

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



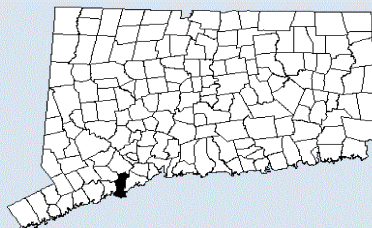
Stratford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	29
Enrollment	6,856
Per Pupil Expenditures ¹	\$15,172
Total Expenditures ¹	\$108,964,662

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,334	48.6	48.4
Male	3,522	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	223	3.3	5.1
Black or African American	1,516	22.1	12.9
Hispanic or Latino	2,006	29.3	24.0
Pacific Islander	*	*	0.1
Two or More Races	214	3.1	2.9
White	2,889	42.1	54.8
English Learners	367	5.4	6.8
Eligible for Free or Reduced-Price Meals	3,148	45.9	35.9
Students with Disabilities ¹	878	12.8	14.3

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	354	10.8	128	3.8
Male	379	11.0	347	9.7
Black or African American	165	10.8	213	13.6
Hispanic or Latino	247	12.4	146	7.1
White	276	9.9	99	3.4
English Learners	37	9.5	9	2.3
Eligible for Free or Reduced-Price Meals	426	14.7	322	9.6
Students with Disabilities	173	19.5	119	11.7
District	733	10.9	475	6.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 15

Number of school-based arrests: 16

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 2016-17

Stratford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	434.9
Paraprofessional Instructional Assistants	47.4
Special Education	
Teachers and Instructors	64.0
Paraprofessional Instructional Assistants	121.7
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	35.4
Library/Media	
Specialists (Certified)	13.0
Support Staff	1.2
Instructional Specialists Who Support Teachers	23.6
Counselors, Social Workers and School Psychologists	45.5
School Nurses	16.0
Other Staff Providing Non-Instructional Services/Support	275.7

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	5	0.8	1.0
Black or African American	27	4.3	3.6
Hispanic or Latino	10	1.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	594	93.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.6

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	66	44.9	87	85.3
Hispanic or Latino	57	41.0	102	82.9
White	152	68.2	223	89.9
English Learners	12	54.5	*	*
Eligible for Free or Reduced-Price Meals	101	45.1	156	85.2
Students with Disabilities	26	38.2	32	51.6
District	290	54.0	438	86.9
State		63.6		77.5

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	62	49.6
Emotional Disturbance	22	42.3
Intellectual Disability	17	45.9
Learning Disability	264	91.7
Other Health Impairment	163	77.6
Other Disabilities	23	41.8
Speech/Language Impairment	58	96.7
District	609	73.6
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Stratford School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	137	1.9
Emotional Disturbance	52	0.7
Intellectual Disability	37	0.5
Learning Disability	290	4.1
Other Health Impairment	215	3.0
Other Disabilities	84	1.2
Speech/Language Impairment	73	1.0
All Disabilities	888	12.6

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	60,475,209	8,835 9,663
Instructional Supplies and Equipment	1,132,036	165 321
Improvement of Instruction and Educational Media Services	2,791,996	408 578
Student Support Services	11,295,533	1,650 1,103
Administration and Support Services	10,587,730	1,547 1,861
Plant Operation and Maintenance	9,749,776	1,424 1,637
Transportation	5,051,529	696 877
Costs of Students Tuitioned Out	6,162,447	N/A N/A
Other	1,718,406	251 201
Total	108,964,662	15,172 16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,891,242	1,153 1,749
-----------------------------------	-----------	-------------

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

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	9,493,647	35.5
Noncertified Personnel	2,340,035	8.7
Purchased Services	3,085,217	11.5
Tuition to Other Schools	5,408,167	20.2
Special Ed. Transportation	2,156,130	8.1
Other Expenditures	4,264,402	15.9
Total Expenditures	26,747,598	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	72.5	74.6
State	24.9	22.7
Federal	2.5	2.7
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2016-17

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	116	75.5	116	70.3	46	62.4
Black or African American	829	58.0	829	49.3	348	47.1
Hispanic or Latino	1068	60.0	1068	51.4	431	48.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	109	65.9	108	59.9	48	49.6
White	1543	69.3	1541	60.8	717	56.6
English Learners	352	58.9	352	52.2	119	46.1
Non-English Learners	3319	64.6	3316	56.1	1472	52.8
Eligible for Free or Reduced-Price Meals	1660	58.5	1657	50.2	708	47.9
Not Eligible for Free or Reduced-Price Meals	2011	68.7	2011	60.3	883	55.8
Students with Disabilities	464	43.6	464	36.0	208	38.5
Students without Disabilities	3207	67.1	3204	58.6	1383	54.4
High Needs	1953	57.5	1950	49.4	826	47.1
Non-High Needs	1718	71.6	1718	62.9	765	57.9
District	3671	64.1	3668	55.7	1591	52.3

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	90.4	87.0	85.7	61.9	2,017	82.3
Curl Up	88.8	90.1	87.8	83.8	2,017	87.8
Push Up	82.7	81.8	76.6	76.7	2,017	79.5
Mile Run/PACER	82.7	84.5	73.8	76.4	2,017	79.3
All Tests - District	63.1	64.1	57.0	44.8	2,017	57.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Stratford School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	139	87.1
Hispanic or Latino	159	86.8
English Learners	23	82.6
Eligible for Free or Reduced-Price Meals	313	85.6
Students with Disabilities	72	55.6
District	587	89.4
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.8	174	33.1
Male	95.2	153	29.7
Black or African American	96.4	44	17.7
Hispanic or Latino	96.6	62	23.7
White	95.3	198	42.0
English Learners	86.5	*	*
Eligible for Free or Reduced-Price Meals	97.3	86	21.1
Students with Disabilities	73.1	*	*
District	96.0	327	31.4
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2017 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	83.5	90.4
Male	67.2	85.1
Black or African American	70.8	80.5
Hispanic or Latino	64.9	84.7
White	81.9	91.6
English Learners	55.0	*
Eligible for Free or Reduced-Price Meals	66.3	81.4
Students with Disabilities	40.8	*
District	75.2	88.0
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2016-17

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	64.1	75	42.7	50	85.5	67.1
	High Needs Students	57.5	75	38.3	50	76.7	55.9
Math Performance Index	All Students	55.7	75	37.1	50	74.3	62.2
	High Needs Students	49.4	75	32.9	50	65.9	50.5
Science Performance	All Students	52.3	75	34.9	50	69.7	55.3
	High Needs Students	47.1	75	31.4	50	62.9	45.2
ELA Academic Growth	All Students	54.4%	100%	54.4	100	54.4	55.4%
	High Needs Students	51.2%	100%	51.2	100	51.2	49.8%
Math Academic Growth	All Students	53.2%	100%	53.2	100	53.2	61.7%
	High Needs Students	51.2%	100%	51.2	100	51.2	53.7%
Chronic Absenteeism	All Students	10.9%	<=5%	38.2	50	76.4	9.9%
	High Needs Students	14.9%	<=5%	30.1	50	60.2	15.8%
Preparation for CCR	% Taking Courses	69.9%	75%	46.6	50	93.2	70.7%
	% Passing Exams	31.4%	75%	20.9	50	41.9	43.5%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	87.8%
4-year Graduation All Students (2016 Cohort)		89.4%	94%	95.1	100	95.1	87.4%
6-year Graduation - High Needs Students (2014)		93.0%	94%	98.9	100	98.9	82.0%
Postsecondary Entrance (Class of 2016)		75.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.2% 57.8%	75%	38.5	50	77.1	92.0% 51.6%
Arts Access		38.2%	60%	31.9	50	63.7	50.5%
Accountability Index				977.4	1350	72.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.6	57.5	14.0	16.7	
Math Performance Index Gap	62.9	49.4	13.5	18.7	
Science Performance Index Gap	57.9	47.1	10.7	16.6	
Graduation Rate Gap	94.0%	93.0%	1.0%	12.0%	N

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	99.2
Math	All Students	99.2
	High Needs Students	99.1
Science	All Students	99.6
	High Needs Students	99.5

³Minimum participation standard is 95%.

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: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2016-17

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.

During the 2016-17 year, engaging more than 100 stakeholders, the district developed a new five-year strategic plan that will guide student achievement efforts in academic and social emotional areas as well as strengthening family and community partnerships. The focus on improving student performance continues 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. Truancy issues are of concern and the district is seeking additional resources to support school action plans to reduce chronic absenteeism. In the 2016-17 school year, a district committee oversaw grant-funded efforts to address chronic absenteeism at the kindergarten level, including an outreach worker who made direct contact with families as needed. This effort was well-received and resulted in a reduction of absenteeism.

Most of Stratford's special education students are educated in their home schools according to the principles of least restrictive environment following goals and objectives aligned to standards-based curricula. Special education personnel work with core academic areas through co-teaching and collaborative initiatives (SRBI). The district also provides professional development opportunities for both general and special education staff to be trained together in areas of behavior management and strategies for working with students with specific disabilities. The Stratford Public School District ensures that parents are actively engaged in the educational process. The district has expanded offerings to parents, including literacy workshops, family reading nights, read aloud programs, transition breakfasts, and college and career readiness, to name a few. In addition, resources are provided to parents in reading, math, health, and many other areas. Each year parents and guardians are surveyed about the district's efforts to communicate and the survey results are used in goal-setting the following year. The Special Education PTA sponsors a Stratford Parent Initiative, which provides social and recreational activities for students. All schools enjoy the support of active PTA groups. The PTA Council (comprised of PTA presidents from each school) has regular meetings with the Superintendent. A Special Education Parent Teacher Association holds monthly meetings for parents to network, advocate, and learn about special education resources for students with disabilities. 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 (56%) and secondary (53%) 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. Also, 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, including Restorative Practices, Responsive Classroom, Yale's Model United Nations program, and multicultural programs. Stratford PS is represented on the Youth and Family Advisory Board, the local council for positive youth development, and the School Readiness Council. Schools partner with local community agencies and institutions in a town-wide effort to affirm and support Stratford's rich cultural, religious, and ethnic diversity. Schools create opportunities for community connections to expand student knowledge of local volunteer opportunities and experiences. Link Crew provides a smooth transition for incoming freshmen and new students connecting them with an upper classman. Minority applicants for school positions are encouraged through job fairs and relationships with higher institutions.

District Profile and Performance Report for School Year 2016-17

Stratford School District

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.