

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2023-24**



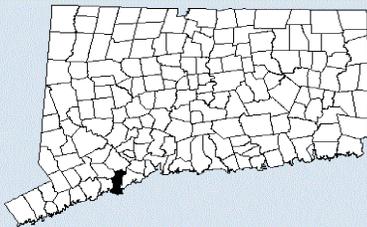
**Stratford School District**

Uyi Osunde, Superintendent • 203-385-4210 • <https://www.stratfordk12.org/>

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>23</b>
Enrollment	<b>6,743</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$20,037</b>
Total Expenditures <sup>1</sup>	<b>\$141,765,117</b>

<sup>1</sup> Expenditure data reflect the 2022-23 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**

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

**Notes**

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,276	48.6	48.3
Male	3,461	51.3	51.5
Non-Binary	6	0.1	0.1
American Indian or Alaska Native	10	0.1	0.2
Asian	145	2.2	5.2
Black or African American	1,757	26.1	12.5
Hispanic or Latino of any race	2,837	42.1	31.1
Native Hawaiian or Other Pacific Islander	10	0.1	0.1
Two or More Races	231	3.4	4.7
White	1,753	26.0	46.2
English Learners/Multilingual Learners	671	10.0	10.5
Eligible for Free or Reduced-Price Meals	3,123	46.3	44.0
Students with Disabilities <sup>3</sup>	1,213	18.0	17.9

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	676	21.0	244	7.1
Male	*	*	352	9.7
Non-Binary	*	*	0	*
Black or African American	335	19.4	232	12.5
Hispanic or Latino of any race	618	22.1	251	8.4
White	319	19.0	83	4.6
English Learners/Multilingual Learners	127	17.2	45	5.8
Eligible for Free or Reduced-Price Meals	857	24.3	394	10.4
Students with Disabilities	323	27.7	183	13.1
District	1,340	20.4	596	8.4
State		17.7		7.0

**Number of students qualified as truant under state statute: 770**

**Number of school-based arrests: 7**

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	421.6
Paraprofessional Instructional Assistants	103.0
<b>Special Education</b>	
Teachers and Instructors	76.3
Paraprofessional Instructional Assistants	130.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.0
School Level	36.0
<b>Library/Media</b>	
Specialists (Certified)	9.0
Support Staff	3.2
Instructional Specialists Who Support Teachers	34.6
Counselors, Social Workers and School Psychologists	52.0
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	270.1

<sup>1</sup> 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	8	1.2	1.4
Black or African American	43	6.7	4.8
Hispanic or Latino of any race	39	6.0	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.3
White	556	85.9	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.5	13.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	154	95.1	167	100.0
Hispanic or Latino of any race	207	95.4	225	99.6
White	161	98.8	193	99.0
English Learners/Multilingual Learners	25	75.8	33	97.1
Eligible for Free or Reduced-Price Meals	281	95.3	290	99.7
Students with Disabilities	89	91.8	109	98.2
District	549	96.5	614	99.5
State		88.4		94.6

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

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	83	40.5
Emotional Disability	37	48.1
Intellectual Disability	15	26.3
Learning Disability	376	81.9
Other Health Impairment	144	74.2
Other Disabilities	17	39.5
Speech/Language Impairment	68	84.0
District	740	66.3
State		66.8

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	218	3.1	2.6
Emotional Disability	77	1.1	1.1
Intellectual Disability	57	0.8	0.6
Learning Disability	459	6.6	6.4
Other Health Impairment	200	2.9	3.5
Other Disabilities	77	1.1	1.2
Speech/Language Impairment	101	1.5	2.0
<b>All Disabilities</b>	<b>1,189</b>	<b>17.2</b>	<b>17.3</b>

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	57	4.8	8.0
Private Schools or Other Settings	57	4.8	4.6

<sup>2</sup> 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<sup>3</sup>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$87,486,273	\$12,366	\$12,942
Support services - students	\$13,073,180	\$1,951	\$1,724
Support services - instruction	\$3,543,353	\$529	\$905
Support services - general administration	\$1,263,904	\$189	\$520
Support services - school based administration	\$7,273,750	\$1,085	\$1,207
Central and other support services	\$4,909,563	\$733	\$771
Operation and maintenance of plant	\$15,539,330	\$2,319	\$2,101
Student transportation services	\$6,538,785	\$1,803	\$1,582
Food services	\$648,113	\$97	\$8
Enterprise operations	\$1,488,867	\$222	\$213
<b>Total</b>	<b>\$141,765,117</b>	<b>\$20,037</b>	<b>\$21,143</b>

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,104,047	11.0	27.6
Instructional Aide Salaries	.	.	10.2
Other Salaries	\$11,024,582	29.6	10.5
Employee Benefits	\$4,838,240	13.0	13.2
Purchased Services Other Than Transportation	\$4,651,526	12.5	6.4
Special Education Tuition	\$9,743,422	26.1	22.2
Supplies	\$130,408	0.3	0.7
Property Services	\$59,235	0.2	0.4
Purchased Services For Transportation	\$2,664,913	7.2	8.4
Equipment	\$44,409	0.1	0.3
All Other Expenditures	\$420	0.0	0.1
<b>Total</b>	<b>\$37,261,201</b>	<b>100.0</b>	<b>100.0</b>
<b>Percent of Total Expenditures Used for Special Education</b>		<b>26.3</b>	<b>25.0</b>

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	70.2
State	21.0
Federal	8.3
Tuition & Other	0.4

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### 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	74	72.1	74	70.0	32	71.6
Black or African American	869	52.9	868	47.7	385	48.3
Hispanic or Latino of any race	1,393	54.2	1,391	49.8	606	50.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	124	62.6	124	57.5	45	57.1
White	845	63.5	844	60.4	414	60.4
English Learners/Multilingual Learners	412	48.9	412	46.4	145	46.4
Non-English Learners/Non-Multilingual Learners	2,901	58.1	2,897	53.6	1,340	54.3
Eligible for Free or Reduced-Price Meals	1,681	53.2	1,677	49.1	754	49.9
Not Eligible for Free or Reduced-Price Meals	1,632	60.8	1,632	56.4	731	57.2
Students with Disabilities	624	39.9	619	35.4	269	36.3
Students without Disabilities	2,689	60.9	2,690	56.7	1,216	57.3
High Needs	2,019	51.5	2,014	47.7	892	48.5
Non-High Needs	1,294	65.5	1,295	60.6	593	61.0
District	3,313	57.0	3,309	52.7	1,485	53.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	73.8	79.8	74.0	1,933	77.5
Curl Up	88.2	81.9	72.2	87.4	1,929	82.5
Push Up	71.9	69.7	50.8	66.4	1,926	64.6
Mile Run/PACER	73.1	68.2	51.0	38.2	1,913	56.9
All Tests - District	48.6	42.5	36.5	26.8	1,904	38.2
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2022-23	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	158	85.4
Hispanic or Latino of any race	210	83.3
White	161	91.9
English Learners/Multilingual Learners	27	66.7
Eligible for Free or Reduced-Price Meals	345	83.8
Students with Disabilities	82	64.6
District	564	87.1
State		88.4

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Count	Rate (%)
Female	264	45.1
Male	*	*
Non-Binary	*	*
Black or African American	84	25.5
Hispanic or Latino	139	31.4
White	173	48.3
English Learners/ Multilingual Learners	6	9.0
Eligible for Free or Reduced-Price Meals	170	29.0
Students with Disabilities	16	7.7
District	419	35.3
State		44.3

<sup>3</sup>Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

Copyright © 2024 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

Copyright © 2024 ACT, Inc. [www.act.org](http://www.act.org)

IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2024

### College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	74.5	84.6
Male	60.8	73.7
Non-Binary	N/A	N/A
Black or African American	61.7	78.7
Hispanic or Latino of any race	68.1	67.0
White	73.2	88.1
English Learners/ Multilingual Learners	32.0	*
Eligible for Free or Reduced-Price Meals	60.2	72.8
Students with Disabilities	35.5	57.1
District	68.1	79.4
State	68.4	87.2

<sup>5</sup> 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.

<sup>6</sup> 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

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### 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	57.0	75	38.0	50	76.0	63.9
	High Needs Students	51.5	75	34.3	50	68.6	54.1
Math Performance Index	All Students	52.7	75	35.1	50	70.3	60.2
	High Needs Students	47.7	75	31.8	50	63.5	49.5
Science Performance Index	All Students	53.5	75	35.7	50	71.3	61.8
	High Needs Students	48.5	75	32.4	50	64.7	51.4
ELA Academic Growth	All Students	47.2%	100%	47.2	100	47.2	58.7%
	High Needs Students	44.7%	100%	44.7	100	44.7	54.2%
Math Academic Growth	All Students	53.8%	100%	53.8	100	53.8	61.4%
	High Needs Students	52.1%	100%	52.1	100	52.1	55.1%
Progress Toward English Proficiency	Literacy	53.5%	100%	26.7	50	53.5	58.9%
	Oral	52.5%	100%	26.2	50	52.5	55.2%
Chronic Absenteeism	All Students	20.4%	<=5%	19.3	50	38.5	17.7%
	High Needs Students	23.7%	<=5%	12.5	50	25.0	25.5%
Preparation for CCR	% Taking Courses	98.1%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	35.3%	75%	23.6	50	47.1	44.3%
On-track to High School Graduation		90.3%	94%	48.0	50	96.1	84.5%
4-year Graduation All Students (2023 Cohort)		87.1%	94%	92.6	100	92.6	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		92.9%	94%	98.8	100	98.8	86.6%
Postsecondary Entrance (Class of 2023)		68.1%	75%	90.8	100	90.8	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		92.6%   38.2%	75%	25.5	50	50.9	93.6%   47.2%
Arts Access		66.3%	60%	50.0	50	100.0	55.0%
<b>Accountability Index</b>				<b>969.1</b>	<b>1450</b>	<b>66.8</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.5	51.5	14.1	16.9	
Math Performance Index Gap	60.6	47.7	12.9	18.2	
Science Performance Index Gap	61.0	48.5	12.5	17.9	
Graduation Rate Gap	94.0%	92.9%	1.1%	9.9%	N

<sup>1</sup>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.

<sup>2</sup>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 (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	98.3
Math	All Students	98.6
	High Needs Students	98.1
Science	All Students	98.2
	High Needs Students	97.3

<sup>3</sup>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: 41.9      State: 49.7**

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

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### Narratives

---

#### School District Improvement Plans and Parental Outreach Activities

Stratford Public Schools aims to create a learning environment in which all students feel welcome and achieve success. In 2022-23, Stratford Public Schools became an Alliance district, focusing on staff development, student interventions, and community engagement funded by the Alliance. Resources provided through Alliance funding included, among other things, support for kindergarten classrooms, districtwide accountability, and family and community engagement.

A complete revision of the district MTSS process was undertaken, involving K-12 staff supported by central office administration in collaboration with CES. While running into some technical difficulties along with other struggles, we were able to revise and tweak the new document again to find more success in supporting our students and families. School-based attention was focused on social-emotional needs and supporting student access to grade-level content. Grant funds were identified to provide mental health personnel and supplemental academic support. Student and family engagement concerns were addressed through the use of grant funding in an effort to reduce chronic absenteeism truancy and connect families with resources. The Alliance grant continues to fund a Community and Family Engagement Specialist position responsible for leading programs for families and working with chronically absent students at the building level. SPS was selected to continue to participate in the first cohort of the Science of Reading (SoR) Master Class (one class), focused on preK-3 literacy. Our cohort continued to work with our affinity group neighbors, which included Derby and East Haven teams. SPS collaborated with the CSDE Right to Read and Hill for Literacy in a series of seven sessions focused on learning for administrators. The sessions emphasized the use of data, particularly with a focus on DIBELS, SoR strategies, coaching teachers, and MTSS. The primary goal was to equip all eight elementary principals with SoR strategies to then educate and support teachers within their respective buildings. In addition to the Alliance grant, SPS was awarded a grant for Project Uplift, which funds resources in response to community violence, school avoidance, and substance abuse. SPS continues to partner with school-based health clinics, with one school having a mental health clinician. All secondary schools and two elementary schools have a clinic to service student needs.

Typically, most of Stratford's special education students are educated in their home schools according to the principles of the least restrictive environment, following goals and objectives aligned to standards-based curricula. 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 and recently SoR strategies.

Stratford Public Schools completed the second year of the current strategic operating plan. All school improvement plans and district-level work were aligned to this document, and progress was monitored throughout the school year. The district received a fourth Barr grant to further the work in defining and implementing the plan, with an emphasis on SEL, student success plans, high-quality instruction, strengthening community partnerships, and staff diversification.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The Stratford community is experiencing increasing diversity in terms of race, ethnicity and socio-economic backgrounds, with 74% of students being of color and 11% identified as English for Speakers of Other Languages students. Collaborating with local community agencies, the schools in Stratford are actively engaged in a town-wide initiative to celebrate and support the rich cultural, religious and ethnic diversity present in the area. Efforts to combat racial, ethnic and economic isolation include the appointment of a Family and Community Engagement Specialist. This specialist is tasked with providing crucial support in the development, implementation and evaluation of the District's parent and community engagement strategies to boost student achievement and address existing inequities. Through initiatives led by the FCES, a stronger connection has been forged between the schools and the community, with a focus on enhancing academic performance, attendance rates, and social-emotional development among students. Key members of the team and school staff actively participate in various community-based organizations in Stratford. They contribute to initiatives such as the Youth and Family Advisory Board, the Council for Positive Youth Development, the School Readiness Council, and the Community Health and Wellness subcommittee of the Juvenile Justice Review Board, in partnership with the innovative Project Uplift Program. In Stratford schools, both staff and students engage in a range of programs and courses designed to cultivate a positive school climate. These initiatives include Welcoming Schools, RULER, Restorative Practices, Responsive Classroom, Yale's Model UN, multicultural career development programs. Furthermore, programs like TEACH CT and CES are dedicated to enhancing the recruitment, hiring, and retention of diverse educators, administrators and staff within the school system. The ongoing success of the SPS Dual Language program, now in its 6th year, underscores the commitment to fostering culturally responsive teaching and learning environments. Continuous professional development, including book studies and curriculum reviews from an equity perspective, remains a priority in the district's efforts to diminish racial, ethnic and social isolation.

# District Profile and Performance Report for School Year 2023-24

## Stratford School District

### **Equitable Allocation of Resources among District Schools**

Budget requests at SPS are meticulously submitted by individual schools and departments, then rigorously reviewed by central office staff to guarantee equity across schools and levels, aligning closely with the Board of Education's District Goals and District and School Improvement Plans. Following discussions with principals and supervisors, the Superintendent and COO collaborated to craft a final budget proposal, which was presented to the BOE for thorough review and approval. Allocation of district resources is carefully tailored to meet the unique needs of each school, as substantiated in the zero-based budget submissions. Capital improvement and equipment requirements undergo thorough scrutiny through the Plant/Planning Committee, leading to the formulation of a comprehensive five-year capital improvement plan. This plan is then shared with town officials for integration into budget discussions. SPS upholds strict adherence to state and federal regulations in the allocation of funds. Annual data reviews are conducted to ensure an equitable distribution of resources across all schools, aimed at effectively realizing the district's overarching goals.