

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

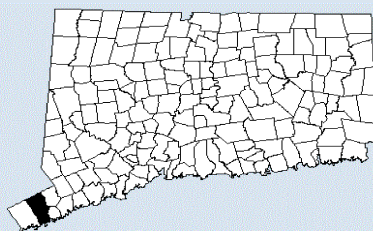


Stamford Academy District

203-324-6300

District Information

Grade Range	9-12
Number of Schools/Programs	1
Enrollment	159
Per Pupil Expenditures ¹	\$19,739
Total Expenditures ¹	\$2,921,378

¹Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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.

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	71	44.7	48.4
Male	88	55.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	76	47.8	12.8
Hispanic or Latino	72	45.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	*	*	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	148	93.1	36.7
Students with Disabilities ¹	54	34.0	14.8

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	48	77.4	*	*
Male	67	82.7	*	*
Black or African American	50	74.6	*	*
Hispanic or Latino	54	87.1	*	*
White	*	*	0	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	104	80.6	8	5.8
Students with Disabilities	37	75.5	*	*
District	115	80.4	8	5.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 140

Number of school-based arrests: 0

²A 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.

³The 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 Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.5
School Nurses	0.3
Other Staff Providing Non-Instructional Services/Support	5.0

¹In 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	1.1
Black or African American	2	15.4	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	11	84.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	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	0	0.0	0	0.0
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		69.3		80.1

²College-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 Peers³

	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		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Stamford Academy District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	900,655	6,086	9,847
Instructional Supplies and Equipment	11,630	79	287
Improvement of Instruction and Educational Media Services	0	0	589
Student Support Services	434,981	2,939	1,120
Administration and Support Services	1,432,807	9,681	1,905
Plant Operation and Maintenance	23,301	157	1,648
Transportation	55,931	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	62,073	419	208
Total	2,921,378	19,739	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
-----------------------------------	---	---	-------

³Expenditures 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	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	55.9	55.9
Federal	4.1	4.1
Tuition & Other	40.0	40.0

⁴Revenue 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 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.

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	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	8	*	8	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	20	34.9	20	31.9
Eligible for Free or Reduced-Price Meals	21	34.5	21	30.9
Not Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	7	*	7	*
Students without Disabilities	16	*	16	*
High Needs	22	33.8	22	31.0
Non-High Needs	*	*	*	*
District	23	34.1	23	31.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	73.2	41	73.2
Curl Up	N/A	N/A	N/A	68.3	41	68.3
Push Up	N/A	N/A	N/A	43.9	41	43.9
Mile Run/PACER	N/A	N/A	N/A	24.4	41	24.4
All Tests - District	N/A	N/A	N/A	22.0	41	22.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2017-18

Stamford Academy District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	37	37.8
Hispanic or Latino	28	25.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68	30.9
Students with Disabilities	20	*
District	68	30.9
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort 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 Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.7	0	0.0
Male	90.9	0	0.0
Black or African American	87.5	0	0.0
Hispanic or Latino	97.0	0	0.0
White	*	0	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.9	0	0.0
Students with Disabilities	95.8	0	0.0
District	92.7	0	0.0
State	96.3		44.8

³College 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

⁴Participation 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.

Copyright © 2018 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	*	*
Eligible for Free or Reduced-Price Meals	23.7	*
Students with Disabilities	*	*
District	23.7	*
State	70.9	88.3

⁵College 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.

⁶College 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 Academy 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	34.1	75	45.5	100	45.5	67.6
	High Needs Students	33.8	75	45.0	100	45.0	57.5
Math Performance Index	All Students	31.8	75	42.4	100	42.4	62.7
	High Needs Students	31.0	75	41.3	100	41.3	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	80.4%	<=5%	0.0	50	0.0	10.7%
	High Needs Students	80.5%	<=5%	0.0	50	0.0	16.6%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	50	0.0	44.8%
On-track to High School Graduation		12.0%	94%	6.4	50	12.8	87.5%
4-year Graduation All Students (2017 Cohort)		30.9%	94%	32.9	100	32.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		55.1%	94%	58.6	100	58.6	81.8%
Postsecondary Entrance (Class of 2017)		23.7%	75%	31.6	100	31.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		107.9% 22.0%	75%	14.6	50	29.3	96.6% 50.1%
Arts Access		81.1%	60%	50.0	50	100.0	51.2%
Accountability Index				368.3	1050	35.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	33.8	.	15.9	
Math Performance Index Gap	.	31.0	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	55.1%	.	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	78.0
	High Needs Students	79.5
Math	All Students	78.0
	High Needs Students	79.5
Science	All Students	87.8
	High Needs Students	89.7

³Minimum 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: 51.5

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 Academy District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Academy has embarked on a robust school improvement plan regarding chronic absenteeism, a reduction of in and out of school suspensions, and put in place pedagogical and classroom improvements, in order to positively affect student achievement. The intricacies of this plan were detailed in the schools annual report and in the schools request for renewal of the charter. Summarily, the school has improved chronic absenteeism, has significantly reduced in-out of school suspensions and has shown modest improvement in state standardized testing.

Our family advocate program is designed to engage the families in all that we do. Our advocates make frequent home visits, connect our families to needed services and closely monitor student progress with frequent contacts to the home. We have a parent representative on the board of directors, and actively engage parents in family night activities, celebrations at the school and graduation efforts each year.

Parents are consulted regarding and change activity in the students schedule and their academic progress.

Efforts to Reduce Racial, Ethnic and Economic Isolation

We have a population comprised 100% with students of color. Our efforts regarding racial isolation has been to assure that our students are afforded the same opportunities their public school counterparts. We have interscholastic sports, school spirit weeks, family nights that are themed based (Black history moth, Hispanic history month, etc.) so as to honor and celebrate our students heritage.

this past year we hired an outside consultation firm to re-write the social studies curriculum so as to reflect through literature and study the experiences of people of color in our American story.

District Profile and Performance Report for School Year 2017-18

Stamford Academy District

Equitable Allocation of Resources among District Schools

Our student population includes close to 1/3 special education. this is more than two times that of the district where the school resides. In order to service this population and the needs of all of our students, we contract services with an outside agency. Included in this contract is a raise of over 1 million dollars to augment the funds given by the state and the local district.