

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



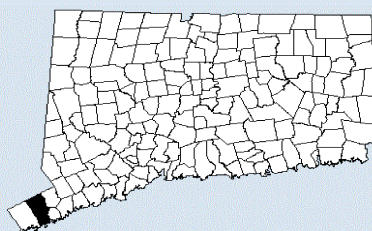
Stamford School District

Dr. Winifred Hamilton, Superintendent • 203-977-4543 • www.stamfordpublicschools.org

District Information

Grade Range	PK-12
Number of Schools	24
Enrollment	15,927
Per Pupil Expenditures ¹	\$16,566
Total Expenditures ¹	\$262,970,213

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,711	48.4	48.3
Male	8,216	51.6	51.6
American Indian	*	*	0.2
Asian	1,357	8.5	4.6
Black or African American	3,067	19.3	12.9
Hispanic or Latino	5,956	37.4	21.2
Pacific Islander	*	*	0.0
White	5,352	33.6	58.4
Two or More Races	181	1.1	2.3
English Language Learners	1,903	11.9	5.7
Eligible for Free or Reduced-Price Meals	7,709	48.4	37.3
Students with Disabilities ¹	1,686	10.6	12.8

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	777	10.1	150	1.9
Male	795	9.8	342	4.1
Black or African American	321	10.6	211	6.8
Hispanic or Latino	729	12.2	189	3.1
White	356	6.8	78	1.4
English Language Learners	268	13.2	62	3.0
Eligible for Free or Reduced-Price Meals	969	12.3	365	4.4
Students with Disabilities	260	15.2	128	6.6
District	1,572	10.0	492	3.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 124

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 2013-14

Stamford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,078.3
Paraprofessional Instructional Assistants	97.0
Special Education	
Teachers and Instructors	134.6
Paraprofessional Instructional Assistants	200.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.0
School Level	78.0
Library/Media	
Specialists (Certified)	22.0
Support Staff	21.0
Instructional Specialists Who Support Teachers	50.5
Counselors, Social Workers and School Psychologists	97.2
School Nurses	22.0
Other Staff Providing Non-Instructional Services/Support	352.0

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 (%)
Asian	29	1.9	1.0
Black or African American	96	6.4	3.5
Hispanic	85	5.7	3.6
Native American	4	0.3	0.1
White	1,279	85.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	54	19.6
Hispanic or Latino	39	9.9	84	24.6
White	152	34.9	236	52.7
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	43	8.3	113	24.1
Students with Disabilities	0	0	*	*
District	234	20.1	436	37.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	40	34.2
Emotional Disturbance	22	59.5
Intellectual Disability	11	18.6
Learning Disability	468	68.7
Other Health Impairment	203	65.1
Other Disabilities	43	33.9
Speech/Language Impairment	174	69.3
District	961	60.7
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Stamford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	130	0.8	1.4
Emotional Disturbance	37	0.2	1.0
Intellectual Disability	59	0.4	0.4
Learning Disability	681	4.3	4.2
Other Health Impairment	314	2.0	2.5
Other Disabilities	174	1.1	1.0
Speech/Language Impairment	264	1.7	1.9
All Disabilities	1,659	10.5	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	60	3.6	2.8
Private Schools or Other Settings	134	8.0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	149,417,591	9,482	8,769
Instructional Supplies and Equipment	4,442,981	282	275
Improvement of Instruction and Educational Media Services	14,846,180	942	487
Student Support Services	16,203,386	1,028	965
Administration and Support Services	30,994,393	1,967	1,600
Plant Operation and Maintenance	22,907,649	1,454	1,472
Transportation	13,000,773	794	786
Costs of Students Tuitioned Out	11,157,260	N/A	N/A
Other	0	0	178
Total	262,970,213	16,566	14,642

Additional Expenditures

Land, Buildings, and Debt Service	18,998,823	1,206	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	21,226,376	37.9	35.6
Noncertified Personnel	6,851,982	12.3	14.5
Purchased Services	3,609,663	6.5	5.0
Tuition to Other Schools	11,022,016	19.7	21.4
Special Ed. Transportation	4,435,003	7.9	8.5
Other Expenditures	8,788,422	15.7	14.9
Total Expenditures	55,933,462	100.0	100.0

PK-12 Expenditures Used for Special Education	21.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.3	84.6
State	11.0	11.5
Federal	2.6	2.8
Tuition & Other	1.1	1.2

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 2013-14

Stamford School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	58.6	59.6	63.7	62.1	.	.	.	.
Hispanic or Latino	66.0	66.1	69.5	69.2	.	.	.	.
English Language Learners	50.1	50.1	52.9	52.7	.	.	.	.
Eligible for Free or Reduced-Price Meals	61.9	62.6	66.0	65.8	.	.	.	.
Students with Disabilities	43.6	46.8	47.0	45.0	.	.	.	.
High Needs	61.1	62.1	64.9	65.0	.	.	.	.
District	74.2	74.7	77.0	76.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	47.4	55.5	49.5	49.6	.	.	.	.
Hispanic or Latino	56.1	58.9	57.3	62.5	.	.	.	.
English Language Learners	35.3	31.8	27.4	36.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	51.3	56.3	53.3	57.4	.	.	.	.
Students with Disabilities	40.4	45.3	37.0	40.1	.	.	.	.
High Needs	51.1	55.1	51.3	56.1	.	.	.	.
District	66.3	69.9	66.7	68.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	85.5	84.1	84.5	77.1	4,221	83.1
Curl Up	74.1	83.2	88.6	82.6	4,221	81.9
Push Up	66.5	70.7	72.8	75.2	4,221	71.0
Mile Run/PACER	62.3	62.5	47.3	54.6	4,221	57.0
All Tests - District	35.3	43.5	37.5	38.8	4,221	38.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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 2013-14

Stamford School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	274	87.6	83.2	Yes	84.3
Hispanic or Latino	382	81.2	81.2	Yes	82.5
English Language Learners	139	72.7	74.7	No	76.6
Eligible for Free or Reduced-Price Meals	595	83	81.7	Yes	82.9
Students with Disabilities	118	82.2	76.4	Yes	78.2
District	1,218	88.9	86.7	Yes	87.4
State ⁴		85.5			

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 2012-13 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	73.2	403	36.6
Male	60.4	387	31.5
Black or African American	58.6	61	11.3
Hispanic or Latino	52.2	147	20.0
White	79.8	477	54.0
English Language Learners	36.9	10	5.1
Eligible for Free or Reduced-Price Meals	54.5	162	16.4
Students with Disabilities	26.3	10	17.5
District	66.5	790	33.9
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	77.3	92.0
Male	71.8	88.3
Black or African American	61.6	83.2
Hispanic or Latino	69.6	88.0
White	83.9	93.9
English Language Learners	54.2	82.4
Eligible for Free or Reduced-Price Meals	65.6	86.3
Students with Disabilities	55.9	81.0
District	74.5	90.3
State	72.7	88.5

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 2013-14

Stamford School District

Narratives

The Stamford community is diverse with regard to race/ethnicity, socioeconomic status, and language background. The diversity of the community is reflected in the diversity of the student population.

Currently, Stamford Public Schools includes three intradistrict K-5 magnet schools, one intradistrict middle school, one interdistrict K-8 magnet school, and one interdistrict high school. Enrollment in the Stamford Public Schools has been increasing dramatically and presently exceeds capacity at the elementary level. An application has been submitted to the Connecticut State Department of Education to expand Rogers, Stamford's International Baccalaureate K-8 interdistrict magnet school. The expectation is to begin implementation in the 2016-17 school year. Interest in the Rogers program is very high, both from Stamford as well as from Fairfield County towns.

While it is necessary to have policy and organizational structures to promote racial, ethnic, and socioeconomic balance, these are not sufficient to accomplish integration goals. Therefore, Stamford Public Schools focuses on the following:

1. Teaching and Learning – Curricula, particularly in the areas of English Language Arts and Social Studies include topics related to diversity and tolerance. Texts are selected to be multicultural. Over the past two years, intensive professional development has been provided to teachers to promote their skills in instructing English Language Learners to enable these students to access the core curriculum.
2. Teaching Staff – Efforts are ongoing to recruit teachers, administrators and paraprofessionals of diverse racial and ethnic backgrounds.
3. Multicultural Activities – All Stamford Public Schools hold regular assemblies and special events that highlight the multicultural backgrounds of our students. At the high school level, there are clubs for students of varied racial, ethnic, language and gender orientations. The Mayors Youth Bureau supports these efforts.
4. Undoing Racism – The City of Stamford has begun a series of workshops on Undoing Racism with representatives for City Departments and the Board of Education. Plans to expand this program are in process.

District Profile and Performance Report for School Year 2013-14

Stamford School District

Equitable Allocation of Resources among District Schools

District resources are allocated carefully to ensure that student needs are addressed and that each school receives its equitable share of operating monies.

Specifically:

1. Nearly 80% of Stamford's Operating Budget supports staff. To ensure equitable staff allocations, ratios of staff to students are used to determine class size for regular education, Special Education and English Language Learner students. Similarly, ratios are used to allocate support staff including SRBI, reading and math teachers, psychologists, social workers, guidance counselors, and speech pathologists.
2. In addition to ratios to allocate staff, each Stamford school is allocated a principal, an assistant principal (four assistants at the high schools) a media specialist, paraprofessionals, an office staff and a nurse.
3. Beyond the monies to support staff positions, schools are given small allocations to be used as needed to support school activities. These dollars are based on the size of student populations.