Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22
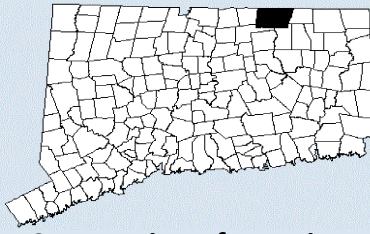
Stafford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,386
Per Pupil Expenditures[1]	$21,511
Total Expenditures[1]	$29,878,256

[1] *Expenditure data reflect the 2020-21 school year.*

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2021-22 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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

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

Students

October 1, 2021 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	683	49.3	48.5
Male	703	50.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	14	1.0	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	117	8.4	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	54	3.9	4.3
White	1,192	86.0	48.6
English Learners/Multilingual Learners	11	0.8	8.8
Eligible for Free or Reduced-Price Meals	410	29.6	40.6
Students with Disabilities[3]	232	16.7	16.7

[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	129	20.0	37	5.1
Male	113	17.2	64	8.8
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	32	25.0	11	7.9
White	188	17.1	84	6.8
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	137	28.5	57	10.6
Students with Disabilities	73	28.4	33	11.0
District	242	18.6	101	7.0
State		23.7		6.5

Number of students qualified as truant under state statute: 228

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	110.5
Paraprofessional Instructional Assistants	14.1
Special Education	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	58.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	11.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	95.8

[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	2	1.2	1.3
Black or African American	0	0.0	4.3
Hispanic or Latino of any race	2	1.2	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.2
White	160	97.0	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	10.4

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	*	*	9	*
White	62	81.6	61	91.0
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	69.6	28	87.5
Students with Disabilities	6	*	12	*
District	73	80.2	78	89.7
State		81.7		87.7

[2] College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	16	55.2
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	63	66.3
Other Health Impairment	22	55.0
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	118	55.4
State		68.4

[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	2.3
Emotional Disturbance	19	1.4	1.1
Intellectual Disability	6	0.5	0.6
Learning Disability	96	7.2	6.1
Other Health Impairment	40	3.0	3.3
Other Disabilities	15	1.1	1.1
Speech/Language Impairment	18	1.4	1.9
All Disabilities	223	16.8	16.3

[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	*	*	8.2
Private Schools or Other Settings	*	*	4.6

[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]: 2020-21

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$15,932,558	$11,471	$12,000
Support services - students	$3,254,236	$2,432	$1,468
Support services - instruction	$1,521,343	$1,137	$780
Support services - general administration	$511,977	$383	$472
Support services - school based administration	$2,116,114	$1,582	$1,103
Central and other support services	$1,598,009	$1,194	$703
Operation and maintenance of plant	$2,860,217	$2,138	$1,910
Student transportation services	$2,083,802	$1,460	$1,287
Food services	.	.	$28
Enterprise operations	.	.	$170
Total	$29,878,256	$21,511	$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$2,077,168	31.9	29.7
Instructional Aide Salaries	$1,025,472	15.8	10.8
Other Salaries	$300,659	4.6	9.8
Employee Benefits	$888,950	13.7	13.8
Purchased Services Other Than Transportation	$303,121	4.7	5.7
Special Education Tuition	$1,378,406	21.2	22.6
Supplies	$34,561	0.5	0.6
Property Services	$6,090	0.1	0.4
Purchased Services For Transportation	$491,698	7.6	6.3
Equipment	.	.	0.2
All Other Expenditures	$690	0.0	0.1
Total	$6,506,817	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.8	24.5

Expenditures by Revenue Source[4]: 2020-21

	Percent of Total (%) Excluding School Construction
Local	59.6
State	34.6
Federal	5.2
Tuition & Other	0.6

[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	*	*	*	*	*	*
Hispanic or Latino of any race	54	64.7	54	57.8	20	66.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	30	66.8	30	60.4	9	*
White	614	65.3	613	60.3	258	61.8
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	225	62.9	224	56.8	73	60.9
Not Eligible for Free or Reduced-Price Meals	482	66.4	482	61.7	217	62.6
Students with Disabilities	135	48.5	135	42.4	51	46.3
Students without Disabilities	572	69.3	571	64.3	239	65.6
High Needs	305	58.8	304	52.8	110	55.5
Non-High Needs	402	70.3	402	65.6	180	66.3
District	707	65.3	706	60.1	290	62.2

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

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

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	78.6	85.3	92.4	88.8	401	86.3
Curl Up	61.2	73.4	96.2	92.1	401	80.5
Push Up	34.7	55.0	76.2	77.5	401	60.6
Mile Run/PACER	61.2	81.7	81.0	61.8	401	72.1
All Tests - District	25.5	50.5	61.9	55.1	401	48.4
All Tests - State	48.9	46.7	44.3	43.3		45.8

[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]

	2020-21	
	Cohort Count[2]	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	9	*
White	75	98.7
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	31	87.1
Students with Disabilities	11	*
District	88	95.5
State		89.6

[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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness [3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	31	35.2
Male	90.0	32	35.6
Non-Binary	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Hispanic or Latino	81.0	*	*
White	95.8	51	35.7
English Learners/Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	89.1	12	21.8
Students with Disabilities	82.1	0	0.0
District	93.8	63	35.4
State	95.0		43.5

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- Earning three or more non-remedial college credits cumulatively during high school.

[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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IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	72.3	82.4
Male	55.0	72.0
Non-Binary	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	63.6	78.8
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	58.6	*
Students with Disabilities	*	*
District	64.4	78.0
State	66.1	84.9

[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	65.3	75	43.6	50	87.1	64.2
	High Needs Students	58.8	75	39.2	50	78.4	54.2
Math Performance Index	All Students	60.1	75	40.1	50	80.2	58.6
	High Needs Students	52.8	75	35.2	50	70.4	47.7
Science Performance Index	All Students	62.2	75	41.5	50	82.9	61.4
	High Needs Students	55.5	75	37.0	50	74.0	51.3
ELA Academic Growth	All Students	60.2%	100%	60.2	100	60.2	60.4%
	High Needs Students	57.0%	100%	57.0	100	57.0	56.2%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	65.2%
	High Needs Students	58.6%	100%	58.6	100	58.6	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	18.6%	<=5%	22.9	50	45.7	23.7%
	High Needs Students	26.1%	<=5%	7.8	50	15.6	34.0%
Preparation for CCR	% Taking Courses	84.8%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	35.4%	75%	23.6	50	47.2	43.5%
On-track to High School Graduation		87.4%	94%	46.5	50	93.0	82.7%
4-year Graduation All Students (2021 Cohort)		95.5%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		96.3%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		64.4%	75%	85.9	100	85.9	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		92.6% | 48.4%	75%	32.3	50	64.5	94.0% | 45.8%
Arts Access		40.9%	60%	34.1	50	68.2	52.4%
Accountability Index				**981.6**	**1350**	**72.7**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.3	58.8	11.5	16.6	
Math Performance Index Gap	65.6	52.8	12.8	18.2	
Science Performance Index Gap	66.3	55.5	10.8	17.4	
Graduation Rate Gap	94.0%	96.3%	-2.3%	10.2%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	99.1
	High Needs Students	98.1
Math	All Students	98.9
	High Needs Students	97.8
Science	All Students	98.3
	High Needs Students	96.6

[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: 49.7**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

The Stafford Public Schools completed year three of its three-year Strategic Educational Framework (SEF) during the 2021-2022 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. During the early fall, the leadership team identified short-term actions that are addressed in collaboration with the school leadership teams aligned to the long term actions.

The district SRBI Committee met throughout the school year to review systems and structures to support student academic and behavioral needs. The process involved the revision of the district handbook and accompanying forms to ensure consistency across all campuses. A district committee for developing the Special Education Practices and Procedures Manual was completed in the Spring of 2022. This work included the development of a district Special Education Advisory Council which includes families and school staff in supporting the growth of special education support services districtwide. The district continues to strengthen its communication of key information, truancy prevention letters, and academic programming updates through tools such as, School Messenger, social media, digital newsletters, and the district website. In 2021-2022, parent communication for IEPs and 504s continued access to families through the virtual environment. School Readiness and Family Resource Center grants continue to support the 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 80 students throughout the pandemic. All schools continue to expand interventions beyond the school day with academic tutoring and structured learning academies to emphasize targeted literacy and numeracy skills.

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 human trafficking, college and career supports, and accessing summer learning materials in literacy, numeracy, and STEM. The Office of Curriculum & Instruction sponsored academic support events during the year such as Math in the Morning and an elementary Numeracy and Literacy Night.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Stafford Public Schools continue to examine its practices for developing a community that embraces inclusivity and belonging for all. The district launched its Equity & Inclusivity Committee composed of multiple stakeholder groups in 2021-2022. The committee developed the core beliefs and values, district equity vision statement, and the first equity and inclusion action plan. The district continues to participate in the Minority Educator Recruitment Fair sponsored by the local RESCs. The Social Emotional Supports Committee continues to drive development of tools and resources for staff and students, as well as undergo Yale RULER facilitator training during the 2021-2022 school year. The program ensures practices for increasing student attendance, engagement, and overall academic performance. The district prioritizes the use of universal screeners through the DESSA tool to support student social-emotional needs. The district articulated its first 6-12 Student Success Plan Scope and Sequence utilizing Naviance. The leadership team engaged in a community of practice for building trauma-informed and resilient schools. Classroom libraries continue to ensure access to texts that represent multiple viewpoints. Professional learning and coaching was provided to educational specialists and classroom teachers to support instructional strategies for English Learners, with bilingual texts and leveled readers being integrated into circulation at the elementary schools.

Strong interest was noted with the inclusion of a pilot of the SERC Black and Latino Studies Course Curriculum. 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. Special education students engage in an award-winning Unified program with their regular education peers. Our high school reinstituted its student-led Partners in Pride program to enhance school climate. The Gender Sexuality Diversity Alliance (GSDA) continues to focus on teaching tolerance and inclusivity to students and staff.

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. The integration of enrichment teachers and academic tutors supported student needs that arose from the COVID-19 pandemic. 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. Grant funds also increased the tools and resources available during and after school to support at-risk learners.