Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Stamford School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	27
Enrollment	16,600
Per Pupil Expenditures[1]	$19,340
Total Expenditures[1]	$311,980,127

[1] *Expenditure data reflect the 2018-19 school year.*
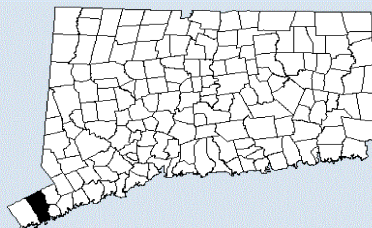
Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,990	48.1	48.4
Male	8,610	51.9	51.6
American Indian or Alaska Native	19	0.1	0.3
Asian	1,183	7.1	5.2
Black or African American	2,410	14.5	12.7
Hispanic or Latino of any race	7,391	44.5	26.9
Native Hawaiian or Other Pacific Islander	19	0.1	0.1
Two or More Races	566	3.4	3.8
White	5,012	30.2	51.1
English Learners	2,392	14.4	8.3
Eligible for Free or Reduced-Price Meals	9,812	59.1	43.3
Students with Disabilities[3]	2,405	14.5	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	1,053	13.3	179	2.2
Male	1,223	14.5	347	3.9
Black or African American	412	17.4	196	7.8
Hispanic or Latino of any race	1,106	15.1	224	2.9
White	486	9.9	80	1.6
English Learners	460	18.8	103	4.0
Eligible for Free or Reduced-Price Meals	1,606	16.7	441	4.3
Students with Disabilities	500	21.3	146	5.4
District	2,276	14.0	526	3.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 2,783

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	1,107.4
Paraprofessional Instructional Assistants	106.0
Special Education	
Teachers and Instructors	165.7
Paraprofessional Instructional Assistants	307.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.0
School Level	79.8
Library/Media	
Specialists (Certified)	23.0
Support Staff	20.0
Instructional Specialists Who Support Teachers	44.8
Counselors, Social Workers and School Psychologists	102.0
School Nurses	28.0
Other Staff Providing Non-Instructional Services/Support	569.1

[1] In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	34	2.2	1.2
Black or African American	118	7.5	4.0
Hispanic or Latino of any race	114	7.2	4.1
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	2	0.1	0.1
White	1,310	82.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	144	80.9	178	84.0
Hispanic or Latino of any race	335	80.3	379	87.5
White	354	91.2	358	90.2
English Learners	98	69.5	105	78.4
Eligible for Free or Reduced-Price Meals	481	82.9	536	87.3
Students with Disabilities	111	77.6	130	66.0
District	926	85.0	1,013	88.1
State		75.8		84.8

[2] College-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 Peers[3]

	Count	Rate (%)
Autism	68	29.7
Emotional Disturbance	32	37.2
Intellectual Disability	9	14.1
Learning Disability	536	54.2
Other Health Impairment	223	57.2
Other Disabilities	27	23.9
Speech/Language Impairment	152	56.1
District	1,047	48.9
State		67.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	250	1.5	2.0
Emotional Disturbance	86	0.5	1.1
Intellectual Disability	65	0.4	0.5
Learning Disability	994	6.1	5.7
Other Health Impairment	391	2.4	3.3
Other Disabilities	202	1.2	1.1
Speech/Language Impairment	300	1.8	1.8
All Disabilities	2,288	14.0	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	115	5.0	8.2
Private Schools or Other Settings	124	5.4	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$201,739,970	$12,506	$10,923
Support services - students	$17,831,244	$1,119	$1,277
Support services - instruction	$21,234,178	$1,332	$682
Support services - general administration	$7,356,042	$461	$467
Support services - school based administration	$15,196,399	$953	$1,021
Central and other support services	$4,470,872	$280	$679
Operation and maintenance of plant	$26,519,271	$1,663	$1,718
Student transportation services	$17,632,150	$1,392	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$311,980,127	$19,340	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$16,686,649	21.7	28.5
Instructional Aide Salaries	$9,181,570	12.0	10.1
Other Salaries	$10,120,595	13.2	11.1
Employee Benefits	$9,169,880	12.0	13.0
Purchased Services Other Than Transportation	$6,781,012	8.8	5.7
Special Education Tuition	$17,877,772	23.3	22.5
Supplies	$544,720	0.7	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	$6,203,249	8.1	8.0
Equipment	$92,441	0.1	0.2
All Other Expenditures	$68,593	0.1	0.1
Total	$76,726,481	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.6	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.1
State	12.2
Federal	3.0
Tuition & Other	0.7

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	231	87.0
Hispanic or Latino of any race	430	80.2
English Learners	200	64.5
Eligible for Free or Reduced-Price Meals	705	82.4
Students with Disabilities	157	72.0
District	1,157	86.8
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver Response.pdf

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	75.6	91.3
Male	70.3	88.5
Black or African American	74.5	87.3
Hispanic or Latino of any race	58.6	85.4
White	81.9	94.7
English Learners	36.0	76.2
Eligible for Free or Reduced-Price Meals	63.1	85.7
Students with Disabilities	51.7	74.2
District	72.9	90.0
State	71.5	87.5

[3] College 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.

[4] College 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	59.3%	100%	60.4%
	Oral	55.8%	100%	57.6%
Chronic Absenteeism	All Students	14.0%	<=5%	12.2%
	High Needs Students	16.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	86.6%	75%	80.4%
On-track to High School Graduation		74.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		90.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		72.9%	75%	71.5%
Arts Access		42.5%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	94.0%	90.1%	3.9%	10.9%	N

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Public Schools recognizes the challenges, successes and accomplishments that happen every day in our schools. We are a learning organization capable of continuous change and growth in which all students, staff, parents - and the community - work collaboratively to ensure that every student is challenged, inspired and prepared to reach his or her maximum potential. The work in Stamford Public Schools is guided by the following: MISSION - The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student. VISION -The Stamford Public Schools will be a learning organization that continuously improves its effective, innovative and transformational teaching and learning. We will challenge, inspire and prepare all students to be productive contributing members of society. GOALS.1. All members of the Stamford Public Schools will acquire and apply practices of a Learning Organization to promote a culture of continuous improvement and excellence. 2. All learners will acquire and effectively apply critical thinking, creative thinking, and self-reflective thinking to be academically prepared for lifelong learning and the world of work. 3. All students will be prepared to lead an active lifestyle and to make healthy choices. 4. All learners will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. All School Improvement Plans are aligned to the district goals and focus on areas of mind, body, and heart. Stamford Public Schools has a District Attendance Team and School Attendance Teams that meet monthly to review and analyze district and school attendance data. Stamford Public Schools has an Office of Family and Community Engagement, which supports implementation and planning for events in the schools and in the community. This department also provides support through Parent Facilitators who work in schools as liaisons between home and school engaging in two-way communication with families. The district and individual schools hosted several Parent Pop-Up Webinars to educate and engage parents on a variety of topics to help support their child's learning at home. Stamford Public Schools works in collaboration with several community agencies to enhance parent involvement in their children's education, as well as to provide a variety of needed supports for students and families. Each school has a Parent Teacher Organization that works closely with the school staff for programming. Stamford Public Schools has improved programs and services for students with disabilities by expanding district specialized programs for students with Autism, Intellectual Disabilities, Developmental Delays and social-emotional/behavioral challenges. The increased number and quality of these programs has provided families with additional programming options to meet students' individual needs. The District has also focused on improving special education teachers' skill in delivering quality specialized reading support through focused professional development and coaching. Paraeducator training and support also has been an area of focus.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stamford Public Schools is deeply committed to diversity in all our schools. 1. Demographic Balance - The policy of the Stamford Public Schools requires that all schools are within +/-10% of the district's demographic integration standard. 2. Magnet Schools - Stamford Public Schools includes six magnet schools - three elementary magnets, one K-8 interdistrict magnet school, one middle school magnet and one high school interdistrict magnet. In addition to providing parents some element of choice in the programs offered to their students, the purpose of the magnet schools is to manage enrollment and demographic balance. Accordingly, these magnet schools select students through a lottery process to control enrollment and achieve the district's integration standard. 3. Interdistrict Magnet Schools - The K-8 Interdistrict Magnet (Rogers IB) was initiated 10 years ago as an International Baccalaureate (IB) school. In September 2016 the Rogers IB School was expanded to a second school campus , Strawberry Hill. The Strawberry Hill campus is a K-4 school with approximately 500 students currently. We continue to add one grade per year with a planned student population of 900 by the 2023-2024 school year. At the high school level, the Academy of Information Technology & Engineering (AITE) enrolls students in grades 9-12 from Stamford and neighboring towns. 4. Curricula - Curricula, particularly in English and Social Studies, are written with sensitivity to cultural diversity. We have changed core texts in grades 6-12 to reflect the cultural differences of our student body. We continue to add courses to our Program of Studies to offer relevant courses to our high school students. 5. Cultural Events - All schools plan numerous events in the course of the school year to promote student, parent, and teacher knowledge and sensitivity to the wide variety of cultural backgrounds of Stamford students. 6. Stamford Public Schools is engaging with the Connecticut State Department of Education's effort to increase the diversity of the teaching staff.

Equitable Allocation of Resources among District Schools

Resources to all Stamford Public Schools are allocated based on student enrollment. Class sizes are planned to be 25 or lower in the elementary grades. At the middle and high school levels, class sizes are planned to be 30 or lower. Art, music and physical education specialists and education assistants are assigned based upon school enrollment. Since the 2018-19 school year, the district implements a weighted allocation model that incorporates differential student needs to complement the existing allocation model based on enrollment. Separate budgets allocate funds for English Learner (EL) and Special Education students; these students are also counted in the total school enrollments for purposes of staff and material allocations. In addition to the districtwide budget allotments, each school is given a per capita allocation for materials and instructional supplies. The district also made a significant investment in technology, purchasing more than $1,000,000 in technology devices (i.e., chromebooks and laptops) as well as Wi-Fi Hotspots for students.