

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



**Stafford High School
 Stafford School District**

860-684-4233 • <http://www.stafford.k12.ct.us>

School Information

Grade Range	9-12
Enrollment	367
Per Pupil Expenditures ¹	\$17,061
Total Expenditures ¹	\$6,687,982

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>

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Notes

Unless otherwise noted, all data are for 2021-22 and include all grades offered by the school.

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>

For district totals, please see the district profile.

* 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. 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

	Count	School	District
		Percent of Total (%)	Percent of Total (%)
Female	177	48.2	49.3
Male	190	51.8	50.7
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	*
Asian	*	*	1.0
Black or African American	*	*	*
Hispanic or Latino of any race	34	9.3	8.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	12	3.3	3.9
White	313	85.3	86.0
English Learners/Multilingual Learners	0	0.0	0.8
Eligible for Free or Reduced-Price Meals	103	28.1	29.6
Students with Disabilities ²	62	16.9	16.7

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	44	24.3	24	12.6
Male	32	16.4	33	16.6
Non-Binary	0	*	0	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	12	28.6	6	14.0
White	53	17.0	49	15.2
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	40	31.7	26	19.7
Students with Disabilities	21	30.4	20	26.7
School	76	20.2	57	14.6
District		18.6		7.0

Number of students qualified as truant under state statute: 59

Number of school-based arrests: 0

³ 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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.9
Paraprofessional Instructional Assistants	0.5
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	13.8

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	2.1	1.2
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	1	2.1	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	2.1	0.6
White	45	93.8	97.0

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.6	8.1

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.

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$3,991,975	\$10,184
Support Services - Students	\$864,129	\$2,204
Improvement of Instruction	\$55,499	\$142
Library and Media Services	\$144,260	\$368
Support Services - Instruction	\$194,698	\$497
Support Services - School-Based	\$577,025	\$1,472
Operation and Maintenance of Plant	\$828,760	\$2,114
Transportation Other Than to/From	\$31,635	\$81
Enterprise Operations	.	.
Total	\$6,687,982	\$17,061

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,980.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	16	53.3
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	32	51.6
District		55.4

³ This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	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	82.7	61	91.0
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	72.7	28	87.5
Students with Disabilities	6	*	12	*
School	73	81.1	78	89.7
District		80.2		89.7

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	977
Half/Extended Day Kindergarten	N/A

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	*	*
Asian	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	6	*	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	73	56.7	73	55.3	73	59.8
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	82	57.6	82	55.5	83	60.7
Eligible for Free or Reduced-Price Meals	13	*	13	*	13	*
Not Eligible for Free or Reduced-Price Meals	69	58.8	69	56.5	70	61.2
Students with Disabilities	7	*	7	*	8	*
Students without Disabilities	75	58.9	75	57.0	75	62.1
High Needs	20	49.0	20	46.3	21	54.2
Non-High Needs	62	60.4	62	58.5	62	62.9
School	82	57.6	82	55.5	83	60.7

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	88.8	89	88.8
Curl Up	N/A	N/A	N/A	92.1	89	92.1
Push Up	N/A	N/A	N/A	77.5	89	77.5
Mile Run/PACER	N/A	N/A	N/A	61.8	89	61.8
All Tests - School	N/A	N/A	N/A	55.1	89	55.1
All Tests - District	25.5	50.5	61.9	55.1		48.4

²The 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.

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

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Cohort Graduation: Four-Year¹

	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	*
School	88	95.5
District		95.5

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 Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	31	35.2
Male	91.0	32	36.0
Non-Binary	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Hispanic or Latino	81.0	*	*
White	96.5	51	35.9
English Learners/Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.7	12	22.2
Students with Disabilities	85.2	0	0.0
School	94.4	63	35.6
District	93.8		35.4

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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.

⁴Participation 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 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	*	*
School	64.4	78.0
District	64.4	78.0

⁵College 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.

⁶College 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

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	57.6	75	115.2	150	76.8	64.2
	High Needs Students	49.0	75	97.9	150	65.3	54.2
Math Performance Index	All Students	55.5	75	111.0	150	74.0	58.6
	High Needs Students	46.3	75	92.6	150	61.7	47.7
Science Performance Index	All Students	60.7	75	80.9	100	80.9	61.4
	High Needs Students	54.2	75	72.3	100	72.3	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	20.2%	<=5%	19.7	50	39.4	23.7%
	High Needs Students	29.7%	<=5%	0.5	50	1.0	34.0%
Preparation for CCR	% Taking Courses	85.3%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	35.6%	75%	23.7	50	47.5	43.5%
On-track to High School Graduation		83.8%	94%	44.6	50	89.2	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)		96.1%	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)		84.8% 55.1%	75%	18.4	50	36.7	94.0% 45.8%
Arts Access		40.8%	60%	34.0	50	68.1	52.4%
Accountability Index				1046.7	1450	72.2	

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	60.4	49.0	11.5	16.6	
Math Performance Index Gap	58.5	46.3	12.2	18.5	
Science Performance Index Gap	62.9	54.2	8.6	17.9	
Graduation Rate Gap	94.0%	96.1%	-2.1%	4.8%	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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	96.6
	High Needs Students	88.0
Math	All Students	96.6
	High Needs Students	88.0
Science	All Students	97.8
	High Needs Students	96.0

³Minimum participation standard is 95%.

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