

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



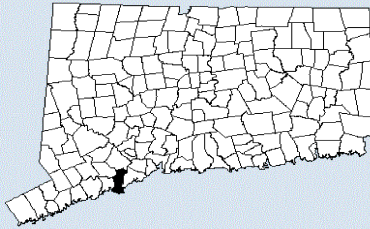
Stratford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	6,816
Per Pupil Expenditures ¹	\$15,979
Total Expenditures ¹	\$115,573,684

¹Expenditure 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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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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,313	48.6	48.4
Male	3,503	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	204	3.0	5.2
Black or African American	1,539	22.6	12.8
Hispanic or Latino of any race	2,298	33.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	248	3.6	3.6
White	2,520	37.0	52.4
English Learners	402	5.9	7.6
Eligible for Free or Reduced-Price Meals	3,579	52.5	42.1
Students with Disabilities ³	943	13.8	15.4

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

³Students 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		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	412	12.6	198	5.7
Male	382	11.1	381	10.3
Black or African American	188	12.3	220	13.4
Hispanic or Latino of any race	320	13.9	192	7.8
White	240	9.9	139	5.4
English Learners	58	13.2	13	2.8
Eligible for Free or Reduced-Price Meals	579	16.3	398	10.0
Students with Disabilities	186	19.3	143	12.5
District	794	11.9	579	8.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 140

Number of school-based arrests: 33

⁴A 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.

⁵This 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	422.1
Paraprofessional Instructional Assistants	50.2
Special Education	
Teachers and Instructors	67.0
Paraprofessional Instructional Assistants	103.5
Administrators, Coordinators and Department Chairs	
District Central Office	15.5
School Level	36.2
Library/Media	
Specialists (Certified)	11.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	33.0
Counselors, Social Workers and School Psychologists	44.5
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	294.2

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	6	0.9	1.1
Black or African American	21	3.3	3.8
Hispanic or Latino of any race	22	3.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	590	92.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.0

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	104	78.2	118	88.7
Hispanic or Latino of any race	119	75.3	125	85.6
White	178	91.3	216	98.2
English Learners	8	30.8	14	66.7
Eligible for Free or Reduced-Price Meals	193	77.5	236	91.5
Students with Disabilities	31	68.9	74	85.1
District	421	83.0	488	92.4
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	55	42.6
Emotional Disturbance	29	46.8
Intellectual Disability	14	35.0
Learning Disability	314	91.8
Other Health Impairment	154	79.4
Other Disabilities	24	36.9
Speech/Language Impairment	53	89.8
District	643	72.2
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	138	2.0	1.9
Emotional Disturbance	62	0.9	1.1
Intellectual Disability	40	0.6	0.5
Learning Disability	342	4.9	5.5
Other Health Impairment	200	2.8	3.2
Other Disabilities	92	1.3	1.1
Speech/Language Impairment	69	1.0	1.8
All Disabilities	943	13.4	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	59	6.3	8.2
Private Schools or Other Settings	65	6.9	5.0

²This 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	\$69,717,278	\$9,639	\$10,545
Support services - students	\$10,390,033	\$1,531	\$1,373
Support services - instruction	\$4,063,790	\$599	\$644
Support services - general administration	\$1,169,469	\$172	\$462
Support services - school based administration	\$6,618,724	\$975	\$1,007
Central and other support services	\$4,532,757	\$668	\$671
Operation and maintenance of plant	\$11,408,084	\$1,681	\$1,629
Student transportation services	\$5,455,760	\$1,343	\$1,231
Food services	\$672,960	\$99	\$13
Enterprise operations	\$1,544,828	\$228	\$157
Minor school construction	.	.	\$65
Total	\$115,573,684	\$15,979	\$17,153

³Expenditures 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	\$3,080,505	10.4	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$10,230,535	34.6	10.4
Employee Benefits	\$4,184,022	14.2	13.0
Purchased Services Other Than Transportation	\$3,326,348	11.3	5.5
Special Education Tuition	\$6,522,343	22.1	22.6
Supplies	\$35,031	0.1	0.6
Property Services	\$48,898	0.2	0.4
Purchased Services For Transportation	\$2,084,516	7.1	8.0
Equipment	\$21,601	0.1	0.2
All Other Expenditures	\$200	0.0	0.1
Total	\$29,534,000	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.6	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	78.9
State	18.2
Federal	2.6
Tuition & Other	0.3

⁴Revenue 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).

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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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	104	76.1	104	73.5	49	72.3
Black or African American	818	57.8	818	50.8	367	51.4
Hispanic or Latino of any race	1,187	61.2	1,187	54.4	513	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	109	64.2	109	56.1	*	*
White	1,295	69.5	1,294	63.1	558	63.8
English Learners	355	60.1	355	54.7	138	55.4
Non-English Learners	3,164	64.4	3,163	57.7	1,395	58.4
Eligible for Free or Reduced-Price Meals	1,836	59.9	1,836	53.0	783	54.2
Not Eligible for Free or Reduced-Price Meals	1,683	68.5	1,682	62.1	750	62.3
Students with Disabilities	506	44.5	505	38.0	182	44.7
Students without Disabilities	3,013	67.3	3,013	60.6	1,351	59.9
High Needs	2,089	58.9	2,088	52.2	875	53.7
Non-High Needs	1,430	71.4	1,430	64.9	658	63.9
District	3,519	64.0	3,518	57.4	1,533	58.1

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	86.4	81.5	84.3	86.5	3,685	84.7
Curl Up	87.0	83.4	80.3	88.8	3,685	84.7
Push Up	80.5	77.3	61.6	75.4	3,685	72.8
Mile Run/PACER	76.9	78.7	61.4	58.0	3,685	67.5
All Tests - District	60.9	58.8	37.8	53.4	3,685	51.5
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	137	95.6
Hispanic or Latino of any race	147	90.5
English Learners	23	95.7
Eligible for Free or Reduced-Price Meals	264	91.7
Students with Disabilities	69	71.0
District	540	92.2
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	155	30.8
Male	92.9	131	24.6
Black or African American	95.1	44	16.5
Hispanic or Latino of any race	95.1	57	18.8
White	93.5	167	40.2
English Learners	89.4	*	*
Eligible for Free or Reduced-Price Meals	94.5	92	18.1
Students with Disabilities	65.9	*	*
District	94.5	286	27.6
State	95.9		42.6

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

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	79.9	93.9
Male	61.4	81.5
Black or African American	64.4	80.6
Hispanic or Latino of any race	69.1	89.0
White	74.8	91.2
English Learners	41.9	*
Eligible for Free or Reduced-Price Meals	65.6	83.8
Students with Disabilities	38.1	*
District	71.1	88.6
State	71.0	87.8

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	64.0	75	42.7	50	85.3	67.7
	High Needs Students	58.9	75	39.3	50	78.5	58.1
Math Performance Index	All Students	57.4	75	38.3	50	76.5	63.1
	High Needs Students	52.2	75	34.8	50	69.7	52.7
Science Performance Index	All Students	58.1	75	38.8	50	77.5	63.8
	High Needs Students	53.7	75	35.8	50	71.7	54.2
ELA Academic Growth	All Students	56.9%	100%	56.9	100	56.9	59.9%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.1%
Math Academic Growth	All Students	58.6%	100%	58.6	100	58.6	62.5%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.2%
Progress Toward English Proficiency	Literacy	72.9%	100%	36.4	50	72.9	60.0%
	Oral	59.6%	100%	29.8	50	59.6	52.1%
Chronic Absenteeism	All Students	11.9%	<=5%	36.3	50	72.5	10.4%
	High Needs Students	15.7%	<=5%	28.7	50	57.4	16.1%
Preparation for CCR	% Taking Courses	87.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	27.6%	75%	18.4	50	36.8	42.6%
On-track to High School Graduation		88.4%	94%	47.0	50	94.0	88.0%
4-year Graduation All Students (2018 Cohort)		92.2%	94%	98.1	100	98.1	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.9%	94%	97.8	100	97.8	83.3%
Postsecondary Entrance (Class of 2018)		71.1%	75%	94.8	100	94.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		173.5% 51.5%	75%	34.3	50	68.7	96.4% 52.9%
Arts Access		42.2%	60%	35.2	50	70.4	51.9%
Accountability Index				1063.1	1450	73.3	

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	71.4	58.9	12.5	15.4	
Math Performance Index Gap	64.9	52.2	12.6	17.6	
Science Performance Index Gap	63.9	53.7	10.2	16.1	
Graduation Rate Gap	94.0%	91.9%	2.1%	11.1%	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.

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	99.5
	High Needs Students	99.4
Math	All Students	99.5
	High Needs Students	99.4
Science	All Students	99.5
	High Needs Students	99.4

³Minimum 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: 44.6 State: 51.5

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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 2018-19 school year, the work to implement the district strategic plan continued. An oversight committee was established to monitor progress. 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 2018-19 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

The community of Stratford continues to become more racially, ethnically and economically diverse as do the Stratford public schools. In the 2018-19 school year, most Stratford students attend their neighborhood schools, although in adhere to mandated racial balance figures, some students are transported to other schools within the district. Attendance in neighborhood schools should increase family engagement and student participation in after-school activities. 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 prevent bullying, including Welcoming Schools, 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.