

STRATEGIC SCHOOL PROFILE 2007-08**Stratford School District**

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Location: 1000 East Broadway
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	Per Capita Income in 2000: \$26,501
Town Population in 2000: 49,976	Percent of Adults without a High School Diploma in 2000*: 17.2%
1990-2000 Population Growth: 1.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.9%
Number of Public Schools: 12	District Enrollment as % of Estimated. Student Population: 87.4%

*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, 2007 7,383
5-Year Enrollment Change -2.8%

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	2,293	31.1	31.0	28.7
K-12 Students Who Are Not Fluent in English	297	4.1	3.1	5.4
Students Identified as Gifted and/or Talented*	138	1.9	3.3	4.0
PK-12 Students Receiving Special Education Services in District	673	9.1	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	359	69.3	74.1	79.2
Homeless	3	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	230	22.0	24.8	20.2

*68.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	37	0.5
Asian American	225	3.0
Black	1,663	22.5
Hispanic	1,341	18.2
White	4,117	55.8
Total Minority	3,266	44.2

Percent of Minority Professional Staff: 4.3%

Open Choice: 9 students 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: 8.8% 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 39.

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 44% in September, 2007, an increase from 31% in October, 2000. 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) according to available space, 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 students regularly participate during the school year and during summer vacation with students from other communities in a wide variety of inter-district academic programs including Six to Six, Aquaculture, and the Regional Center for the Arts (RCA). In addition, Stratford teachers and students participate in special programs, such as: a school based program to stop violence, an exercise program with senior citizens from the Town, sister city school projects, U.S. History grant workshop series, Yale's Model United Nations program, and multicultural programs sponsored at various schools. Summer programs, such as the CES Math and Reading Camps, bring together students from Stratford and surrounding districts to improve student achievement. 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 Council. In addition, the schools are partnering with local community agencies and institutions in a town-wide research-based family learning project that affirms and supports 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 by linking each student with an upper classman. At least 8 extra curricular clubs which address diversity have been formed at the two high schools. In order to pursue the candidacy of minority educators, efforts have been made to attend job fairs and contact has been made with local colleges and universities.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	48.0	52.0	27.0
Writing	62.0	63.4	30.1
Mathematics	57.1	60.0	26.4
Grade 4 Reading	51.2	55.9	27.2
Writing	59.9	62.9	27.7
Mathematics	53.4	60.3	26.4
Grade 5 Reading	60.1	62.2	25.9
Writing	63.1	64.5	32.1
Mathematics	68.0	65.9	39.5
Science	45.5	54.9	17.3
Grade 6 Reading	68.0	66.3	33.3
Writing	62.0	61.9	38.7
Mathematics	66.7	66.4	34.5
Grade 7 Reading	74.4	71.1	35.5
Writing	59.7	62.0	31.6
Mathematics	64.1	63.0	37.4
Grade 8 Reading	59.8	64.8	24.5
Writing	61.3	63.4	31.4
Mathematics	54.1	60.8	24.5
Science	51	58.6	23.3

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 scoreable 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	34.2	45.5	26.9
Writing Across the Disciplines	59.1	57.9	36.2
Mathematics	37.7	50.1	22.3
Science	37.2	46.3	27.7

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
	35.4	36.1	42.8

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.8	77.6	
Average Score	Mathematics	459	504	15.4
	Critical Reading	468	502	15.4
	Writing	479	503	21.5

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, Class of 2007	94.0	92.6	32.3
Cumulative Four-Year Dropout Rate for Class of 2007	5.3	6.2	30.8
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.7	83.4
% Employed (Civilian Employment and in Armed Services)	10.1	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	448.50
Paraprofessional Instructional Assistants	13.50
Special Education	
Teachers and Instructors	60.10
Paraprofessional Instructional Assistants	65.00
Library/Media Specialists and Assistants	16.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.00
School Level	33.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.00
Counselors, Social Workers, and School Psychologists	36.00
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	263.50

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	13.5	14.6	13.6
% with Master's Degree or Above	79.6	76.5	75.6

Average Class Size	District	DRG	State
Grade K	19.1	17.1	18.1
Grade 2	19.4	18.2	19.3
Grade 5	19.9	19.9	20.9
Grade 7	20.6	19.7	20.5
High School	21.6	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	993	983	987
Middle School	972	1,006	1,017
High School	962	997	1,006

*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*	3.8	4.3	3.4
Middle School	3.1	3.0	2.7
High School	3.2	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$48,584	\$6,591	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$1,653	\$224	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$2,370	\$322	\$443	\$365	\$429
Student Support Services	\$6,645	\$902	\$764	\$785	\$761
Administration and Support Services	\$7,895	\$1,071	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$8,924	\$1,211	\$1,329	\$1,287	\$1,322
Transportation	\$3,978	\$524	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$4,726	N/A	N/A	N/A	N/A
Other	\$1,350	\$183	\$147	\$147	\$145
Total	\$86,124	\$11,354	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$9,058	\$1,229	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$17,066,816
Percent of Total PK-12 Expenditures Used for Special Education	19.8%

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	73.4	24.0	2.5	0.1
Excluding School Construction	74.9	22.2	2.8	0.1

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 the central office staff to ensure equity between schools and among levels, and alignment with Board of Education District Goals and the District and School Improvement Plans. The central office staff, including the Superintendent, Assistant Superintendent, and Chief Operating Officer, prepares a final budget (after discussion with building principals and district coordinators) that is submitted to the Board of Education for review and approval. Allocations of resources are determined by the 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 their incorporation into budgetary deliberations through a liaison committee between the Town Council and the Board of Education.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	710
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

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	56	0.7	0.7	0.7
Learning Disability	259	3.4	3.7	4.0
Intellectual Disability	32	0.4	0.6	0.5
Emotional Disturbance	51	0.7	1.2	1.0
Speech Impairment	61	0.8	2.6	2.4
Other Health Impairment*	150	2.0	2.2	2.1
Other Disabilities**	101	1.3	1.0	0.9
Total	710	9.4	12.1	11.5

*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 2006-07 with a Standard Diploma	88.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.5	2.8

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	17.0	20.4	60.5	62.1
	Writing	12.8	19.3	61.3	63.0
	Mathematics	19.0	22.6	60.6	62.7
	Science	13.8	22.2	48.3	56.8
CAPT	Reading Across the Disciplines	2.2	11.4	34.2	45.5
	Writing Across the Disciplines	17.5	16.3	59.1	57.9
	Mathematics	5.0	14.7	37.7	50.1
	Science	7.0	14.4	37.2	46.3

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	20.9
	% With Accommodations	79.1
CAPT	% Without Accommodations	10.6
	% With Accommodations	89.4
% Assessed Using Skills Checklist		13.3

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	6	0.8
Private Schools or Other Settings	84	11.8

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	557	78.5	66.9	71.6
40.1 to 79.0 Percent of Time	54	7.6	15.0	16.6
0.0 to 40.0 Percent of Time	99	13.9	18.1	11.8

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. In light of the No Child Left Behind mandates, the Stratford Public Schools have focused on helping every child achieve proficiency or above in the areas of reading, writing, and mathematics. Results show positive movement in achieving this goal and in closing the achievement gap between various cohorts of students. For the second time, The Stratford district, as a whole, has received “Safe Harbor” status on Adequate Yearly Progress because of its significant gains on both CMT and CAPT scores. This has resulted in the district’s removal from the state’s “Districts in Need of Improvement” list. Work continues to maintain this status in all areas of the curriculum including efforts on Common Formative assessments, Data Driven Decision-Making, and Effective Teaching Strategies.

The 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, an emphasis is placed on providing individual success plans for students whose scores are not yet at proficiency. These efforts are supported by extended day, tutorial, and summer programs. In addition, every school annually submits a School Improvement Plan that targets students’ needs through cohort analysis. The Stratford Public Schools have also become a major partner in a town-wide Family Learning Initiative that seeks to channel the collective strength of all school community constituents in the task of supporting on-going student learning.

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 autistic students.

The Stratford Public School District is ensuring 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 CMT awareness 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. 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.

Most 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. Efforts have also been made to include parents in professional development opportunities. Each Board of Education Committee includes parents as voting members.
