie nights, and family skating.
- Parents are encouraged to support the continued learning of their students at home through Scotland Elementary School's participation in the Scholastic Summer Reading Contest, the REFLEX math program, and participation in the CT Invention Convention. Parents are encouraged to utilize the school's website to stay informed of school events and opportunities. Teachers also maintain active individual classroom webpages that include daily homework assignments. Teachers also use Power School to post student grades in their electronic grade books. Parents are provided private passwords to see their students' academic information in real time.

Efforts to Reduce Racial, Ethnic and Economic Isolation

- Scotland Elementary School participated in the Sister School program with the Discovery Center which involved students in grades 5 and 6 from Scotland and 6th graders from Illing Middle School in Manchester, CT and 5th graders from Highland School in Hartford, CT. Students from the three schools stayed for three days and two nights at the Discovery Center camp in Woodstock, CT and participated in environmental activities and activities focusing on teamwork and cooperative learning.
- Scotland Elementary School held a school-wide assembly featuring Joe Odiambo, a former NBA All-Star Performer. His performance focuses on anti-bullying, faith in yourself, persistence, patience, hard work, responsibility, and respecting everyone's differences.

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Equitable Allocation of Resources among District Schools

- Scotland School District consists of only one school, Scotland Elementary School. All district resources are allocated to Scotland Elementary School to ensure that student needs are addressed.