

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



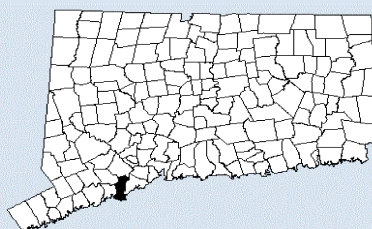
Stratford School District

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

District Information

| | |
|-------------------------------------|---------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 31 |
| Enrollment | 7,060 |
| Per Pupil Expenditures ¹ | \$13,683 |
| Total Expenditures ¹ | \$101,462,486 |

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 3,463 | 49.1 | 48.3 |
| Male | 3,597 | 50.9 | 51.6 |
| American Indian or Alaska Native | * | * | 0.2 |
| Asian | 230 | 3.3 | 4.7 |
| Black or African American | 1,539 | 21.8 | 12.9 |
| Hispanic or Latino | 1,901 | 26.9 | 22.1 |
| Pacific Islander | * | * | 0.0 |
| Two or More Races | 207 | 2.9 | 2.5 |
| White | 3,165 | 44.8 | 57.2 |
| English Language Learners | 339 | 4.8 | 6.3 |
| Eligible for Free or Reduced-Price Meals | 3,272 | 46.3 | 37.6 |
| Students with Disabilities ¹ | 813 | 11.5 | 13.3 |

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 | 391 | 11.5 | 135 | 3.8 |
| Male | 313 | 9.0 | 356 | 9.8 |
| Black or African American | 150 | 10.0 | 204 | 13.1 |
| Hispanic or Latino | 255 | 13.2 | 172 | 8.6 |
| White | 262 | 8.7 | 100 | 3.2 |
| English Language Learners | 36 | 9.6 | 16 | 4.1 |
| Eligible for Free or Reduced-Price Meals | 454 | 14.7 | 332 | 9.8 |
| Students with Disabilities | 137 | 18.0 | 112 | 12.5 |
| District | 704 | 10.3 | 491 | 6.9 |
| State | | 10.6 | | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 32

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.

District Profile and Performance Report for School Year 2014-15

Stratford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 437.5 |
| Paraprofessional Instructional Assistants | 13.7 |
| Special Education | |
| Teachers and Instructors | 60.0 |
| Paraprofessional Instructional Assistants | 71.7 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 13.6 |
| School Level | 31.5 |
| Library/Media | |
| Specialists (Certified) | 12.0 |
| Support Staff | 2.0 |
| Instructional Specialists Who Support Teachers | 13.0 |
| Counselors, Social Workers and School Psychologists | 41.3 |
| School Nurses | 13.5 |
| Other Staff Providing Non-Instructional Services/Support | 264.4 |

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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 4 | 0.7 | 1.0 |
| Black or African American | 19 | 3.1 | 3.5 |
| Hispanic or Latino | 9 | 1.5 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 579 | 94.8 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.9 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.7 | 9.2 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 40 | 31.0 | 59 | 48.4 |
| Hispanic or Latino | 37 | 27.6 | 85 | 56.3 |
| White | 108 | 44.4 | 155 | 64.9 |
| English Language Learners | * | * | 6 | * |
| Eligible for Free or Reduced-Price Meals | 60 | 27.8 | 109 | 54.2 |
| Students with Disabilities | * | * | 18 | 33.3 |
| District | 199 | 36.6 | 312 | 58.4 |
| State | | 58.4 | | 73.8 |

³College-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 Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 57 | 49.6 |
| Emotional Disturbance | 19 | 38.8 |
| Intellectual Disability | 23 | 71.9 |
| Learning Disability | 209 | 91.3 |
| Other Health Impairment | 163 | 80.7 |
| Other Disabilities | 21 | 36.2 |
| Speech/Language Impairment | 59 | 90.8 |
| District | 551 | 73.5 |
| State | | 69.7 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 123 | 1.7 | 1.5 |
| Emotional Disturbance | 49 | 0.7 | 1.0 |
| Intellectual Disability | 32 | 0.4 | 0.5 |
| Learning Disability | 229 | 3.2 | 4.4 |
| Other Health Impairment | 203 | 2.8 | 2.6 |
| Other Disabilities | 70 | 1.0 | 1.0 |
| Speech/Language Impairment | 74 | 1.0 | 1.9 |
| All Disabilities | 780 | 10.9 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 48 | 6.2 | 8.1 |
| Private Schools or Other Settings | 68 | 8.7 | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|-------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 55,918,610 | 7,819 | 9,134 |
| Instructional Supplies and Equipment | 1,051,081 | 147 | 334 |
| Improvement of Instruction and Educational Media Services | 2,858,152 | 400 | 498 |
| Student Support Services | 10,225,186 | 1,430 | 1,001 |
| Administration and Support Services | 9,848,749 | 1,377 | 1,694 |
| Plant Operation and Maintenance | 9,121,805 | 1,275 | 1,572 |
| Transportation | 4,819,315 | 643 | 813 |
| Costs of Students Tuitioned Out | 6,014,338 | N/A | N/A |
| Other | 1,605,250 | 224 | 186 |
| Total | 101,462,486 | 13,683 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 5,091,564 | 712 | 1,272 |
|-----------------------------------|-----------|-----|-------|

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

Special Education Expenditures: 2013-14

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 8,606,516 | 35.4 | 35.1 |
| Noncertified Personnel | 1,977,941 | 8.1 | 14.2 |
| Purchased Services | 2,914,609 | 12.0 | 5.2 |
| Tuition to Other Schools | 5,309,579 | 21.8 | 22.0 |
| Special Ed. Transportation | 2,063,582 | 8.5 | 8.6 |
| Other Expenditures | 3,451,754 | 14.2 | 14.9 |
| Total Expenditures | 24,323,981 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 73.7 | 73.0 |
| State | 23.5 | 24.1 |
| Federal | 2.6 | 2.7 |
| Tuition & Other | 0.2 | 0.2 |

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.

| | English Language Arts(ELA) | | Math | | Science | |
|--|----------------------------|------|-------|------|---------|------|
| | Count | DPI | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * | * | * |
| Asian | 121 | 76.1 | 121 | 64.5 | 51 | 58.1 |
| Black or African American | 824 | 60.9 | 823 | 46.4 | 349 | 47.3 |
| Hispanic or Latino | 993 | 63.0 | 992 | 48.5 | 416 | 52.0 |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 1620 | 71.5 | 1612 | 57.9 | 696 | 59.0 |
| English Language Learners | 252 | 60.1 | 253 | 47.3 | 78 | 48.2 |
| Non-English Language Learners | 3412 | 67.3 | 3401 | 53.2 | 1471 | 54.8 |
| Eligible for Free or Reduced-Price Meals | 1655 | 61.3 | 1652 | 47.5 | 678 | 49.8 |
| Not Eligible for Free or Reduced-Price Meals | 2009 | 71.3 | 2002 | 57.2 | 871 | 58.1 |
| Students with Disabilities | 472 | 44.8 | 471 | 34.6 | 221 | 40.2 |
| Students without Disabilities | 3192 | 70.0 | 3183 | 55.5 | 1328 | 56.8 |
| High Needs | 1933 | 59.8 | 1929 | 46.4 | 794 | 48.7 |
| Non-High Needs | 1731 | 74.6 | 1725 | 60.0 | 755 | 60.4 |
| District | 3664 | 66.8 | 3654 | 52.8 | 1549 | 54.4 |

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

| | NAEP 2015 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 43% | 50% |
| National Public | 35% | 33% | 36% |
| MATH | | | |
| Connecticut | 41% | 36% | 32% |
| National Public | 39% | 32% | 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 | 10 | Count | Rate (%) |
| Sit & Reach | 89.4 | 88.8 | 79.2 | 78.2 | 1,936 | 84.3 |
| Curl Up | 90.2 | 92.4 | 85.6 | 86.2 | 1,936 | 88.8 |
| Push Up | 79.7 | 87.3 | 69.0 | 80.0 | 1,936 | 79.4 |
| Mile Run/PACER | 84.3 | 89.1 | 70.3 | 65.3 | 1,936 | 78.2 |
| All Tests - District | 64.7 | 75.4 | 44.1 | 52.6 | 1,936 | 60.2 |
| All Tests - State | 50.8 | 51.0 | 50.3 | 51.9 | | 51.0 |

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

| | 2013-14 | | | | 2014-15 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 138 | 87.0 | 87.1 | No | 87.9 |
| Hispanic or Latino | 177 | 92.1 | 87.2 | Yes | 87.9 |
| English Language Learners | * | * | 94.0 | No | 94.0 |
| Eligible for Free or Reduced-Price Meals | 268 | 88.1 | 87.2 | Yes | 87.9 |
| Students with Disabilities | 64 | 70.3 | 70.6 | No | 73.2 |
| District | 646 | 92.0 | 89.5 | Yes | 90.0 |
| State ⁴ | | 87.0 | | | |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 67.4 | 147 | 27.1 |
| Male | 52.8 | 139 | 26.0 |
| Black or African American | 50.2 | 30 | 12.0 |
| Hispanic or Latino | 50.9 | 50 | 17.5 |
| White | 69.7 | 189 | 39.2 |
| English Language Learners | 25.9 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 53.2 | 69 | 16.5 |
| Students with Disabilities | * | * | * |
| District | 60.2 | 286 | 26.6 |
| State | 67.2 | | 37.3 |

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014 | Class of 2013 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 78.1 | 93.0 |
| Male | 69.7 | 85.9 |
| Black or African American | 72.9 | 83.7 |
| Hispanic or Latino | 69.9 | 88.9 |
| White | 75.6 | 91.8 |
| English Language Learners | 71.4 | * |
| Eligible for Free or Reduced-Price Meals | 69.1 | 87.2 |
| Students with Disabilities | 41.3 | 57.1 |
| District | 73.6 | 89.8 |
| State | 72.6 | 88.8 |

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|---------------|--------|--------------|-------------|-------------|---------------|
| ELA Performance Index | All Students | 66.8 | 75 | 89.0 | 100 | 89.0 | 67.9 |
| | High Needs Students | 59.8 | 75 | 79.7 | 100 | 79.7 | 56.7 |
| Math Performance Index | All Students | 52.8 | 75 | 70.4 | 100 | 70.4 | 59.3 |
| | High Needs Students | 46.4 | 75 | 61.8 | 100 | 61.8 | 47.8 |
| Science Performance Index | All Students | 54.4 | 75 | 72.6 | 100 | 72.6 | 56.5 |
| | High Needs Students | 48.7 | 75 | 65.0 | 100 | 65.0 | 45.9 |
| Chronic Absenteeism | All Students | 10.3% | <=5% | 39.5 | 50 | 79.0 | 10.6% |
| | High Needs Students | 14.2% | <=5% | 31.6 | 50 | 63.2 | 17.3% |
| Preparation for CCR | % Taking Courses | 50.3% | 75% | 33.5 | 50 | 67.1 | 66.1% |
| | % Passing Exams | 26.6% | 75% | 17.7 | 50 | 35.4 | 37.3% |
| On-track to High School Graduation | | 92.0% | 94% | 48.9 | 50 | 97.9 | 85.6% |
| 4-year Graduation All Students (2014 Cohort) | | 92.0% | 94% | 97.8 | 100 | 97.8 | 87.0% |
| 6-year Graduation - High Needs Students (2012 Cohort) | | 82.8% | 94% | 88.1 | 100 | 88.1 | 77.6% |
| Postsecondary Entrance (Class of 2014) | | 73.8% | 75% | 98.4 | 100 | 98.4 | 72.8% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 89.9% 60.2% | 75% | 20.1 | 50 | 40.2 | 87.6% 51.0% |
| Arts Access | | 36.8% | 60% | 30.7 | 50 | 61.4 | 45.7% |
| Accountability Index | | | | 944.9 | 1250 | 75.6 | |

| 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 | 74.6 | 59.8 | 14.8 | 17.3 | |
| Math Performance Index Gap | 60.0 | 46.4 | 13.7 | 19.6 | |
| Science Performance Index Gap | 60.4 | 48.7 | 11.7 | 17.2 | |
| Graduation Rate Gap | 94.0% | 82.8% | 11.2% | 15.2% | N |

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

| Subject/Subgroup | | Participation Rate (%) |
|------------------|---------------------|------------------------|
| ELA | All Students | 98.3 |
| | High Needs Students | 98.6 |
| Math | All Students | 98.1 |
| | High Needs Students | 98.5 |
| Science | All Students | 99.3 |
| | High Needs Students | 99.0 |

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: 43.1 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Stratford School District

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.

Stratford Public Schools continue to focus on improving student performance through the alignment of curricula and state standards, analysis of student data, on-going professional development, implementation of research-based instructional practices, tiered instruction, tutorials, and summer programs. Annual School Improvement Plans target students' needs through cohort analysis.

Truancy issues are addressed by creating and implementing school action plans to reduce the number of unexcused absences. A district committee develops plans of action by using nationally recognized best practices that aimed at improving student attendance, including both prevention and intervention activities for tier one students (universal); tier two students (targeted); and tier three students (intensive).

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 has 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 School Improvement Plan includes strategies to improve communication between school and home and to enhance parent engagement. The special education department has a Stratford Parent Initiative, which provides social and recreational activities for students after school and on weekends. They also provide parent information sessions on least restrictive environment to involve parents in the school improvement process.

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. Each Board of Education committee includes parents as voting members.

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 (54%) and secondary (52%) 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. Another element is the "Pathway System." 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, Yale's Model United Nations program, and multicultural programs. Stratford PS are represented on the Stratford Youth and Family Advisory Board, the local council for positive youth development, and the School Readiness and Childcare Advisory 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.