

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



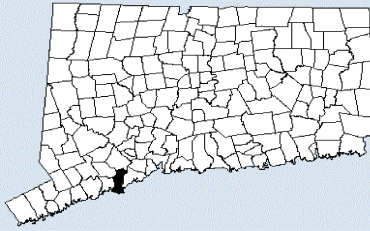
Stratford School District

Dr. Janet Robinson, Superintendent • 203-385-4210 • www.stratfordk12.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	6,840
Per Pupil Expenditures ¹	\$16,498
Total Expenditures ¹	\$117,516,564

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,321	48.6	48.4
Male	3,519	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	213	3.1	5.1
Black or African American	1,538	22.5	12.8
Hispanic or Latino	2,152	31.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	232	3.4	3.3
White	2,694	39.4	53.6
English Learners	358	5.2	7.2
Eligible for Free or Reduced-Price Meals	3,193	46.7	36.7
Students with Disabilities ¹	919	13.4	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	449	13.6	140	4.1
Male	411	12.1	351	9.9
Black or African American	196	12.7	190	11.9
Hispanic or Latino	328	15.3	152	6.9
White	280	10.8	127	4.7
English Learners	57	13.6	16	3.8
Eligible for Free or Reduced-Price Meals	606	17.6	329	8.9
Students with Disabilities	199	22.2	121	11.6
District	860	12.8	491	7.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 12

Number of school-based arrests: 47

²A student is chronically absent if he/she misses 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.

³The 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	434.1
Paraprofessional Instructional Assistants	65.7
Special Education	
Teachers and Instructors	67.0
Paraprofessional Instructional Assistants	121.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.5
School Level	34.8
Library/Media	
Specialists (Certified)	13.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	25.1
Counselors, Social Workers and School Psychologists	42.5
School Nurses	17.0
Other Staff Providing Non-Instructional Services/Support	282.2

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	5	0.8	1.1
Black or African American	27	4.2	3.7
Hispanic or Latino	13	2.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	594	93.0	91.0

¹In 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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	101	80.8	126	87.5
Hispanic or Latino	100	74.6	128	90.8
White	190	89.6	217	93.1
English Learners	9	45.0	20	90.9
Eligible for Free or Reduced-Price Meals	197	77.9	230	90.2
Students with Disabilities	40	59.7	62	73.8
District	413	82.8	502	91.3
State		69.3		80.1

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

	Count	Rate (%)
Autism	56	44.8
Emotional Disturbance	15	30.0
Intellectual Disability	13	33.3
Learning Disability	306	94.2
Other Health Impairment	157	77.0
Other Disabilities	24	42.9
Speech/Language Impairment	63	94.0
District	634	73.2
State		68.6

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

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	131	1.9	1.8
Emotional Disturbance	50	0.7	1.1
Intellectual Disability	39	0.6	0.5
Learning Disability	326	4.6	5.2
Other Health Impairment	205	2.9	3.1
Other Disabilities	89	1.3	1.1
Speech/Language Impairment	77	1.1	1.8
All Disabilities	917	13.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	59	6.4	8.3
Private Schools or Other Settings	64	7.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	64,782,638	9,531	9,847
Instructional Supplies and Equipment	1,052,086	155	287
Improvement of Instruction and Educational Media Services	3,309,311	487	589
Student Support Services	11,860,070	1,745	1,120
Administration and Support Services	11,601,874	1,707	1,905
Plant Operation and Maintenance	10,245,255	1,507	1,648
Transportation	5,366,301	746	904
Costs of Students Tuitioned Out	7,390,753	N/A	N/A
Other	1,908,276	281	208
Total	117,516,564	16,498	16,535

Additional Expenditures

Land, Buildings, and Debt Service	7,700,928	1,133	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	10,203,829	34.7	33.8
Noncertified Personnel	2,374,751	8.1	14.5
Purchased Services	3,213,672	10.9	5.5
Tuition to Other Schools	6,590,904	22.4	23.4
Special Ed. Transportation	2,161,840	7.3	8.7
Other Expenditures	4,899,764	16.6	14.1
Total Expenditures	29,444,760	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.7	77.0
State	21.8	20.3
Federal	2.4	2.6
Tuition & Other	0.1	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	109	70.6	109	68.6
Black or African American	806	58.4	804	49.8
Hispanic or Latino	1108	61.0	1107	53.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	107	65.5	107	58.0
White	1415	68.9	1414	62.3
English Learners	352	59.3	352	54.2
Non-English Learners	3200	64.5	3196	57.0
Eligible for Free or Reduced-Price Meals	1825	60.1	1823	52.5
Not Eligible for Free or Reduced-Price Meals	1727	68.0	1725	61.1
Students with Disabilities	472	44.0	472	35.9
Students without Disabilities	3080	67.0	3076	59.9
High Needs	2073	59.0	2071	51.4
Non-High Needs	1479	71.0	1477	64.0
District	3552	64.0	3548	56.7

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

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
MATH				
Connecticut	40%	36%	32%	
National Public	40%	33%	25%	

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.4	78.3	78.0	72.7	2,011	79.8
Curl Up	79.7	85.2	73.9	71.8	2,011	79.1
Push Up	78.9	79.0	67.3	65.1	2,011	74.3
Mile Run/PACER	78.0	82.2	62.2	41.1	2,011	71.3
All Tests - District	56.7	56.4	43.9	35.4	2,011	50.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	114	78.9
Hispanic or Latino	126	90.5
English Learners	15	*
Eligible for Free or Reduced-Price Meals	279	82.1
Students with Disabilities	58	62.1
District	517	88.8
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	180	34.5
Male	94.5	150	28.4
Black or African American	97.0	52	19.3
Hispanic or Latino	96.0	64	23.3
White	95.1	191	42.9
English Learners	90.5	*	*
Eligible for Free or Reduced-Price Meals	96.5	123	24.2
Students with Disabilities	75.5	*	*
District	95.9	330	31.5
State	96.3		44.8

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	79.8	87.8
Male	62.4	82.2
Black or African American	67.3	73.6
Hispanic or Latino	67.5	81.7
White	75.0	91.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.9	79.8
Students with Disabilities	37.5	60.0
District	71.4	85.2
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.0	75	42.7	50	85.3	67.6
	High Needs Students	59.0	75	39.3	50	78.6	57.5
Math Performance Index	All Students	56.7	75	37.8	50	75.6	62.7
	High Needs Students	51.4	75	34.3	50	68.6	52.0
ELA Academic Growth	All Students	55.9%	100%	55.9	100	55.9	60.7%
	High Needs Students	54.7%	100%	54.7	100	54.7	55.6%
Math Academic Growth	All Students	55.9%	100%	55.9	100	55.9	61.9%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.4%
Chronic Absenteeism	All Students	12.8%	<=5%	34.3	50	68.7	10.7%
	High Needs Students	17.1%	<=5%	25.7	50	51.4	16.6%
Preparation for CCR	% Taking Courses	87.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	31.5%	75%	21.0	50	41.9	44.8%
On-track to High School Graduation		93.8%	94%	49.9	50	99.8	87.5%
4-year Graduation All Students (2017 Cohort)		88.8%	94%	94.4	100	94.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.0%	94%	96.8	100	96.8	81.8%
Postsecondary Entrance (Class of 2017)		71.4%	75%	95.2	100	95.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3% 50.9%	75%	33.9	50	67.9	96.6% 50.1%
Arts Access		39.3%	60%	32.7	50	65.4	51.2%
Accountability Index				907.9	1250	72.6	

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	71.0	59.0	12.1		15.9	
Math Performance Index Gap	64.0	51.4	12.6		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	91.0%	3.0%		12.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.0
	High Needs Students	98.8
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	99.1
	High Needs Students	99.1

³Minimum participation standard is 95%.

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

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: 47.3

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The major goal of the Stratford Public Schools is to improve student academic performance. The district has focused on helping every child achieve in all curricular areas, especially reading, writing, and mathematics through high quality instruction. Work continues in the following areas: curriculum alignment with state standards, digital learning opportunities, performance-based assessments including 21st century skill competency, the implementation of SRBI to increase the number of students in tier one instruction, School Climate improvement, and the development of a common understanding of excellence in instruction by the district leadership. A main focus on trauma-informed learning environments resulted in a district partnership with Clifford Beers. This partnership brought professional learning that increased awareness and effective strategies to promote optimal classroom learning environments and supports for students exhibiting signs of trauma.

During the 2017-18 school year, the work to implement the district strategic plan continued. Educators and community members developed a 4-year implementation plan that includes recommendations for roles and responsibilities. The district strategic plan will guide student achievement efforts in academic and social emotional areas as well as strengthening family and community partnerships.

Truancy issues are of concern and the district is seeking additional resources to support school action plans to reduce chronic absenteeism. In the 2017-18 school year, efforts to reduce chronic absenteeism continued resulting in a revised attendance policy and the establishment of an attendance review board. The ARB is composed of district educators and community support staff. The first year of ARB was reviewed positively.

Most of Stratford's special education students are educated in their home schools according to the principles of least restrictive environment following goals and objectives aligned to standards-based curricula. Special education personnel work with core academic areas through co-teaching and collaborative initiatives (SRBI). The district also provides professional development opportunities for both general and special education staff to be trained together in areas of behavior management and strategies for working with students with specific disabilities.

The Stratford Public School District ensures that parents are actively engaged in the educational process. The district has expanded offerings to parents, including literacy workshops, family reading nights, read aloud programs, transition breakfasts, and college and career readiness, to name a few. In addition, resources are provided to parents in reading, math, health, and many other areas. Each year parents and guardians are surveyed about the district's efforts to communicate and the survey results are used in goal-setting the following year. The Special Education PTA sponsors a Stratford Parent Initiative, which provides social and recreational activities for students. All schools enjoy the support of active PTA groups. The PTA Council (comprised of PTA presidents from each school) has regular meetings with the Superintendent. A Special Education Parent Teacher Association holds monthly meetings for parents to network, advocate, and learn about special education resources for students with disabilities.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stratford Public School District is committed to racially balancing its schools meaning the minority population of each school comes within fifteen percent of the district average at the elementary (56%) and secondary (53%) levels. Stratford's Racial Balance Plan consists of several elements. First, Stratford Academy (magnet) is regulated for enrollment and racial balance through a lottery process. Also, each year, after analyzing data and projections, "pathways" are organized from elementary schools to either of the two middle schools. This process creates a pathway to the secondary schools that blends elementary schools having a higher minority population with those having a lower minority population. Element three is the full-day kindergarten program. Minority students in the Academy attendance zone, accepting placement in kindergarten classes outside that attendance zone, are expected to remain in the pathway established for the school to which they are assigned, but non-minority students are expected to return to their base school. Boundary line waivers are considered on a limited basis and tightly controlled.

Stratford teachers and students participate in school-based programs to improve school climate and stop bullying, including Restorative Practices, Responsive Classroom, Yale's Model United Nations program, and multicultural programs. Stratford PS is represented on the Youth and Family Advisory Board, the local council for positive youth development, and the School Readiness Council. Schools partner with local community agencies and institutions in a town-wide effort to affirm and support Stratford's rich cultural, religious, and ethnic diversity. Schools create opportunities for community connections to expand student knowledge of local volunteer opportunities and experiences. Link Crew provides a smooth transition for incoming freshmen and new students connecting them with an upper classman. Minority applicants for school positions are encouraged through job fairs and relationships with higher institutions.

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Equitable Allocation of Resources among District Schools

Budget allocations for the Stratford Public Schools are submitted by individual schools and departments and are reviewed by central office staff to ensure equity between schools and among levels and alignment with the Board of Education's District Goals and the District and School Improvement Plans. The central office staff, including the Superintendent and the Chief Operating Officer, prepare a final budget (after discussion with building principals and district coordinators) that is submitted to the Board of Education for review and approval. Allocation of resources is determined by individual needs of the schools, as justified in the zero-based budget submissions. Capital improvement and equipment needs are reviewed through the use of the Plant/Planning Committee and adoption of a five (5) year capital improvement and equipment plan (CIP/CEP). The CIP/CEP is presented to town officials for incorporation into budgetary deliberations through a liaison committee between the Town Council and the Board of Education. Data are reviewed annually to ensure each school has an equitable distribution of fundamental resources to achieve the district's goals.