

STRATEGIC SCHOOL PROFILE 2008-09**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, 2008 14,861
5-Year Enrollment Change -2.6%

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	6,452	43.4	45.2	30.3
K-12 Students Who Are Not Fluent in English	2,083	14.1	11.9	5.2
Students Identified as Gifted and/or Talented	0	0.0	3.2	4.0
PK-12 Students Receiving Special Education Services in District	1,374	9.2	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,024	82.8	75.2	79.7
Homeless	32	0.2	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	375	20.5	22.1	19.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	10	0.1
Asian American	1,035	7.0
Black	3,170	21.3
Hispanic	4,697	31.6
White	5,949	40.0
Total Minority	8,912	60.0

Percent of Minority Professional Staff: 14.7%

Non-English Home Language: 38.0% 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 59.

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 in terms of race/ethnicity, language, and socioeconomic background. Board of Education policy requires that the demographic balance at all schools is representative of the district. Initiatives related to reducing racial, ethnic, and economic isolation include the following:

- After two years of deliberation, the Board of Education approved a Redistricting Plan for grades K – 5, to be implemented beginning in September 2009. This plan ensures that demographic balance in each of the elementary schools is within +/- 10% of the district.
 - The Middle School Transformation Project will be initiated in 2009 – 10. A key component is to increase heterogeneity, and reduce tracking, in core academic courses, beginning with grade six.
 - The Rogers Environmental Magnet School, a new interdistrict magnet, K – 8, is opening in a new facility in September 2009.
 - The Office of Family and Community Engagement was initiated in 2008 – 09 to support families with school related issues.
 - Extensive efforts have been initiated to recruit minority staff.
 - Spanish speaking parent liaisons have been hired in all 20 Stamford schools.
 - Cultural theme days, incorporating art, music, dance, and food, are held at all Stamford Schools.
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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	47.9	54.6	23.3
Writing	57.9	62.5	28.9
Mathematics	53.0	62.8	19.5
Grade 4 Reading	55.0	60.7	20.2
Writing	62.0	64.2	29.1
Mathematics	58.1	63.6	24.4
Grade 5 Reading	64.8	66.0	32.3
Writing	60.1	66.5	25.3
Mathematics	66.7	68.8	30.2
Science	51.3	58.1	21.0
Grade 6 Reading	60.5	68.9	19.6
Writing	56.6	62.2	27.0
Mathematics	60.8	68.8	19.0
Grade 7 Reading	71.7	74.9	29.3
Writing	57.6	62.9	24.8
Mathematics	56.2	66.0	18.5
Grade 8 Reading	63.5	68.4	26.5
Writing	64.5	66.5	29.0
Mathematics	53.9	64.5	19.4
Science	50.5	60.6	21.3

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	36.2	47.4	22.7
Writing Across the Disciplines	49.4	55.0	27.5
Mathematics	34.2	47.8	22.1
Science	28.7	42.8	19.1

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
	27.2	36.2	21.1

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.5	74.5	
Average Score	Mathematics	490	507	30.2
	Critical Reading	484	503	26.4
	Writing	492	506	31.8

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 2008	91.5	92.1	28.2
Cumulative Four-Year Dropout Rate for Class of 2008	7.0	6.6	31.4
2007-08 Annual Dropout Rate for Grade 9 through 12	2.1	2.5	26.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.5	84.1
% Employed (Civilian Employment and in Armed Services)	7.3	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	1066.09
Paraprofessional Instructional Assistants	100.00
Special Education	
Teachers and Instructors	143.00
Paraprofessional Instructional Assistants	182.00
Library/Media Specialists and/or Assistants	44.00
Staff Devoted to Adult Education	4.00
Administrators, Coordinators, and Department Chairs	
District Central Office	21.00
School Level	72.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	28.40
Counselors, Social Workers, and School Psychologists	93.00
School Nurses	22.00
Other Staff Providing Non-Instructional Services and Support	343.00

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	14.1	13.9	13.6
% with Master's Degree or Above	78.7	75.7	76.1

Average Class Size	District	DRG	State
Grade K	18.6	18.9	18.3
Grade 2	18.7	19.1	19.3
Grade 5	21.1	20.2	21.0
Grade 7	22.8	19.8	20.5
High School	22.4	21.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	963	988
Middle School	1,010	1,007	1,016
High School	1,004	995	1,007

*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*	3.2	3.5	3.3
Middle School	2.5	2.9	2.6
High School	1.9	2.8	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$135,351	\$9,088	\$7,521	\$8,113	\$7,522
Instructional Supplies and Equipment	\$3,592	\$241	\$267	\$262	\$271
Improvement of Instruction and Educational Media Services	\$14,285	\$959	\$461	\$454	\$446
Student Support Services	\$14,634	\$983	\$808	\$803	\$806
Administration and Support Services	\$26,130	\$1,755	\$1,351	\$1,397	\$1,369
Plant Operation and Maintenance	\$21,179	\$1,422	\$1,382	\$1,297	\$1,377
Transportation	\$10,916	\$711	\$649	\$577	\$644
Costs for Students Tuitioned Out	\$8,075	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$152	\$83	\$151
Total	\$234,163	\$15,592	\$12,869	\$13,078	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$36,456	\$2,448	\$1,791	\$1,197	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$45954944	19.6	20.7	20.5

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	80.5	15.3	2.4	1.8
Excluding School Construction	86.3	8.8	2.8	2.0

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	1,450
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	84	0.6	0.7	0.8
Learning Disability	505	3.4	4.0	3.9
Intellectual Disability	52	0.3	0.5	0.5
Emotional Disturbance	35	0.2	0.9	1.0
Speech Impairment	309	2.1	2.3	2.3
Other Health Impairment*	263	1.8	1.9	2.1
Other Disabilities**	202	1.3	1.2	0.9
Total	1,450	9.7	11.5	11.6

*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 2007-08 with a Standard Diploma	91.3	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	2.5	3.5

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	26.4	30.2	60.4	65.7
	Writing	10.6	19.5	59.8	64.1
	Mathematics	25.5	30.7	58.0	65.7
	Science	17.3	23.8	50.9	59.4
CAPT	Reading Across the Disciplines	16.7	14.1	36.2	47.4
	Writing Across the Disciplines	8.6	13.6	49.4	55.0
	Mathematics	14.3	15.4	34.2	47.8
	Science	9.2	10.6	28.7	42.8

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	8.0
	% With Accommodations	92.0
CAPT	% Without Accommodations	57.6
	% With Accommodations	42.4
% Assessed Using Skills Checklist		14.5

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	48	3.3
Private Schools or Other Settings	134	9.2

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	926	63.9	68.5	72.7
40.1 to 79.0 Percent of Time	333	23.0	16.6	16.1
0.0 to 40.0 Percent of Time	191	13.2	14.8	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Stamford district is highly focused on providing a standards based, rigorous curriculum for 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.

On the 2009 Connecticut Mastery Tests (CMTs), large proportions of Stamford students scored at/above Proficiency and at/above Goal.

- At Proficiency 81% of students in grades 3 - 8 reached this target in math; 74% in reading; and 82% in writing. At Goal 58% of students in grades 3 - 8 reached this target in math; 61% in reading; and 60% in writing.

- Grade level gains in the percentage of students scoring at/above Goal increased from 2008 to 2009 particularly in grades 6 and 8 in math, grades 5 and 8 in reading, and grade 8 in writing.

- Over four years of CMT administration (2006-2009), many NCLB subgroups have made substantial gains in the percentage of students scoring at/above Goal.

On the 2009 Connecticut Academic Performance Test (CAPT), Proficiency was achieved by 69% of students in math; 71% in science; 78% in reading; and 86% in writing.
