

STRATEGIC SCHOOL PROFILE 2009-10**Stamford Academy**

CLARK CALLAHAN, Director

Location: 229 North Street
Stamford,
Connecticut

Telephone:

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: N/A
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 1

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 District Enrollment as % of Estimated. Student Population: N/A

*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): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2009 131
 5-Year Enrollment Change 28.4%

DISTRICT GRADE RANGE

Grade Range 9 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	111	84.7	N/A	32.6
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.1
PK-12 Students Receiving Special Education Services in District	29	22.1	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	7	9.7	N/A	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	1.5
Black	89	67.9
Hispanic	33	25.2
White	7	5.3
Total Minority	124	94.7

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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 staff and students at Stamford Academy are proud of our initiatives and steps to reduce racial, ethnic, and economic isolation. These initiatives start with our curriculum that is built around four guiding questions that students explore throughout all of their classes. In 9th grade students explore the question "Who am I?", in 10th grade students work with the question "Who are we?", in 11th grade students look at the question "Who are they?", and finally in the 12th grade year students immerse themselves in the question of "What will I do?" Each year students complete a capstone project that helps them showcase the work they have done around the question, along with some of the answers they have developed and new questions they have learned to ask. The capstone projects are designed to help students get their hands dirty as they explore the world around them. The 9th graders take a class trip to Ellis Island, 10th graders go on a 48 hour college tour, 11th graders travel to Washington DC for four days, and 12th graders go on numerous visits to different colleges and other post-secondary opportunities. Each of these experiences gives the students insight into parts of the world in which they have never been exposed. Along with our curriculum, we also work to reduce racial, ethnic, and economic isolation through the extracurricular activities we offer students. We offer football, basketball, wrestling, track, rugby and cheerleading. These groups of students travel across the state competing with other students from all walks of life. We also have many community service opportunities offered through buildOn. One teacher and two students have traveled as far away as Africa and Nicaragua to work and learn with other cultures and then bring those experiences back to share with the school community. Every year we have a day of service where the entire school community performs community service throughout the city of Stamford. While there is always room for improvement, we feel confident that we are doing a good job of reducing racial, ethnic, and economic isolation for both our students and staff.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 4 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 5 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	
Grade 6 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 8 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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 scorable 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	<p>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."</p>
Reading Across the Disciplines	N/A	N/A	N/A	
Writing Across the Disciplines	3.4	59.6	1.5	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	

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
	50.0	50.7	46.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		44.4	68.5	
Average Score	Mathematics	335	508	0.8
	Critical Reading	324	503	0.8
	Writing	318	506	0.8

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 2009	94.7	91.3	50.8
2008-09 Annual Dropout Rate for Grade 9 through 12	2.3	3.0	27.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	33.3	84.5
% Employed (Civilian Employment and in Armed Services)	27.8	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.20
Other Staff Providing Non-Instructional Services and Support	9.00

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	5.0	N/A	13.8
% with Master's Degree or Above	42.9	N/A	77.8

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
High School	11.7	N/A	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	912	N/A	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*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	3.6	N/A	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$1,290	\$9,844	\$8,280	N/A	\$7,829
Instructional Supplies and Equipment	\$17	\$130	\$325	N/A	\$279
Improvement of Instruction and Educational Media Services	\$0	\$0	\$393	N/A	\$459
Student Support Services	\$486	\$3,707	\$757	N/A	\$859
Administration and Support Services	\$747	\$5,701	\$1,841	N/A	\$1,426
Plant Operation and Maintenance	\$193	\$1,471	\$1,546	N/A	\$1,462
Transportation	\$43	N/A	\$818	N/A	\$694
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$58	\$444	\$346	N/A	\$162
Total	\$2,832	\$21,622	\$14,857	N/A	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,821	N/A	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

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	1.9	43.1	2.2	52.8
Excluding School Construction	1.9	43.1	2.2	52.8

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.

Stamford Academy is the only school in the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible N/A

Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities N/A

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	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

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	N/A	N/A	N/A	N/A
	Writing	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	3.4	59.6
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

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	N/A	N/A
Private Schools or Other Settings	N/A	N/A

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	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Over the past two years we have worked tirelessly to make Stamford Academy a high school of academic excellence. We started by extending the class time for our 9-10th grade students from 63 minutes to 76 minutes. This allowed us to provide focused instruction around building students' basic skills in reading, math, writing, social studies, and science. It also allows us to grant students 1.5 credits per year as opposed to the traditional 1 credit. This does two things for our students. First it provides the space for them in the 11-12th grade years to direct their own learning through internships, volunteer opportunities, and classes at Norwalk Community College. It also allows the over-age and under-credited population that we serve to make up the credits. Last year we remodeled our school year from a quarter system to a cycle system. This change enabled us to provide parents and students feedback about the student's academic progress every three weeks. We have also restructured our curriculum around four guiding questions that students explore throughout all of their classes. In 9th grade students explore the question "Who am I?" in 10th grade students work with the question "Who are we?" in 11th grade students look at the question "Who are they?" and finally in the 12th grade year students immerse themselves in the question of "What will I do?". We have also instituted several initiatives that allow us to make instructional and school climate decisions based on data. This year we developed interim assessments that are given to students every six weeks in math, English, social studies, and science. These were developed by Scantron, which allows them to be graded and the data aggregated in a matter of minutes. The data is then reviewed by teachers and administrators who meet weekly to analyze the data and then make informed instructional decisions based on student progress. We have also developed capstone projects that students complete toward the end of each year. These projects help them showcase the work students have completed around the question along with both some of the answers they have developed and new questions they have learned to ask. We have created a merit-based pay system that awards teachers and staff based on students' achievement. Staff members have the opportunity to earn up to 20% of their base salary by showing increases in students' achievement. We have also provided increased professional development opportunities for all staff and used CALI as a strategic resource.
