

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

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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: \$34,987
Town Population in 2000: 117,083	Percent of Adults without a High School Diploma in 2000*: 18.4%
1990-2000 Population Growth: 8.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 9%
Number of Public Schools: 20	District Enrollment as % of Estimated. Student Population: 84.0%

*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): H 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 14,884
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	6,083	40.9	41.8	28.7
K-12 Students Who Are Not Fluent in English	2,159	14.6	12.0	5.4
Students Identified as Gifted and/or Talented*	529	3.6	4.2	4.0
PK-12 Students Receiving Special Education Services in District	1,405	9.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,055	87.3	76.8	79.2
Homeless	48	0.3	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	450	23.7	23.3	20.2

*74.5% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.1
Asian American	1,012	6.8
Black	3,242	21.8
Hispanic	4,509	30.3
White	6,113	41.1
Total Minority	8,771	58.9

Percent of Minority Professional Staff: 14.1%

Non-English Home Language: 37.0% 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 58.

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 student population in the Stamford Public Schools is broadly diverse with respect to race, ethnicity, language, and socio-economic backgrounds. Board of Education policy requires that all schools are representative of the district with respect to demographic balance, defined as Educationally Advantaged/Educationally Disadvantaged. Extensive efforts have been initiated to recruit minority teachers. Initiatives related to reducing racial, ethnic, and economic isolation include the following:

- Creation of the Office of Family and Community Engagement
 - Magnet Schools which recruit students districtwide
 - A regional interdistrict magnet school at the high school level addresses technology
 - Responsive Classroom (A Social/Academic Skills Program)
 - Assembly presentations about different cultures
 - Diversity awareness and bias reduction activities
 - Cultural theme days incorporating art, music, dance or food
 - Hiring a District Parent Coordinator
 - Hiring Spanish speaking parent liaisons in all schools
 - Creation of a citywide commission to study the achievement gap in Stamford
 - Study of disproportionate identification of special education students by race/ethnicity.
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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	48.2	52.0	28.2
Writing	60.5	63.4	27.0
Mathematics	54.1	60.0	21.5
Grade 4 Reading	48.7	55.9	23.4
Writing	59.3	62.9	25.2
Mathematics	56.2	60.3	27.7
Grade 5 Reading	58.4	62.2	24.1
Writing	61.0	64.5	26.5
Mathematics	62.7	65.9	29.0
Science	46.7	54.9	19.1
Grade 6 Reading	57.4	66.3	16.1
Writing	58.6	61.9	29.2
Mathematics	53.8	66.4	14.3
Grade 7 Reading	66.7	71.1	26.5
Writing	55.9	62.0	25.2
Mathematics	53.0	63.0	20.6
Grade 8 Reading	57.2	64.8	22.0
Writing	53.9	63.4	22.6
Mathematics	49.0	60.8	19.5
Science	44	58.6	15.1

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	35.2	45.5	27.7
Writing Across the Disciplines	47.3	57.9	20.0
Mathematics	37.4	50.1	21.5
Science	32.4	46.3	20.0

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
	27.1	36.1	19.3

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.4	77.6	
Average Score	Mathematics	479	504	26.2
	Critical Reading	473	502	20.0
	Writing	480	503	23.8

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	89.4	92.6	14.6
Cumulative Four-Year Dropout Rate for Class of 2007	9.9	6.2	12.0
2006-07 Annual Dropout Rate for Grade 9 through 12	1.8	1.7	25.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.3	83.4
% Employed (Civilian Employment and in Armed Services)	4.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	1061.00
Paraprofessional Instructional Assistants	115.00
Special Education	
Teachers and Instructors	147.50
Paraprofessional Instructional Assistants	170.00
Library/Media Specialists and Assistants	143.00
Staff Devoted to Adult Education	4.00
Administrators, Coordinators, and Department Chairs	
District Central Office	24.00
School Level	75.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	41.40
Counselors, Social Workers, and School Psychologists	91.40
School Nurses	23.00
Other Staff Providing Non-Instructional Services and Support	356.80

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	13.6	13.7	13.6
% with Master's Degree or Above	79.3	75.1	75.6

Average Class Size	District	DRG	State
Grade K	18.6	18.8	18.1
Grade 2	19.5	19.2	19.3
Grade 5	19.2	19.8	20.9
Grade 7	17.5	19.0	20.5
High School	22.2	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	995	972	987
Middle School	1,010	1,003	1,017
High School	1,004	990	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*	3.1	3.1	3.4
Middle School	2.5	2.7	2.7
High School	2.0	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	\$132,228	\$8,794	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$3,947	\$263	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$11,186	\$744	\$443	\$355	\$429
Student Support Services	\$14,076	\$936	\$764	\$772	\$761
Administration and Support Services	\$26,319	\$1,750	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$20,372	\$1,355	\$1,329	\$1,209	\$1,322
Transportation	\$10,386	\$663	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$6,243	N/A	N/A	N/A	N/A
Other	\$1	\$0	\$147	\$83	\$145
Total	\$224,758	\$14,848	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$46,879	\$3,118	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$43,009,905
Percent of Total PK-12 Expenditures Used for Special Education	19.1%

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	78.3	17.9	3.1	0.7
Excluding School Construction	87.5	7.9	3.8	0.8

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.

Resources to all Stamford Schools are allocated equally based on student enrollment. Class sizes are planned to be 25 or lower in the elementary grades; specialists and education assistants are assigned based upon total school enrollment. At the middle and high schools, class sizes are planned to be 30 or lower. Special budgets allocate funds for Bilingual and Special Education students; these students are also counted in the total school enrollments for purposes of staff and material allocations. In addition to districtwide budget allotments, each school is given a per capita allocation for materials, supplies, and library books. At present, the district is studying the possibility of complementing our current allocation model based on enrollment with a weighted allocation model that incorporates differential student needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	1,463
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	78	0.5	0.6	0.7
Learning Disability	497	3.3	4.1	4.0
Intellectual Disability	52	0.3	0.5	0.5
Emotional Disturbance	39	0.3	0.9	1.0
Speech Impairment	364	2.4	2.4	2.4
Other Health Impairment*	247	1.6	1.8	2.1
Other Disabilities**	186	1.2	1.2	0.9
Total	1,463	9.7	11.5	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	91.4	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.1	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	14.3	20.4	56.0	62.1
	Writing	13.6	19.3	58.2	63.0
	Mathematics	17.0	22.6	54.8	62.7
	Science	16.2	22.2	45.4	56.8
CAPT	Reading Across the Disciplines	10.4	11.4	35.2	45.5
	Writing Across the Disciplines	20.8	16.3	47.3	57.9
	Mathematics	11.4	14.7	37.4	50.1
	Science	10.1	14.4	32.4	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	30.1
	% With Accommodations	69.9
CAPT	% Without Accommodations	-6.2
	% With Accommodations	100.0
% Assessed Using Skills Checklist		10.8

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	61	4.2
Private Schools or Other Settings	117	8.0

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	985	67.3	69.8	71.6
40.1 to 79.0 Percent of Time	295	20.2	15.8	16.6
0.0 to 40.0 Percent of Time	183	12.5	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

On the Spring 2008 CMT's/CAPT, Stamford students in grades 3 - 8 achieved as follows: 78% at/above proficiency in math; 69% at/above proficiency in reading. On the Spring 2008 CAPT, 63% of Stamford's 10th graders reached or exceeded proficiency in math; 76% reached or exceeded proficiency in reading. The Stamford district is highly focused on providing a standards based, rigorous curriculum to all students, keeping in mind the importance of high quality instructional practices, on the one hand, and consistent monitoring of student progress, on the other. At the high school level, about 80% of Stamford graduates pursue a post secondary education. Large numbers of Stamford graduates gain acceptance to competitive colleges and universities in the United States in large numbers.
