

**STRATEGIC SCHOOL PROFILE 2007-08****Stamford Academy**

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Location: 229 North Street  
Stamford,  
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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: N/A	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): N/A

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	132
5-Year Enrollment Change	N/A

**DISTRICT GRADE RANGE**

Grade Range	9-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	119	90.2	N/A	28.7
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	4.0
PK-12 Students Receiving Special Education Services in District	27	20.5	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	4	6.8	N/A	20.2

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	90	68.2
Hispanic	32	24.2
White	10	7.6
Total Minority	122	92.4

**Percent of Minority Professional Staff:** 8.3%

**Non-English Home Language:** All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Stamford Academy is a school that is keenly aware and proud of our diversity. We make conscious and consistent effort reviewing programs and implementing programs and policies that will reduce racial, ethnic and economic isolation. We celebrate our differences and recognize diversity as an opportunity to open the minds of our students and everyone who touches our community. Our handbook, the curriculum, the selection of texts and reading materials, field trips, hiring practices and the recruitment of staff and students all rest upon diversity as a primary benchmark.

Stamford Academy has worked diligently since its inception to increase the diversity of the population of students. In our first year, we were over 55% African American, 8 % White and 37% Hispanic. We will continue to work on the diversification of our population. Our current profile is 60% African American, 25% Hispanic and 15% Caucasian.

Our staff is over 35% minority and we hire people that reflect the City of Stamford and our diverse and progressive school environment.

Our curriculum includes materials by authors with diverse backgrounds (e.g., short stories written by African American and Hispanic authors) and explores life experiences with which the students are able to relate. Further we endeavor to provide our students with experiences offered to all public school students. The school participates in interscholastic sports and we are members of the CIAC. We provide many cultural and educational programs partnering with businesses and community organizations in order to provide rich and diverse experiences for our students.

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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	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

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	0.0	45.5	1.5
Writing Across the Disciplines	9.4	57.9	1.5
Mathematics	0.0	50.1	0.8
Science	0.0	46.3	0.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	11.4	36.1	2.1

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		40.0	77.6	
Average Score	Mathematics	287	504	0.8
	Critical Reading	318	502	0.8
	Writing	280	503	0.8

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> 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	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 Annual Dropout Rate for Grade 9 through 12	4.9	1.7	4.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	48.0	83.4
% Employed (Civilian Employment and in Armed Services)	52.0	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	2.00
Special Education	
Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.00
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	3.1	N/A	13.6
% with Master's Degree or Above	55.6	N/A	75.6

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	19.0	N/A	18.6

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	1,150	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	1.8	N/A	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	Secondary Districts	DRG	State
Instructional Staff and Services	\$888	\$7,278	\$7,517	N/A	\$7,159
Instructional Supplies and Equipment	\$27	\$218	\$337	N/A	\$266
Improvement of Instruction and Educational Media Services	\$0	\$0	\$380	N/A	\$429
Student Support Services	\$323	\$2,650	\$674	N/A	\$761
Administration and Support Services	\$837	\$6,864	\$1,722	N/A	\$1,271
Plant Operation and Maintenance	\$200	\$1,636	\$1,521	N/A	\$1,322
Transportation	\$30	N/A	\$728	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$59	\$482	\$310	N/A	\$145
<b>Total</b>	<b>\$2,363</b>	<b>\$19,370</b>	<b>\$13,655</b>	<b>N/A</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$17	\$140	\$2,722	N/A	\$1,882

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	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	0.0	41.6	8.0	50.4
Excluding School Construction	0.0	41.6	8.0	50.4

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Stamford Academy spends 75% of the operating budget on personnel. Teachers and direct pedagogical personnel make up 80% of the personnel budget. The remaining personnel are comprised of administrators, family advocates, and support staff. The balance (30%) is spent on educational materials and support, facilities and other miscellaneous items.

The school has spent significant funds on infrastructure. For instance, the school has purchased smart boards for each classroom, invested in new computers (40) and has purchased new texts (in most subject areas). Additional funding is spent on professional development, transportation and student affairs.

The school is funded by three sources of revenue; the State department of Education, the local school board and from private donations. These private donors have paid for the addition of three literary specialists for the school. Considering our students are 3-5 grade levels behind, these resources will assist the school in meeting NCLB standards and improving overall literacy.

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**SPECIAL EDUCATION**


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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

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## 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	0.0	45.5
	Writing Across the Disciplines	N/A	N/A	9.4	57.9
	Mathematics	N/A	N/A	0.0	50.1
	Science	N/A	N/A	0.0	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	-12.5
	% With Accommodations	100.0
% Assessed Using Skills Checklist		N/A

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

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The school has been identified under the NCLB legislative standards. In order to meet the standards prescribed by the legislations the school has initiated a detailed corrective action plan. This comprehensive plan has been approved by the State Department of Education and has been lauded as an exemplar. Included are many scaffolded programs. For instance, the school requires all freshman and sophomores to take 200 hours of instruction on CAPT specific skills and processes.

The school has spent significant funds and allocated resources with regards to the staff, endeavoring to employ only Highly Qualified teachers. Further teachers participate in weekly supervisions with their department head (Director of Curriculum) and hold weekly staff meetings that are devoted to the improvement of the pedagogical process. The Director of Curriculum established standardized daily practices for teachers and held professional development seminars during the summer to brainstorm and discuss new practices. Best Practices and learning at Stamford Academy are designed with constructivist pedagogy, inquiry based lessons, and student reflection in mind. The school has implemented new and comprehensive formative, mid and summative assessments designed to detect discreet student challenges. The school uses this data to drive decisions regarding the curriculum and staff development.

The school has invested resources in social services hoping to improve student mental health, family life and thus student achievement.

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