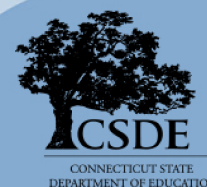# Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

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	1,352
Per Pupil Expenditures[1]	$19,570
Total Expenditures[1]	$29,492,593

[1] *Expenditure data reflect the 2019-20 school year.*
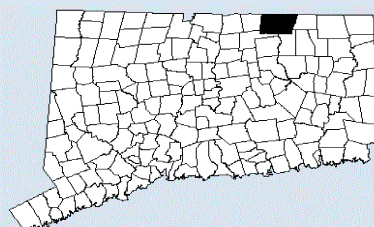
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2020-21 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 https://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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	683	50.5	51.5
American Indian or Alaska Native	*	*	0.3
Asian	12	0.9	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	111	8.2	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	49	3.6	4.0
White	1,168	86.4	49.9
English Learners	6	0.4	8.3
Eligible for Free or Reduced-Price Meals	564	41.7	42.7
Students with Disabilities[3]	214	15.8	16.3

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

[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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	12	1.7
Male	108	16.3	18	2.5
Black or African American	*	*	0	*
Hispanic or Latino of any race	21	20.0	*	*
White	147	13.1	23	1.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	128	22.3	19	3.0
Students with Disabilities	64	27.8	14	5.3
District	181	14.0	30	2.1
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 59

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[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	105.6
Paraprofessional Instructional Assistants	19.3
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	52.4
Administrators, Coordinators and Department Chairs	
District Central Office	2.8
School Level	8.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	12.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	102.5

[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	1	0.6	0.1
Asian	1	0.6	1.3
Black or African American	1	0.6	4.1
Hispanic or Latino of any race	1	0.6	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.1
White	159	97.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	7.3

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	*	*	*	*
White	32	46.4	66	84.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	40.6	24	75.0
Students with Disabilities	*	*	10	*
District	39	46.4	77	84.6
State		75.9		85.6

[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	17	65.4
Emotional Disturbance	8	40.0
Intellectual Disability	*	*
Learning Disability	49	60.5
Other Health Impairment	24	57.1
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	113	57.1
State		67.9

[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	29	2.2	2.1
Emotional Disturbance	20	1.5	1.1
Intellectual Disability	6	0.5	0.5
Learning Disability	81	6.1	5.8
Other Health Impairment	43	3.2	3.3
Other Disabilities	17	1.3	1.2
Speech/Language Impairment	13	1.0	1.9
All Disabilities	209	15.7	15.9

[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	*	*	8.3
Private Schools or Other Settings	*	*	4.8

[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]: 2019-20

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$16,208,507	$10,755	$11,205
Support services - students	$2,329,807	$1,607	$1,346
Support services - instruction	$1,508,347	$1,040	$698
Support services - general administration	$476,682	$329	$464
Support services - school based administration	$2,213,255	$1,526	$1,037
Central and other support services	$1,499,498	$1,034	$691
Operation and maintenance of plant	$2,861,773	$1,974	$1,692
Student transportation services	$2,317,453	$1,525	$1,159
Food services	$77,271	$53	$21
Enterprise operations	.	.	$151
Total	$29,492,593	$19,570	$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$2,079,401	32.7	29.6
Instructional Aide Salaries	$1,084,675	17.0	11.1
Other Salaries	$254,960	4.0	9.5
Employee Benefits	$896,788	14.1	13.5
Purchased Services Other Than Transportation	$343,993	5.4	5.4
Special Education Tuition	$1,080,623	17.0	22.5
Supplies	$45,331	0.7	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	$579,838	9.1	7.2
Equipment	$549	0.0	0.2
All Other Expenditures	$690	0.0	0.1
Total	$6,366,848	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.6	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	61.4
State	35.4
Federal	2.9
Tuition & Other	0.4

[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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	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	48	85.4
Students with Disabilities	19	*
District	106	91.5
State		88.8

[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 2019-20 school year.

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

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.2	37	41.1
Male	74.1	28	32.9
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	80.3	57	38.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.8	16	25.0
Students with Disabilities	59.3	0	0.0
District	78.3	65	37.1
State	85.0		36.0

[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.
- Copyright © 2021 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2021 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2021

* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	70.8	87.9
Male	49.0	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	58.4	91.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	35.7	75.0
Students with Disabilities	*	*
District	59.6	88.5
State	67.4	84.9

[3] 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.

[4] 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	14.0%	<=5%	19.0%
	High Needs Students	21.9%	<=5%	30.2%
Preparation for CCR	% Taking Courses	66.3%	75%	80.6%
	% Passing Exams	37.1%	75%	36.0%
On-track to High School Graduation		88.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		91.5%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		86.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		59.5%	75%	67.4%
Arts Access		59.4%	60%	50.7%

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]
Graduation Rate Gap	94.0%	86.0%	8.0%	9.8%	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.

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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Narratives

School District Improvement Plans and Parental Outreach Activities

The Stafford Public Schools completed year two of its three-year Strategic Educational Framework (SEF) during the 2020-2021 school year. The framework provides the overall vision for the district and identifies strategic goals related to Organizational Health; Curriculum, Instruction and Assessment; and Continuous Learning for All. Each strategic goal is broken down into two strategic imperatives, which are further broken down into long-term strategies. Each school year, the leadership team identifies short-term actions that are addressed during that school year and aligned to the long-term strategies.

The district completed the stakeholder driven process of developing and instituting the Portrait of the Graduate framework to outline the key skills, competencies, and dispositions of its graduates. The framework and grade band expectations were completed for dissemination to district staff and administrators in 2021-2022. Schools continue to strengthen institutional coherence with special education programming through creation of service delivery manuals and protocols.

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. An afterschool learning academy was offered at all schools facilitated by certified staff to support student academic needs. The district continues to strengthen its communication of key information, truancy prevention letters, and academic programming updates through tools such as, School Messenger, Facebook, digital newsletters, and the district website. In 2020-2021, parent communication for IEPs and 504s was extended into the virtual environment. 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. These monthly meetings were designed to support school readiness and improve social/emotional outcomes for families. The after school program continued to strengthen its STEAM program themes and provide academic enrichment and support for over 60 students throughout the pandemic.

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. Communication of household income data during the registration process assists in identifying school readiness families.

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 PTO programs. The district is proud of its Parent Academy programming which has supported families virtually this year with topics from prevention of cyberbullying to accessing summer learning materials in literacy, numeracy, and STEM. The Office of Curriculum & Instruction sponsored academic support events during the pandemic such as Math in the Morning and our virtual Numeracy and Literacy Night. The Family Resource Center and Early Head Start programs transitioned student playgroups to a virtual setting, and completed virtual home visits to support families.

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 continues to participate in the Minority Educator Recruitment Fair. The district established a Social Emotional Supports Committee to drive development of tools and resources for staff and students, as well as undergo Yale RULER facilitator training during the 2020-2021 school year. The program ensures practices for increasing student attendance, engagement, and overall academic performance. School Counselors at SHS have completed the developmental guidance curriculum to target the academic and social emotional barriers. Classroom libraries for the Readers Workshop program continue to ensure access to texts that represent multiple viewpoints. Middle school reading courses continue to evolve and represent a "windows and mirrors" approach to celebrating student diversity. Professional learning and coaching was provided to educational specialists and classroom teachers to support instructional strategies for English Learners, with bilingual texts being integrated into circulation at the elementary schools.

Inclusion of units on the Holocaust at the secondary level 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. 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. 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.

Professional learning topics included diversity and inclusion, culturally responsive teaching, and social emotional learning for all learners. The district has begun steps to establish and implement the Stafford Equity & Inclusion Coalition, beginning in the 2021-2022 school year.

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 and textbook adoption cycle equitably allocates funds for the adoption and revision of curricular resources. All schools in the district house dedicated mathematics and reading interventionists to support diverse student learning needs. Our professional learning plan has shifted to provide staff with workshops to support Tier I instruction in mathematics and literacy, and the master schedule has incorporated these recommendations. School improvement initiatives and 1:1 initiatives are funded from district funds with supplemental allocations from state and federal resources. Grant funds also provided increased after school academic support for at-risk learners.