

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



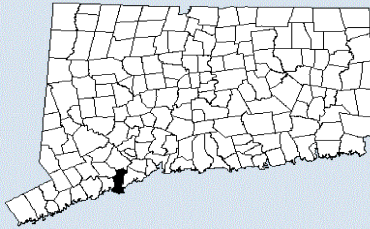
Stratford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	31
Enrollment	6,901
Per Pupil Expenditures ¹	\$14,630
Total Expenditures ¹	\$106,286,123

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® 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 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,390	49.1	48.3
Male	3,511	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	227	3.3	4.9
Black or African American	1,524	22.1	12.8
Hispanic or Latino	1,918	27.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	204	3.0	2.7
White	3,016	43.7	55.9
English Learners	293	4.2	6.4
Eligible for Free or Reduced-Price Meals	3,052	44.2	38.0
Students with Disabilities ¹	830	12.0	13.7

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	409	12.3	137	4.0
Male	395	11.4	329	9.2
Black or African American	179	11.8	197	12.7
Hispanic or Latino	279	14.6	139	7.1
White	303	10.3	110	3.6
English Learners	36	11.4	16	5.0
Eligible for Free or Reduced-Price Meals	484	16.6	316	9.7
Students with Disabilities	177	20.7	122	12.5
District	804	11.8	466	6.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 27

Number of school-based arrests: 23

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 2015-16

Stratford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	429.3
Paraprofessional Instructional Assistants	78.4
Special Education	
Teachers and Instructors	64.0
Paraprofessional Instructional Assistants	102.7
Administrators, Coordinators and Department Chairs	
District Central Office	14.3
School Level	35.0
Library/Media	
Specialists (Certified)	13.0
Support Staff	1.7
Instructional Specialists Who Support Teachers	13.4
Counselors, Social Workers and School Psychologists	42.5
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	260.1

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	22	3.6	3.5
Hispanic or Latino	9	1.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	580	94.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.4

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	51	51.5	95	68.8
Hispanic or Latino	59	48.4	104	69.3
White	141	59.0	184	73.9
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	95	49.7	138	64.5
Students with Disabilities	7	14.3	28	39.4
District	265	54.3	405	70.6
State		61.2		73.9

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	49.1
Emotional Disturbance	21	35.0
Intellectual Disability	19	61.3
Learning Disability	224	91.4
Other Health Impairment	171	81.8
Other Disabilities	15	30.6
Speech/Language Impairment	57	91.9
District	564	73.1
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Stratford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	130	1.8	1.6
Emotional Disturbance	61	0.9	1.0
Intellectual Disability	32	0.4	0.5
Learning Disability	247	3.5	4.6
Other Health Impairment	210	2.9	2.8
Other Disabilities	89	1.2	1.0
Speech/Language Impairment	72	1.0	1.9
All Disabilities	841	11.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	59,385,884	8,487	9,387
Instructional Supplies and Equipment	885,138	127	318
Improvement of Instruction and Educational Media Services	2,750,347	393	541
Student Support Services	10,497,077	1,500	1,048
Administration and Support Services	10,197,398	1,457	1,790
Plant Operation and Maintenance	9,569,077	1,368	1,608
Transportation	5,072,559	691	845
Costs of Students Tuitioned Out	6,179,785	N/A	N/A
Other	1,748,858	250	194
Total	106,286,123	14,630	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,845,260	978	1,524
-----------------------------------	-----------	-----	-------

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

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	8,819,123	34.7	35.1
Noncertified Personnel	2,168,748	8.5	14.5
Purchased Services	2,660,577	10.5	5.5
Tuition to Other Schools	5,415,325	21.3	21.6
Special Ed. Transportation	2,147,715	8.5	8.3
Other Expenditures	4,199,514	16.5	15.0
Total Expenditures	25,411,002	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.1	74.0
State	25.1	23.1
Federal	2.5	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).

District Profile and Performance Report for School Year 2015-16

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	117	75.1	117	68.5	49	61.5
Black or African American	788	58.2	787	48.2	375	47.8
Hispanic or Latino	998	61.4	996	51.9	409	51.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	93	64.1	93	54.6	*	*
White	1587	69.4	1583	59.9	646	58.9
English Learners	229	60.3	229	52.8	85	48.1
Non-English Learners	3360	65.0	3353	55.4	1429	54.5
Eligible for Free or Reduced-Price Meals	1625	59.3	1624	49.8	682	49.1
Not Eligible for Free or Reduced-Price Meals	1964	69.2	1958	59.8	832	58.2
Students with Disabilities	484	45.2	481	36.6	203	36.6
Students without Disabilities	3105	67.8	3101	58.2	1311	56.8
High Needs	1904	58.0	1900	48.8	809	47.8
Non-High Needs	1685	72.3	1682	62.6	705	61.3
District	3589	64.7	3582	55.3	1514	54.1

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			
Grade 4			
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	90.1	88.9	80.3	87.0	1,996	86.5
Curl Up	88.2	86.9	82.0	84.0	1,996	85.3
Push Up	80.8	82.6	73.2	78.1	1,996	78.7
Mile Run/PACER	86.1	90.1	60.2	62.6	1,996	75.1
All Tests - District	66.3	68.3	42.3	50.2	1,996	57.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 2015-16

Stratford School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	120	90.8	87.9	Yes	88.7
Hispanic or Latino	157	89.8	87.9	Yes	88.7
English Learners	*	*	94.0	No	94.0
Eligible for Free or Reduced-Price Meals	283	87.3	87.9	No	88.7
Students with Disabilities	42	64.3	73.2	No	75.8
District	535	91.6	90.0	Yes	90.5
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	96.4	173	32.5
Male	94.3	142	26.8
Black or African American	94.5	40	16.9
Hispanic or Latino	94.9	59	21.7
White	95.9	198	40.6
English Learners	86.2	0	0.0
Eligible for Free or Reduced-Price Meals	95.8	78	19.3
Students with Disabilities	60.7	*	*
District	95.4	315	29.7
State	95.6		40.7

⁵College 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

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.

Copyright © 2016 The College Board. www.collegeboard.org

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

Copyright © 2016 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.2	91.5
Male	63.5	85.7
Black or African American	65.6	83.5
Hispanic or Latino	64.0	88.1
White	74.6	90.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.6	81.1
Students with Disabilities	35.1	*
District	69.9	88.6
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Stratford School District

Next Generation Accountability Results

These statistics are the 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	64.7	75	43.2	50	86.3	67.7
	High Needs Students	58.0	75	38.7	50	77.4	56.7
Math Performance Index	All Students	55.3	75	36.8	50	73.7	61.4
	High Needs Students	48.8	75	32.5	50	65.1	49.9
Science Performance Index	All Students	54.1	75	36.1	50	72.1	57.5
	High Needs Students	47.8	75	31.9	50	63.8	47.0
ELA Academic Growth	All Students	60.5%	100%	60.5	100	60.5	63.8%
	High Needs Students	59.0%	100%	59.0	100	59.0	58.3%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	65.0%
	High Needs Students	61.1%	100%	61.1	100	61.1	57.4%
Chronic Absenteeism	All Students	11.8%	<=5%	36.4	50	72.7	9.6%
	High Needs Students	16.4%	<=5%	27.2	50	54.5	15.6%
Preparation for CCR	% Taking Courses	63.1%	75%	42.1	50	84.1	67.6%
	% Passing Exams	29.7%	75%	19.8	50	39.5	40.7%
On-track to High School Graduation		92.9%	94%	49.4	50	98.8	85.1%
4-year Graduation All Students (2015 Cohort)		91.6%	94%	97.4	100	97.4	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.2%	94%	96.0	100	96.0	78.6%
Postsecondary Entrance (Class of 2015)		69.9%	75%	93.2	100	93.2	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 57.0%	75%	38.0	50	76.0	89.2% 50.5%
Arts Access		35.5%	60%	29.6	50	59.2	47.5%
Accountability Index				994.3	1350	73.6	

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	72.3	58.0	14.3	16.5	
Math Performance Index Gap	62.6	48.8	13.8	18.9	
Science Performance Index Gap	61.3	47.8	13.5	17.2	
Graduation Rate Gap	94.0%	90.2%	3.8%	15.3%	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	98.9
	High Needs Students	98.8
Math	All Students	98.7
	High Needs Students	98.6
Science	All Students	98.2
	High Needs Students	97.5

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: 47.1

State: 51.4

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 2015-16

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. Truancy issues are of concern and the district is seeking additional resources to support school action plans to reduce the number of unexcused absences. In the 2016-17 school year, a district committee will oversee grant-funded efforts to address chronic absenteeism at the kindergarten level, including an outreach worker who will make direct contact with families as needed.

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 provided 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 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 (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. 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, 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 2015-16

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 is reviewed annually to ensure each school has an equitable distribution of fundamental resources to achieve the district's goals.