

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



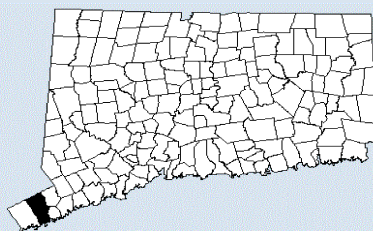
## Stamford School District

Mr. Earl Kim, Superintendent • 203-977-4543 • [www.stamfordpublicschools.org](http://www.stamfordpublicschools.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	15,931
Per Pupil Expenditures <sup>1</sup>	\$18,756
Total Expenditures <sup>1</sup>	\$302,248,240

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,772	48.8	48.4
Male	8,159	51.2	51.6
American Indian or Alaska Native	12	0.1	0.3
Asian	1,292	8.1	5.1
Black or African American	2,560	16.1	12.8
Hispanic or Latino	6,888	43.2	24.8
Pacific Islander	15	0.1	0.1
Two or More Races	413	2.6	3.3
White	4,751	29.8	53.6
English Learners	2,100	13.2	7.2
Eligible for Free or Reduced-Price Meals	8,285	52.0	36.7
Students with Disabilities <sup>1</sup>	2,067	13.0	14.8

<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	800	10.4	210	2.7
Male	877	10.9	434	5.2
Black or African American	316	12.5	215	8.2
Hispanic or Latino	818	11.9	311	4.4
White	359	7.7	89	1.9
English Learners	303	13.6	124	5.5
Eligible for Free or Reduced-Price Meals	1,220	13.3	512	5.4
Students with Disabilities	364	17.1	181	7.5
District	1,677	10.7	644	4.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 71

Number of school-based arrests: 33

<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 2017-18

## Stamford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,097.6
Paraprofessional Instructional Assistants	111.0
<b>Special Education</b>	
Teachers and Instructors	155.7
Paraprofessional Instructional Assistants	309.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.4
School Level	79.4
<b>Library/Media</b>	
Specialists (Certified)	21.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	40.4
Counselors, Social Workers and School Psychologists	98.1
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	549.1

<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	3	0.2	0.1
Asian	32	2.1	1.1
Black or African American	109	7.1	3.7
Hispanic or Latino	102	6.6	3.7
Pacific Islander	1	0.1	0.0
Two or More Races	1	0.1	0.1
White	1,294	83.9	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	166	75.8	207	84.8
Hispanic or Latino	324	79.0	372	85.9
White	356	92.2	343	89.6
English Learners	99	64.7	112	77.2
Eligible for Free or Reduced-Price Meals	453	78.1	518	85.6
Students with Disabilities	93	73.2	141	77.0
District	922	83.5	988	87.3
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	75	41.2
Emotional Disturbance	17	37.8
Intellectual Disability	8	11.9
Learning Disability	495	59.7
Other Health Impairment	237	61.9
Other Disabilities	21	19.6
Speech/Language Impairment	187	70.0
District	1,040	55.3
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Stamford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	205	1.3	1.8
Emotional Disturbance	45	0.3	1.1
Intellectual Disability	67	0.4	0.5
Learning Disability	831	5.3	5.2
Other Health Impairment	385	2.4	3.1
Other Disabilities	187	1.2	1.1
Speech/Language Impairment	290	1.8	1.8
All Disabilities	2,010	12.7	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	138	6.9	8.3
Private Schools or Other Settings	117	5.8	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	175,942,725	11,011	9,847
Instructional Supplies and Equipment	3,435,797	215	287
Improvement of Instruction and Educational Media Services	18,338,245	1,148	589
Student Support Services	17,636,139	1,104	1,120
Administration and Support Services	28,892,856	1,808	1,905
Plant Operation and Maintenance	26,294,575	1,646	1,648
Transportation	14,973,662	903	904
Costs of Students Tuitioned Out	16,734,241	N/A	N/A
Other	0	0	208
Total	302,248,240	18,756	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	18,493,795	1,157	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	24,085,019	34.5	33.8
Noncertified Personnel	8,770,778	12.6	14.5
Purchased Services	5,009,635	7.2	5.5
Tuition to Other Schools	16,624,232	23.8	23.4
Special Ed. Transportation	5,310,974	7.6	8.7
Other Expenditures	10,025,937	14.4	14.1
Total Expenditures	69,826,575	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	83.2	85.5
State	13.3	10.8
Federal	2.7	2.9
Tuition & Other	0.8	0.8

<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 2017-18

## Stamford 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	9	*	9	*
Asian	618	78.9	617	78.6
Black or African American	1276	57.0	1274	49.5
Hispanic or Latino	3332	59.5	3327	55.6
Native Hawaiian or Other Pacific Islander	7	*	7	*
Two or More Races	159	67.0	159	62.7
White	2399	74.5	2394	71.5
English Learners	1301	51.7	1299	48.6
Non-English Learners	6499	68.2	6488	64.0
Eligible for Free or Reduced-Price Meals	4640	58.7	4631	53.9
Not Eligible for Free or Reduced-Price Meals	3160	75.3	3156	72.5
Students with Disabilities	1043	44.5	1039	38.7
Students without Disabilities	6757	68.6	6748	64.9
High Needs	5032	58.3	5021	53.6
Non-High Needs	2768	78.4	2766	75.6
District	7800	65.4	7787	61.5

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	84.9	74.7	77.1	65.8	4,493	76.1
Curl Up	83.0	79.1	80.3	73.9	4,493	79.3
Push Up	68.4	65.1	66.8	64.5	4,493	66.3
Mile Run/PACER	69.1	62.3	60.0	57.5	4,493	62.5
All Tests - District	45.0	37.2	38.2	33.2	4,493	38.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Stamford School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	222	92.3
Hispanic or Latino	470	86.0
English Learners	160	71.9
Eligible for Free or Reduced-Price Meals	686	87.9
Students with Disabilities	159	77.4
District	1,200	91.3
State		87.9

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.5	470	42.7
Male	94.8	452	39.8
Black or African American	95.0	79	17.1
Hispanic or Latino	95.1	242	28.7
White	96.4	496	64.5
English Learners	94.3	11	3.7
Eligible for Free or Reduced-Price Meals	95.8	292	24.6
Students with Disabilities	77.7	16	5.2
District	95.6	922	41.2
State	96.3		44.8

<sup>3</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>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	75.2	92.9
Male	68.6	84.3
Black or African American	68.5	86.6
Hispanic or Latino	61.6	85.7
White	82.6	90.6
English Learners	43.5	88.3
Eligible for Free or Reduced-Price Meals	62.9	85.0
Students with Disabilities	56.6	81.1
District	71.9	88.7
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Stamford School District

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.4	75	43.6	50	87.2	67.6
	High Needs Students	58.3	75	38.8	50	77.7	57.5
Math Performance Index	All Students	61.5	75	41.0	50	81.9	62.7
	High Needs Students	53.6	75	35.8	50	71.5	52.0
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	60.7%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.6%
Math Academic Growth	All Students	58.2%	100%	58.2	100	58.2	61.9%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.4%
Chronic Absenteeism	All Students	10.7%	<=5%	38.7	50	77.3	10.7%
	High Needs Students	13.5%	<=5%	33.0	50	66.0	16.6%
Preparation for CCR	% Taking Courses	85.4%	75%	50.0	50	100.0	74.8%
	% Passing Exams	41.2%	75%	27.5	50	55.0	44.8%
On-track to High School Graduation		81.9%	94%	43.6	50	87.1	87.5%
4-year Graduation All Students (2017 Cohort)		91.3%	94%	97.2	100	97.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		87.7%	94%	93.3	100	93.3	81.8%
Postsecondary Entrance (Class of 2017)		71.9%	75%	95.8	100	95.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7%   38.7%	75%	25.8	50	51.6	96.6%   50.1%
Arts Access		41.6%	60%	34.6	50	69.3	51.2%
<b>Accountability Index</b>				<b>926.7</b>	<b>1250</b>	<b>74.1</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?					Y
ELA Performance Index Gap	75.0	58.3	16.7	15.9	
Math Performance Index Gap	75.0	53.6	21.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	87.7%	6.3%	12.7%	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	98.6
	High Needs Students	98.3
Math	All Students	98.5
	High Needs Students	98.2
Science	All Students	98.2
	High Needs Students	97.9

<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: 48.1**

**State: 51.5**

#### 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 2017-18

## Stamford School District

### Narratives

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

Stamford Public Schools recognizes the successes and accomplishments that happen every day in our schools. Our strategic plan builds upon this strong foundation, and provides the strategies and framework to ensure further success. We are transforming into a learning organization capable of change and growth in which all students, teachers, parents - and the community - work collaboratively to ensure that every student is challenged, inspired and prepared to reach his or her maximum potential.

The new vision, mission and goals for Stamford Public Schools reflect a broad picture for educating all students.

**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 life style 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 annual School Improvement Plans are required to be aligned to the district goals.

With regard to Parental Outreach, Stamford has an active Office of Community and Family Engagement which plans events in the schools and community agencies to enhance parent involvement in their children's education.

#### 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 - four elementary magnets (one with two campuses), one middle school magnet and one high school magnet. 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. Inter-district Magnet Schools - One K-8 Inter-district 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 campus with an ultimate student population of 900. At the high school level, the Academy of Information Technology & Engineering 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.

5. Charter Schools - Stamford is home to several charter schools. At the elementary level, the New School for Academic Excellence opened in September 2015 with grades preK-2. Additional grades have been added annually to reach grades preK-8. Trailblazers is the middle school charter; Stamford Academy is the high school charter. The Stamford district provides bussing and assistance for Special Ed students in the charter schools.

6. Rites of Passage - The Rites of Passage Program is a Stamford middle school program that includes a 14 week literature review of African and African-American history. At the conclusion, there is a voluntary journey to West Africa. More than 100 students, parents, and teachers have participated over the past five years.

7. 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.

8. Stamford is engaging with the Connecticut State Department of Education's effort to increase the diversity of the teaching staff.

# District Profile and Performance Report for School Year 2017-18

## Stamford School District

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

Resources to all Stamford 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 PE specialists and education assistants are assigned based upon school enrollment.

Separate 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 the district-wide budget allotments, each school is given a per capita allocation for materials, supplies, and library books.

For the 2018-19 school year, the district has begun to implement a weighted allocation model that incorporates differential student needs to complement the existing allocation model based on enrollment.