

STRATEGIC SCHOOL PROFILE 2012-13**Stratford School District**

Irene L. Cornish, Superintendent

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Stratford,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield

Town Population in 2000: 49,976

1990-2000 Population Growth: 1.2%

Number of Public Schools: 13

Per Capita Income in 2000: \$26,501

Percent of Adults without a High School Diploma in 2000*: 17.2%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.9%

District Enrollment as % of Estimated. Student Population: 89.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 7,171
5-Year Enrollment Change -2.9%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	3,072	42.8	43.3	36.7
K-12 Students Who Are Not Fluent in English	281	4.0	4.0	5.8
Students Identified as Gifted and/or Talented*	409	5.7	3.8	3.8
PK-12 Students Receiving Special Education Services in District	654	9.1	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	387	79.6	74.2	79.3
Homeless	10	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	86	7.8	13.9	12.7

*40.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	16	0.2
Asian American	217	3.0
Black	1,518	21.2
Hispanic	1,885	26.3
Pacific Islander	2	0.0
White	3,358	46.8
Two or more races	175	2.4
Total Minority	3,813	53.2

Percent of Minority Professional Staff: 6.6%

Open Choice:

2 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

9.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 44.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Stratford Public School District is committed to racially balancing its schools with a goal of having the minority population of each Stratford school come within ten percentage points of the district average, which was 51% as of October, 2013. Stratford's Racial Balance Plan consists of several elements. The first is the district magnet school, Stratford Academy, which is regulated for enrollment and racial balance. Students from the original neighborhood attendance zone, as well as students from across the district, apply to attend the Academy. Another element is called the Pathway System. Each year, after reviewing enrollment data and projections, "pathways" are organized from each elementary school to either of the two middle schools and two high 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. The third element is the full-day kindergarten program, located in all elementary schools (except one, with consideration given to numerical and racial balance). Minority students in the Stratford Academy attendance zone, accepting placement in full-day 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 are tightly controlled. Stratford teachers and students participate in special programs, such as a school-based program to improve school climate and stop bullying, Yale's Model United Nations program, and multicultural programs sponsored at various schools. The school district actively participates in the Stratford Youth and Family Advisory Board, the local council for positive youth development, and the Stratford School Readiness and Childcare Advisory Council. In addition, the 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. The high schools create opportunities for community connections so that students can expand their knowledge of local volunteer opportunities and experiences. At the start of each school year, a Link Crew program provides a smooth transition for incoming freshmen and new students by linking them with an upper classman. In order to pursue the candidacy of minority educators, efforts have been made to sponsor and attend job fairs and contact has been made with local colleges and universities.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.7	56.9	29.4
Writing	59.9	60.0	38.5
Mathematics	57.5	61.4	26.1
Grade 4 Reading	62.8	62.6	32.9
Writing	62.1	63.0	35.4
Mathematics	64.0	65.1	34.2
Grade 5 Reading	60.7	66.9	23.6
Writing	57.5	65.6	23.0
Mathematics	61.4	69.2	24.2
Science	63.8	62.3	34.2
Grade 6 Reading	73.5	73.3	34.1
Writing	67.5	65.1	40.6
Mathematics	61.8	67	29.8
Grade 7 Reading	85.0	78.9	48.7
Writing	69.0	64.9	44.9
Mathematics	62.0	65.4	27.2
Grade 8 Reading	78.0	76.2	34.8
Writing	69.0	67.2	35.8
Mathematics	59.3	65.0	25.2
Science	50.3	60.4	20.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	36.2	48.5	22.7
Writing Across the Disciplines	53.6	62.1	25.8
Mathematics	38.7	52.4	19.7
Science	33.1	48.8	19.5

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	55.1	51.1	52.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.8	78.5	
Average Score	Mathematics	482	503	27.1
	Critical Reading	482	499	28.6
	Writing	484	504	24.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	86.5	84.8	35.3
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.9	82.6
% Employed (Civilian Employment and in Armed Services)	9.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	436.05
Paraprofessional Instructional Assistants	8.00
Special Education	
Teachers and Instructors	57.60
Paraprofessional Instructional Assistants	72.00
Library/Media Specialists and/or Assistants	15.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.43
School Level	33.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	38.00
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	234.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.5	13.9
% with Master's Degree or Above	81.6	81.1	79.8

Average Class Size	District	DRG	State
Grade K	19.6	18.4	18.9
Grade 2	20.3	19.1	19.8
Grade 5	21.1	20.8	21.3
Grade 7	21.6	19.5	20.2
High School	22.2	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,005	986	999
Middle School	1,018	1,019	1,029
High School	1,018	1,006	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	3.0	2.7
Middle School	2.0	2.2	2.1
High School	2.7	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$56,107	\$7,747	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$970	\$134	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$3,083	\$426	\$475	\$421	\$471
Student Support Services	\$9,823	\$1,356	\$949	\$1,097	\$950
Administration and Support Services	\$9,129	\$1,261	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$9,111	\$1,258	\$1,466	\$1,455	\$1,459
Transportation	\$4,818	\$647	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$6,182	N/A	N/A	N/A	N/A
Other	\$1,560	\$215	\$170	\$195	\$170
Total	\$100,782	\$13,570	\$14,444	\$14,327	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,083	\$564	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$23,672,738	23.5	22.8	21.8

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.7	22.9	3.3	0.0
Excluding School Construction	73.4	23.0	3.5	0.0

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	722
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	115	1.6	1.5	1.3
Learning Disability	208	2.8	4.0	4.0
Intellectual Disability	38	0.5	0.5	0.4
Emotional Disturbance	42	0.6	1.2	1.0
Speech Impairment	55	0.8	2.2	2.0
Other Health Impairment*	191	2.6	2.5	2.4
Other Disabilities**	73	1.0	1.2	1.0
Total	722	9.9	13.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	53.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	24.9	34.5	69.2	69.2
	Writing	13.0	19.9	64.2	64.4
	Mathematics	17.3	29.0	61.0	65.5
	Science	11.8	21.3	56.9	61.3
CAPT	Reading Across the Disciplines	4.8	15.7	36.2	48.5
	Writing Across the Disciplines	6.9	16.7	53.6	62.1
	Mathematics	N/A	N/A	38.7	52.4
	Science	N/A	N/A	33.1	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	13.6
	% With Accommodations	86.4
CAPT	% Without Accommodations	8.1
	% With Accommodations	91.9
% Assessed Using Skills Checklist		9.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	8	1.1
Private Schools or Other Settings	109	15.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	543	75.2	68.2	72.0
40.1 to 79.0 Percent of Time	55	7.6	16.0	16.4
0.0 to 40.0 Percent of Time	124	17.2	15.8	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 with an emphasis on all students making goal on state-wide standardized assessments. Work continues in all areas of the curriculum, including efforts implementing the Common Core State Standards in Mathematics and English Language Arts, providing digital learning opportunities, creating performance-based assessments to develop 21st Century Skills, continuing to implement Scientific Research-Based Interventions (SRBI) to increase the number of students in tier one instruction, improving School Climate district-wide, and developing a district leadership team that can articulate a common understanding of standards for excellence in instruction. 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, and the implementation of research-based instructional practices. Through the District Improvement Plan, emphasis is placed on providing individual success plans for all students. These efforts are supported by tiered instruction, tutorials, and summer programs. In addition, every school annually submits a School Improvement Plan that targets students' needs through cohort analysis. Stratford Public Schools are addressing truancy by creating and implementing a plan of action for all schools district-wide to reduce the number of unexcused absences. A district committee will develop the plan of action by using nationally recognized best practices that are aimed at improving student attendance and include both prevention and intervention activities for tier one students (universal); tier two students (targeted); and tier three students (intensive). In the area of special education, most of Stratford's special education students are being educated in their home schools according to the principles of least restrictive environment. As a result, staff is continually aligning goals and objectives to standards-based curricula. Also, special education personnel have aligned themselves with the core academic areas and have provided support with instruction and Common Formative Assessments through co-teaching and collaborative initiatives (SRBI- Scientific Research-Based Intervention). The district has also provided professional development opportunities for both the general and special education staff to be trained together in the 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. Through the District Improvement Plan, 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 joint meetings with the Superintendent and Assistant Superintendent every two months. In addition, 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 have also been made to include parents in professional development opportunities. Each Board of Education committee includes parents as voting members.
