

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



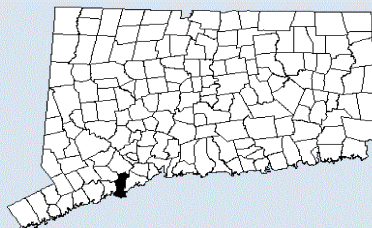
Stratford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	24
Enrollment	6,862
Per Pupil Expenditures ¹	\$16,861
Total Expenditures ¹	\$121,621,224

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	3,341	48.7	48.4
Male	3,521	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	1,575	23.0	12.7
Hispanic or Latino of any race	2,492	36.3	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	261	3.8	3.8
White	2,345	34.2	51.1
English Learners	450	6.6	8.3
Eligible for Free or Reduced-Price Meals	3,528	51.4	43.3
Students with Disabilities ³	1,013	14.8	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

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	479	14.7	133	3.9
Male	458	13.4	300	8.2
Black or African American	190	12.2	157	9.5
Hispanic or Latino of any race	402	16.5	170	6.5
White	290	12.9	91	3.8
English Learners	67	14.2	13	2.6
Eligible for Free or Reduced-Price Meals	621	18.2	303	7.8
Students with Disabilities	228	22.8	146	12.7
District	937	14.0	433	6.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 20

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

District Profile and Performance Report for School Year 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	429.1
Paraprofessional Instructional Assistants	71.5
Special Education	
Teachers and Instructors	70.0
Paraprofessional Instructional Assistants	119.7
Administrators, Coordinators and Department Chairs	
District Central Office	16.0
School Level	37.2
Library/Media	
Specialists (Certified)	11.0
Support Staff	4.2
Instructional Specialists Who Support Teachers	32.6
Counselors, Social Workers and School Psychologists	44.5
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	316.9

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	6	0.9	1.2
Black or African American	24	3.7	4.0
Hispanic or Latino of any race	23	3.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	595	91.8	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

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	93	71.0	132	92.3
Hispanic or Latino of any race	118	69.4	149	90.3
White	189	86.3	201	97.1
English Learners	11	40.7	20	76.9
Eligible for Free or Reduced-Price Meals	162	68.1	247	93.6
Students with Disabilities	33	54.1	66	89.2
District	425	77.1	502	93.7
State		75.8		84.8

² College-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	63	44.1
Emotional Disturbance	31	40.3
Intellectual Disability	13	29.5
Learning Disability	329	89.4
Other Health Impairment	160	76.2
Other Disabilities	24	38.7
Speech/Language Impairment	43	86.0
District	663	69.5
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	153	2.2	2.0
Emotional Disturbance	77	1.1	1.1
Intellectual Disability	44	0.6	0.5
Learning Disability	370	5.2	5.7
Other Health Impairment	216	3.0	3.3
Other Disabilities	94	1.3	1.1
Speech/Language Impairment	62	0.9	1.8
All Disabilities	1,016	14.3	15.6

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	58	5.7	8.2
Private Schools or Other Settings	74	7.3	5.0

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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$72,543,373	\$10,057	\$10,923
Support services - students	\$11,373,064	\$1,682	\$1,277
Support services - instruction	\$3,200,652	\$473	\$682
Support services - general administration	\$1,063,895	\$157	\$467
Support services - school based administration	\$6,955,129	\$1,029	\$1,021
Central and other support services	\$4,828,535	\$714	\$679
Operation and maintenance of plant	\$13,032,199	\$1,927	\$1,718
Student transportation services	\$5,264,640	\$1,610	\$1,288
Food services	\$1,019,475	\$151	\$12
Enterprise operations	\$1,710,686	\$253	\$163
Minor school construction	\$629,577	\$93	\$59
Total	\$121,621,224	\$16,861	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,716,913	12.2	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$10,327,979	33.8	11.1
Employee Benefits	\$4,142,214	13.6	13.0
Purchased Services Other Than Transportation	\$3,211,011	10.5	5.7
Special Education Tuition	\$7,036,583	23.0	22.5
Supplies	\$39,396	0.1	0.6
Property Services	\$36,970	0.1	0.3
Purchased Services For Transportation	\$2,025,490	6.6	8.0
Equipment	\$10,566	0.0	0.2
All Other Expenditures	\$200	0.0	0.1
Total	\$30,547,321	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	77.0
State	20.2
Federal	2.5
Tuition & Other	0.2

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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	129	93.8
Hispanic or Latino of any race	150	89.3
English Learners	24	83.3
Eligible for Free or Reduced-Price Meals	317	89.3
Students with Disabilities	85	75.3
District	520	92.1
State		88.5

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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	80.2	81.9
Male	60.7	85.4
Black or African American	59.7	81.6
Hispanic or Latino of any race	67.2	74.5
White	78.4	88.8
English Learners	65.0	*
Eligible for Free or Reduced-Price Meals	65.4	80.1
Students with Disabilities	34.8	79.2
District	70.4	83.3
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	58.6%	100%	60.4%
	Oral	59.1%	100%	57.6%
Chronic Absenteeism	All Students	14.0%	<=5%	12.2%
	High Needs Students	17.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	85.3%	75%	80.4%
On-track to High School Graduation		90.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		92.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		70.4%	75%	71.5%
Arts Access		43.5%	60%	51.8%

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
Graduation Rate Gap	94.0%	87.2%	6.8%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The major goal of the Stratford Public Schools is to create a learning environment in which all students can be successful. During the 2019-20 school year, implementation of the district strategic plan continued for half of the school year and then shifted to supporting students and staff in online teaching and learning. The 2019-20 school year focus was on social emotional learning as outlined in the district strategic plan. Grade-level SEL competencies were identified, resources were selected and PLC time was devoted to implementing this area of the district plan. When all CT school districts shifted to online learning in response to the COVID -19 pandemic, efforts expanded to include the support of students and staff in online teaching and learning. Previous work in SEL was the foundation for making connections with students and families during this challenging time. Grant funding was secured to support students and families in accessing online learning and district priorities adjusted to maximize resources. The pandemic response also included curriculum revision, support for professional learning in digital teaching and learning opportunities, the implementation of SRBI to increase the number of students in tier one instruction, focus on School Climate improvement, and greater collaboration with community partners.

Truancy issues are of concern and the district is seeking additional resources to support school action plans to reduce chronic absenteeism. In the 2019-20 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. During distance learning, additional outreach and resources were provided to ensure that students were engaged.

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.

Stratford Public School District ensures that parents are actively engaged in the educational process utilizing school climate survey results in decision-making and outreach efforts. The district has expanded offerings to parents, such as literacy workshops, family reading nights, read aloud programs, transition breakfasts, and college and career readiness. 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.

All schools enjoy the support of active PTA and SEPTA 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 2019-2020 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.

The district has placed an emphasis on diversity, equity, and inclusion and began working with Stratford Citizens Addressing Racial Equity, TEACH CT, and CES to improve our efforts in recruiting, hiring, and retaining minority teachers, administrators, and staff to work with our diverse student population. We've improved our Teacher & Training Pathway to include secondary education; we conducted a teaching interest survey to all 7-12 grade students where 231 students stated they are interested in becoming a teacher; and held a Become a Teacher Video Essay Contest. With the cultivation of our students, we are hoping to see our "Grow Your Own" program flourish in the future. Grant funding was secured to support students and families in accessing online learning and district priorities adjusted to maximize resources. Additional district-wide efforts involving staff include the adoption of RULER, book studies and review of current district policies through an equity lens.

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.

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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