Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

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	6
Enrollment	1,511
Per Pupil Expenditures[1]	$17,929
Total Expenditures[1]	$28,309,333

[1]Expenditure data reflect the 2017-18 school year.
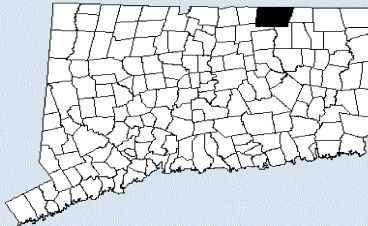
Community Information

[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 2018-19 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 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, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	785	52.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	20	1.3	12.8
Hispanic or Latino of any race	117	7.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	48	3.2	3.6
White	1,306	86.4	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	618	40.9	42.1
Students with Disabilities[3]	224	14.8	15.4

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

[3]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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	*	*	21	2.8
Male	61	8.4	68	8.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	8.0	13	10.5
White	95	7.9	73	5.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	64	11.2	51	7.7
Students with Disabilities	30	14.4	36	14.1
District	109	7.8	89	5.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 205

Number of school-based arrests: Fewer than 6

[4]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.

[5]This column displays 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	114.0
Paraprofessional Instructional Assistants	20.0
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	59.0
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	101.4

[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	1.1
Black or African American	1	0.6	3.8
Hispanic or Latino of any race	2	1.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.6	0.1
White	163	96.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	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	52	59.8	70	79.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	54.5	30	73.2
Students with Disabilities	7	*	14	60.9
District	56	57.1	81	79.4
State		74.5		85.2

[2]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[3]

	Count	Rate (%)
Autism	14	58.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	52	68.4
Other Health Impairment	28	58.3
Other Disabilities	*	*
Speech/Language Impairment	11	*
District	119	58.3
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.8	1.9
Emotional Disturbance	28	1.9	1.1
Intellectual Disability	*	*	0.5
Learning Disability	76	5.2	5.5
Other Health Impairment	49	3.3	3.2
Other Disabilities	19	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	216	14.7	15.0

[1]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[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	4.2	8.2
Private Schools or Other Settings	10	4.6	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$16,338,492	$10,347	$10,545
Support services - students	$1,818,162	$1,201	$1,373
Support services - instruction	$1,041,439	$688	$644
Support services - general administration	$509,494	$337	$462
Support services - school based administration	$1,750,013	$1,156	$1,007
Central and other support services	$1,687,552	$1,115	$671
Operation and maintenance of plant	$2,759,257	$1,822	$1,629
Student transportation services	$2,265,313	$1,415	$1,231
Food services	$94,611	$62	$13
Enterprise operations	.	.	$157
Minor school construction	$45,000	$30	$65
Total	$28,309,333	$17,929	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$1,920,740	32.2	29.7
Instructional Aide Salaries	$976,457	16.4	9.6
Other Salaries	$196,012	3.3	10.4
Employee Benefits	$834,534	14.0	13.0
Purchased Services Other Than Transportation	$252,767	4.2	5.5
Special Education Tuition	$1,165,316	19.5	22.6
Supplies	$15,814	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$596,355	10.0	8.0
Equipment	$2,563	0.0	0.2
All Other Expenditures	$11,350	0.2	0.1
Total	$5,971,908	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.1	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	65.2
State	31.8
Federal	2.4
Tuition & Other	0.5

[4]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).

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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	10	*	10	*	*	*
Hispanic or Latino of any race	51	63.1	51	59.1	20	57.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	72.9	24	66.7	7	*
White	688	67.2	688	63.4	299	66.7
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	311	62.3	311	58.5	107	58.8
Not Eligible for Free or Reduced-Price Meals	470	70.2	470	66.2	228	69.3
Students with Disabilities	111	47.6	111	42.4	43	52.0
Students without Disabilities	670	70.3	670	66.6	292	68.0
High Needs	361	60.4	361	56.4	131	57.6
Non-High Needs	420	72.7	420	68.9	204	71.3
District	781	67.0	781	63.1	335	66.0

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

	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

[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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	77.7	83.3	93.8	83.5	441	84.4
Curl Up	63.8	81.4	92.0	82.5	441	79.1
Push Up	46.2	55.9	74.1	66.0	441	59.9
Mile Run/PACER	58.5	69.6	77.7	69.1	441	68.3
All Tests - District	26.2	45.1	65.2	55.7	441	46.9
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	80.0
Students with Disabilities	19	*
District	98	90.8
State		88.3

[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.

[2]Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	47	48.0
Male	97.0	*	*
Black or African American	N/A	N/A	N/A
Hispanic or Latino of any race	*	6	*
White	97.1	79	45.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.2	17	23.0
Students with Disabilities	88.9	*	*
District	96.5	88	44.0
State	95.9		42.6

[3]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

[4]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 percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	70.4	87.5
Male	48.6	87.5
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	61.7	89.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	32.3	*
Students with Disabilities	*	*
District	61.5	87.5
State	71.0	87.8

[5]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.

[6]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

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	67.0	75	44.7	50	89.4	67.7
	High Needs Students	60.4	75	40.3	50	80.6	58.1
Math Performance Index	All Students	63.1	75	42.1	50	84.2	63.1
	High Needs Students	56.4	75	37.6	50	75.2	52.7
Science Performance Index	All Students	66.0	75	44.0	50	88.0	63.8
	High Needs Students	57.6	75	38.4	50	76.8	54.2
ELA Academic Growth	All Students	53.4%	100%	53.4	100	53.4	59.9%
	High Needs Students	48.4%	100%	48.4	100	48.4	55.1%
Math Academic Growth	All Students	64.3%	100%	64.3	100	64.3	62.5%
	High Needs Students	63.5%	100%	63.5	100	63.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.8%	<=5%	44.4	50	88.9	10.4%
	High Needs Students	11.5%	<=5%	36.9	50	73.9	16.1%
Preparation for CCR	% Taking Courses	68.5%	75%	45.7	50	91.3	80.0%
	% Passing Exams	44.0%	75%	29.3	50	58.7	42.6%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		90.8%	94%	96.6	100	96.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.1%	94%	93.7	100	93.7	83.3%
Postsecondary Entrance (Class of 2018)		61.5%	75%	82.1	100	82.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.5% | 46.9%	75%	31.3	50	62.6	96.4% | 52.9%
Arts Access		44.9%	60%	37.4	50	74.8	51.9%
Accountability Index				**1024.2**	**1350**	**75.9**	

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[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	72.7	60.4	12.3	15.4	
Math Performance Index Gap	68.9	56.4	12.5	17.6	
Science Performance Index Gap	71.3	57.6	13.7	16.1	
Graduation Rate Gap	94.0%	88.1%	5.9%	11.1%	N

[1]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.
[2]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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.6
	High Needs Students	97.4
Math	All Students	98.6
	High Needs Students	97.4
Science	All Students	98.0
	High Needs Students	97.1

[3]Minimum participation standard is 95%.

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.

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

Narratives

School District Improvement Plans and Parental Outreach Activities

Stafford Public Schools continuously examines innovative strategies to build partnerships with family and community members to prepare students to be college and career ready. Our district established a focus over the past year to establish system-wide protocols and procedures in the areas of curriculum development, Scientifically Research Based Interventions (SRBI) and English Learner (EL) identification and screening. School SRBI teams meet weekly to review data and implement strategies to ensure the success of all students. The district established a communication system to ensure that attendance information is shared with families. Schools utilize attendance teams to review data and work with families to ensure the success of their students. Significant success was seen in the first year of operation of a special education program focusing on coping strategies, problem solving and conflict resolution for students with emotional and behavioral difficulties. School Readiness and Family Resource Center grant funding continues to support the Early Head Start and Family Resource Center programs that provide multiple outreach opportunities to families across the district.   Weekly play groups for birth to three children looks to promote social skill development and parent education. Our after school program in Stafford (PASS) offers support for working families and after school academic enrichment.

A balanced literacy model continues to be a focal point for the development of a sound academic program for the Stafford Public Schools. 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. Our district is proud to have welcomed the Wilson Fundations program, an integrated multi-sensory approach that overlaps skills. The Readers'/Writers' workshop continues to be the model for reading instruction through grade eight that involves students in authentic reading experiences. Literacy Night programs were held across multiple schools to familiarize families with the strategies and tools to promote literacy acquisition in the home environment. The Summer Reading programs were designed to promote a curiosity and passion for reading. Summer Reading Support workshops were held for the families of students receiving EL or Title I services.

Home-school communication continues to be at the forefront of our success as a district. A variety of tools are utilized to keep families involved in the educational community. Parents engage with the district via advisory groups and the PTA programs. The West Stafford PTA was selected to receive a grant through the PTA Connected initiative to help familiarize families with the ethical use of technological tools. The use of social media works to share the accomplishments of staff and students across the district. Additionally, the district has improved its outreach to families via a variety of communication modalities including, but not limited to, the PowerSchool parent portal, the district web page, Google Classroom, the newly constructed curriculum & instruction webpage with parent resource tab, the School Messenger electronic communication messaging, newsletters, and home visits.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Pride in the school community continues to be a strength for the Stafford Public Schools as we examine efforts to reduce racial, ethnic, and socioeconomic isolation. The Stafford Childhood Collaborative continues to be a valuable district partner in advocating for community-based support to families. Events sponsored by the Family Resource Center bring younger students and their families together to work in intra-district programs.   Parent visits have added additional layers of support to families in need.

School-wide programming continues to celebrate the diversity of our student population. School assemblies aligned to core values and multiculturalism were held focusing 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. Hosting a cultural fair helped students to learn about the interactions of various societies throughout the world. We strive to honor diverse voices by expanding the number of student clubs and enrichment opportunities for all of our students. We continue to expand participation of students in distance outreach projects with schools across the country and world through opportunities hosted by our Technology Integration Specialist. Special education students engage in an award-winning Unified Arts 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 contribute to the movement of a single color graduation gown and designation of an all-gender bathroom. Students engage in inter-district outreach programs that look to support targeted populations such as "College Knowledge" which fosters awareness for the importance of academic success as well as the "Multiply Your Options" workshop that increases knowledge in pertinent STEM careers for middle school females. Field trips to regional, local, and international destinations continue to promote opportunities for students to expand their cultural horizons.

Equitable Allocation of Resources among District Schools

The Stafford Board of Education ensures equitable funding to meet the needs of all students throughout the district. The district is comprised of five schools: two early elementary (PK-1), one elementary (2-5), one middle (6-8), and one high school (9-12). The superintendent of schools facilitates a collaborative budget development process involving multiple stakeholders to synthesize a fiscally responsible budget that strategically anticipates the allocation of resources based on the needs of all learners.   In an effort to maintain a balance among our district schools, each building receives an allocation which is determined by enrollment and school needs. A newly adopted curriculum revision cycle equitably allocates funds for the adoption and revision of curriculum resources. All schools throughout the district house dedicated mathematics and reading interventionists to support diverse student learning needs. School improvement initiatives are funded from district funds with supplemental allocations from state and federal grant resources. In the budget year 2018-19, funding was targeted to address SRBI interventions, textbook upgrades, and improved classroom libraries.