

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

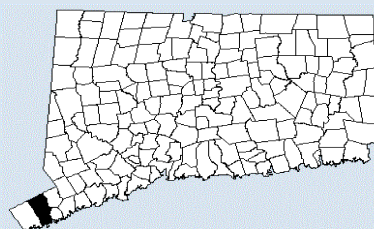


## Stamford Academy District

203-324-6300

### District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	150
Per Pupil Expenditures <sup>1</sup>	\$21,182
Total Expenditures <sup>1</sup>	\$2,986,709

<sup>1</sup>Expenditure 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](http://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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	69	46.0	48.3
Male	81	54.0	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	81	54.0	12.8
Hispanic or Latino	58	38.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	*	*	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	*	*	38.0
Students with Disabilities <sup>1</sup>	38	25.3	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	70	100.0	14	19.7
Male	76	98.7	18	23.4
Black or African American	81	100.0	21	25.6
Hispanic or Latino	58	98.3	11	18.6
White	*	*	0	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	145	99.3	32	21.8
Students with Disabilities	29	100.0	*	*
District	146	99.3	32	21.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 18

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The 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

## Stamford Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.5
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.3
Other Staff Providing Non-Instructional Services/Support	6.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	6.3	3.5
Hispanic or Latino	1	6.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	14	87.5	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	66.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core 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	5.0	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	0	0.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	0	0.0
State		61.2		73.9

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Stamford Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,050,120	7,448	9,387
Instructional Supplies and Equipment	28,319	201	318
Improvement of Instruction and Educational Media Services	0	0	541
Student Support Services	466,980	3,312	1,048
Administration and Support Services	1,270,676	9,012	1,790
Plant Operation and Maintenance	34,493	245	1,608
Transportation	59,106	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	77,015	546	194
Total	2,986,709	21,182	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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<sup>3</sup>Expenditures 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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	52.1	52.1
Federal	3.5	3.5
Tuition & Other	44.4	44.4

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Stamford Academy 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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	13	*	13	*	20	31.8
Hispanic or Latino	*	*	*	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	*	*
White	*	*	*	*	*	*
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	32	31.2
Eligible for Free or Reduced-Price Meals	20	32.5	20	31.2	32	31.2
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	*	*	*	*	8	*
Students without Disabilities	*	*	*	*	24	31.7
High Needs	20	32.5	20	31.2	32	31.2
Non-High Needs	0	N/A	0	N/A	0	N/A
District	20	32.5	20	31.2	32	31.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	41.9	31	41.9
Curl Up	N/A	N/A	N/A	51.6	31	51.6
Push Up	N/A	N/A	N/A	45.2	31	45.2
Mile Run/PACER	N/A	N/A	N/A	32.3	31	32.3
All Tests - District	N/A	N/A	N/A	*	31	*
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Stamford Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	29	37.9	54.7	No	59.6
Hispanic or Latino	*	*	.		.
English Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	48	33.3	54.0	No	59.0
Students with Disabilities	*	*	.		.
District	48	33.3	55.5	No	60.3
State <sup>4</sup>		87.2			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	79.3	*	*
Male	86.8	0	0.0
Black or African American	83.3	0	0.0
Hispanic or Latino	*	*	*
White	*	0	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	83.3	*	*
Students with Disabilities	*	0	*
District	83.6	*	*
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	30.0	*
Hispanic or Latino	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	21.4	*
Students with Disabilities	*	*
District	21.4	*
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Stamford Academy 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	32.5	75	43.3	100	43.3	67.7
	High Needs Students	32.5	75	43.3	100	43.3	56.7
Math Performance Index	All Students	31.2	75	41.6	100	41.6	61.4
	High Needs Students	31.2	75	41.6	100	41.6	49.9
Science Performance Index	All Students	31.2	75	41.6	100	41.6	57.5
	High Needs Students	31.2	75	41.6	100	41.6	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	99.3%	<=5%	0.0	50	0.0	9.6%
	High Needs Students	99.3%	<=5%	0.0	50	0.0	15.6%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	67.6%
	% Passing Exams	1.5%	75%	1.0	50	2.0	40.7%
On-track to High School Graduation		22.4%	94%	11.9	50	23.8	85.1%
4-year Graduation All Students (2015 Cohort)		33.3%	94%	35.5	100	35.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		58.3%	94%	62.1	100	62.1	78.6%
Postsecondary Entrance (Class of 2015)		21.4%	75%	28.6	100	28.6	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		66.0%   16.1%	75%	2.7	50	5.4	89.2%   50.5%
Arts Access		32.0%	60%	26.6	50	53.3	47.5%
<b>Accountability Index</b>				<b>421.2</b>	<b>1250</b>	<b>33.7</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	32.5	.	16.5	
Math Performance Index Gap	.	31.2	.	18.9	
Science Performance Index Gap	.	31.2	.	17.2	
Graduation Rate Gap	.	58.3%	.	15.3%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	46.3
	High Needs Students	46.3
Math	All Students	46.3
	High Needs Students	46.3
Science	All Students	88.6
	High Needs Students	88.6

<sup>3</sup>Minimum 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: N/A**

**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

## Stamford Academy District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Stamford Academy is entering the 13th year of operation. Over that period we have served largely, the disengaged and disenfranchised students in our community. We have worked tirelessly to level opportunities for our students and their families.

We service a special education population three times that of our host district. Our program is structured to allow all students, but most significantly, special education students an opportunity to learn in an environment that is small, nurturing and attends to their specific needs. Our average classroom size of 12 or less students gives our students more opportunity to interact with the faculty and receive often, the one-on-one attention they require. We provide push-in and pull-out services, delivered by our SPED teacher. This teacher works closely with the regular education teachers to insure educational equity and progress.

We have implemented a strong Student Success Plan structure and practice for all of our students. We collaborate with teachers, family advocates, the students themselves and the administrative staff construct meaningful short and long term goals, measure their progress, celebrate their successes and re-mediate and adjust when our joint expectations fall short.

We have intensified our attendance efforts and monitored the progress in our operating system; Apricot. As well, we have moved some learners to remote access learning through Apex and other curricula. This has helped increase their attendance rate.

Our family advocate model remains a strong cornerstone of our efforts to include our families in their children's educational lives. We conduct multiple home visits, require constant communication from staff to parents and hold a number of family events for the families we serve. This includes our annual Thanksgiving festival which was attended by over 300 people. Our holiday mall, servicing over 1,000 families in the Stamford community, including 95% of our SA families is now an established tradition and expectation for our school community.

As the only public school in Connecticut that is a certified Sanctuary School we provide a trauma informed approach to our delivery of services. Regarding behavior incidents, we emphasize the why, not the what. We hold community meetings with our students daily and teach them the language to perseverance, deal with and overcome obstacles.

With regard to teaching and learning our partnership with the nationally renowned consulting firm, Redesign has resulted in significant pedagogical discipline, rigor and student achievement. We instructional provide coaches for the leadership team, teachers and hundreds of hours of professional development ( half day, once per week for the teaching staff for 35 weeks).

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

We have a great and on-going relationship with our host district. Our staff participates in professional developments offered by the district periodically and their staff reciprocates and participates in ours. This staff exchange program allows us to have a pulse on district happenings and they are able to understand our system and procedures. This has benefited our students during their transition to and from our schools.

As well, our students are allowed to participate in football at the comprehensive high schools. We have our own basketball teams (boys and girls) and have won the Westchester Conference Championship the last three years. This allows our students to be a part of the community at large and reduces racial, ethnic and economic isolation.

# District Profile and Performance Report for School Year 2015-16

## Stamford Academy District

### **Equitable Allocation of Resources among District Schools**

Over 90% of our students are below the poverty line. We allocate resources equitably and for the most sever, on a needs basis. All students (whether they qualify or not, i.e. whether of not we get reimbursed) are fed breakfast, lunch and dinner for free and all students participate in a free after school program.