

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



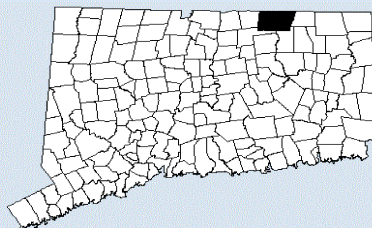
## Stafford School District

Mr. Steven Moccio, Superintendent • 860-684-2208 x3 • <http://www.stafford.k12.ct.us>

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,459
Per Pupil Expenditures <sup>1</sup>	\$18,593
Total Expenditures <sup>1</sup>	\$28,987,094

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	751	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	16	1.1	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	115	7.9	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	46	3.2	3.8
White	1,263	86.6	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	604	41.4	43.3
Students with Disabilities <sup>3</sup>	216	14.8	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	83	12.6	*	*
Male	*	*	64	8.2
Black or African American	*	*	0	*
Hispanic or Latino of any race	21	19.3	9	7.1
White	139	11.7	69	5.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	101	17.2	59	8.8
Students with Disabilities	33	15.1	36	14.6
District	167	12.2	84	5.6
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 150**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Stafford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	114.4
Paraprofessional Instructional Assistants	18.8
<b>Special Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	58.0
<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	12.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	101.8

<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	1	0.6	0.1
Asian	1	0.6	1.2
Black or African American	1	0.6	4.0
Hispanic or Latino of any race	1	0.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.1
White	163	97.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.5	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	8	*
White	53	68.8	79	84.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	60.0	33	86.8
Students with Disabilities	7	*	12	60.0
District	61	68.5	91	86.7
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	13	52.0
Emotional Disturbance	13	56.5
Intellectual Disability	*	*
Learning Disability	62	75.6
Other Health Impairment	22	59.5
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	123	63.1
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Stafford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	27	1.9	2.0
Emotional Disturbance	23	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	82	5.8	5.7
Other Health Impairment	38	2.7	3.3
Other Disabilities	17	1.2	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	204	14.5	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$13,838,997	\$8,877	\$10,923
Support services - students	\$1,788,431	\$1,191	\$1,277
Support services - instruction	\$1,002,974	\$668	\$682
Support services - general administration	\$686,397	\$457	\$467
Support services - school based administration	\$1,767,418	\$1,177	\$1,021
Central and other support services	\$4,859,054	\$3,237	\$679
Operation and maintenance of plant	\$2,602,170	\$1,734	\$1,718
Student transportation services	\$2,363,385	\$1,504	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$78,268	\$52	\$59
Total	\$28,987,094	\$18,593	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,152,617	34.1	28.5
Instructional Aide Salaries	\$989,742	15.7	10.1
Other Salaries	\$292,692	4.6	11.1
Employee Benefits	\$853,288	13.5	13.0
Purchased Services Other Than Transportation	\$129,632	2.1	5.7
Special Education Tuition	\$1,217,381	19.3	22.5
Supplies	\$37,928	0.6	0.6
Property Services	\$10,044	0.2	0.3
Purchased Services For Transportation	\$614,083	9.7	8.0
Equipment	.	.	0.2
All Other Expenditures	\$24,000	0.4	0.1
Total	\$6,321,407	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.8	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	61.1
State	36.0
Federal	2.5
Tuition & Other	0.4

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Stafford School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47	95.7
Students with Disabilities	18	*
District	96	96.9
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	70.2	87.5
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	54.9	94.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	41.7	*
Students with Disabilities	*	*
District	54.7	91.4
State	71.5	87.5

<sup>3</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>4</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 2019-20 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	12.2%	<=5%	12.2%
	High Needs Students	16.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	78.4%	75%	80.4%
On-track to High School Graduation		93.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		96.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		90.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		54.7%	75%	71.5%
Arts Access		43.4%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	90.4%	3.6%	10.9%	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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

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

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Stafford School District

### Narratives

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

The Stafford Public Schools implemented a three-year District Strategic Educational Framework during the 2019-2020 school year focused on three areas: organizational health, curriculum and instruction, and continuous learning for all. An ambitious and extensive design process included feedback from faculty, staff, Board of Education members, and administration. All schools synthesized school improvement plans designed to support initiatives established in the district plan. Educator professional goals were directly linked to the improvement plan framework to ensure coherence with district goals. The district completed the development of its three year long range technology plan to communicate goals and accomplishments in four key areas: teaching and learning, assessment, infrastructure, and leadership. The district began a four year process of developing and instituting the Portrait of the Graduate framework to outline the key skills, competencies, and dispositions of its graduates.

School SRBI teams meet weekly to review attendance, behavioral, and performance data, and to implement district-wide student success plans outlining strategies to ensure the classroom supports and scaffolds for targeted students. The district continues to strengthen its communication of key information and updates through tools such as, School Messenger, Facebook, digital newsletters, and the district website. School Readiness and Family Resource Center grants continue to support the Early Head Start and Family Resource Center programs that provide outreach opportunities to families across the district. Weekly play groups for birth to three children look to promote social skill development and parent education. Schools continue to strengthen programs that focus on coping strategies, problem solving and conflict resolution for students with emotional and behavioral difficulties. The after school program received a state grant renewal to continue to strengthen its STEAM program themes and provide academic enrichment and support for over 70 students.

NAEYC accredited pre-kindergarten and full-day kindergarten programs focus on academics, routines, and development of social skills and gross motor function. Screening days are held to facilitate early identification for intervention support services. The pre-kindergarten program invites families to become involved in early childhood programs by volunteering in classrooms and participating in parent forums. NAEYC parent survey results are used to facilitate continuous improvement.

A variety of home-school communication tools are utilized to keep families involved in the educational community. Parents engage with the district via advisory groups and PTA programs. The district is proud of the support provided to staff and families during the distance learning program in the spring of 2020 and was featured as a district of best practice on the CSDE website. The Stafford Public Schools Distance Learning website hosted parent training materials, video tutorials, and weekly instructional templates for access. The Family Resource Center and Early Head Start programs transitioned student playgroups to a virtual setting, and the district instituted Parent Academies to support families with virtual learning tools and an enhanced summer learning program in the areas of mathematics, literacy, and STEM.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Stafford Public Schools continue to make a concerted effort to ensure that all students view school as a welcoming and supportive environment. The district underwent PBIS training during the 2019-2020 school year across all academic buildings. The program ensures a data-mindset approach to ensure equity and consistency in disciplinary practices for all students. Students attending SMS have access to world language course offerings beginning in the sixth grade. Classroom libraries for the Readers Workshop program were reviewed to ensure access to texts that represented multiple viewpoints. Bilingual texts were integrated into circulation at the primary and elementary schools. During distance learning, professional learning was provided to educational specialists and classroom teachers to support virtual reading and writing strategies for English Learners. The district participated in the Minority Educator Recruitment Fair held in the spring. The Stafford Childhood Collaborative, School Readiness Council, and Family Resource Center continue to advocate for community-based support to families. Events sponsored by the Family Resource Center bring younger students and their families together. A Winter Traditions Family Night celebrated holiday traditions across different cultures.

School assemblies are aligned to core values and multiculturalism focused on themes such as kindness, respect, positive peer relationships, and cultural awareness. Inclusion of units on the Holocaust at the secondary level continue to meet the expectations of state legislation. We strive to honor diverse voices by expanding student clubs and enrichment opportunities for all students. We continue to expand participation in outreach projects with schools across the country and world through remote opportunities. Special education students engage in an award-winning Unified program with their regular education peers. The Gender Sexuality Diversity Alliance (GSDA) continues to focus on teaching tolerance and inclusivity to students and staff. Their efforts have worked to facilitate input into our new health and wellness course. School Counselors at SHS have updated the developmental guidance curriculum to target the academic and social emotional barriers impacting student achievement.

# District Profile and Performance Report for School Year 2019-20

## Stafford School District

### **Equitable Allocation of Resources among District Schools**

The Stafford Board of Education and superintendent facilitate a collaborative budget development process involving multiple stakeholders to synthesize a fiscally responsible budget. District budget initiatives are aligned to the shared vision and goals communicated through the new Strategic Educational Framework. In an effort to maintain a balance among our district schools, each building receives an allocation based on enrollment and school needs. A curriculum revision cycle equitably allocates funds for the adoption and revision of curricular resources. All schools in district house dedicated mathematics and reading interventionists to support diverse student learning needs. The school-wide data team at Stafford High School examined areas to strengthen its instructional program and recommend changes to ensure all students have equal access to resources. Our professional learning plan has shifted to provide staff with workshops to support Tier I instruction in mathematics and literacy. The master schedule incorporated these recommendations. School improvement initiatives are funded from district funds with supplemental allocations from state and federal resources.