Connecticut State Department of Education

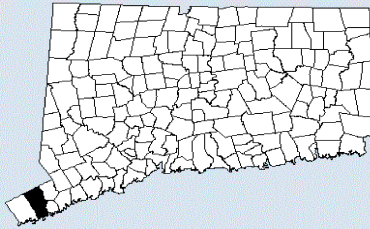# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Stamford School District

Dr. Winifred Hamilton, Superintendent • 203-977-4543 • www.stamfordpublicschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	16,085
Per Pupil Expenditures[1]	$17,242
Total Expenditures[1]	$275,438,635

[1]Expenditure data reflect the 2013-14 year.

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,842	48.8	48.3
Male	8,243	51.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	1,400	8.7	4.7
Black or African American	2,983	18.5	12.9
Hispanic or Latino	6,229	38.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	188	1.2	2.5
White	5,272	32.8	57.2
English Language Learners	2,084	13.0	6.3
Eligible for Free or Reduced-Price Meals	8,341	51.9	37.6
Students with Disabilities[1]	1,757	10.9	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	1,097	14.2	125	1.5
Male	1,110	13.7	327	3.9
Black or African American	496	16.7	185	6.1
Hispanic or Latino	980	16.0	184	2.9
White	521	10.1	73	1.3
English Language Learners	337	15.7	70	3.2
Eligible for Free or Reduced-Price Meals	1,402	17.1	340	3.9
Students with Disabilities	385	21.0	115	5.5
District	2,207	13.9	452	2.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 94

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	1,115.2
Paraprofessional Instructional Assistants	135.0
Special Education	
Teachers and Instructors	137.5
Paraprofessional Instructional Assistants	221.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	64.5
Library/Media	
Specialists (Certified)	22.0
Support Staff	22.0
Instructional Specialists Who Support Teachers	43.0
Counselors, Social Workers and School Psychologists	100.6
School Nurses	24.0
Other Staff Providing Non-Instructional Services/Support	359.0

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	4	0.3	0.1
Asian	32	2.1	1.0
Black or African American	101	6.7	3.5
Hispanic or Latino	85	5.6	3.5
Pacific Islander	1	0.1	0.0
Two or More Races	0	0.0	0.0
White	1,288	85.2	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	192	78.0	205	75.4
Hispanic or Latino	311	82.3	301	79.8
White	347	85.3	391	88.5
English Language Learners	78	61.4	74	67.3
Eligible for Free or Reduced-Price Meals	377	78.7	404	78.4
Students with Disabilities	87	62.6	98	54.1
District	913	82.5	966	82.5
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	49	35.3
Emotional Disturbance	15	34.1
Intellectual Disability	18	26.5
Learning Disability	473	67.7
Other Health Impairment	202	62.7
Other Disabilities	35	28.9
Speech/Language Impairment	170	71.7
District	962	59.0
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	155	1.0	1.5
Emotional Disturbance	45	0.3	1.0
Intellectual Disability	68	0.4	0.5
Learning Disability	699	4.4	4.4
Other Health Impairment	327	2.1	2.6
Other Disabilities	188	1.2	1.0
Speech/Language Impairment	256	1.6	1.9
All Disabilities	1,738	11.0	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	117	6.7	8.1
Private Schools or Other Settings	93	5.4	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	157,850,660	9,955	9,134
Instructional Supplies and Equipment	4,380,930	276	334
Improvement of Instruction and Educational Media Services	13,620,520	859	498
Student Support Services	16,677,708	1,052	1,001
Administration and Support Services	33,350,704	2,103	1,694
Plant Operation and Maintenance	24,137,287	1,522	1,572
Transportation	13,069,625	787	813
Costs of Students Tuitioned Out	12,351,201	N/A	N/A
Other	0	0	186
Total	275,438,635	17,242	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	21,265,528	1,341	1,272

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	22,136,504	37.1	35.1
Noncertified Personnel	7,254,939	12.2	14.2
Purchased Services	4,477,289	7.5	5.2
Tuition to Other Schools	12,260,569	20.6	22.0
Special Ed. Transportation	4,359,004	7.3	8.6
Other Expenditures	9,120,615	15.3	14.9
Total Expenditures	59,608,920	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	86.9	86.4
State	10.1	10.3
Federal	2.5	2.7
Tuition & Other	0.6	0.6

[4]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).

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	621	78.6	621	75.0	227	63.4
Black or African American	1462	56.5	1448	46.9	643	43.6
Hispanic or Latino	2945	59.9	2932	52.2	1276	46.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	89	67.8	87	60.4	30	50.7
White	2580	74.0	2568	67.2	1206	61.3
English Language Learners	1174	50.8	1172	44.5	489	36.2
Non-English Language Learners	6529	68.2	6490	60.6	2896	55.0
Eligible for Free or Reduced-Price Meals	3951	58.4	3931	50.3	1686	44.9
Not Eligible for Free or Reduced-Price Meals	3752	73.1	3731	66.5	1699	59.6
Students with Disabilities	991	42.7	984	35.7	472	36.5
Students without Disabilities	6712	68.9	6678	61.5	2913	54.8
High Needs	4428	57.4	4407	49.6	1928	44.3
Non-High Needs	3275	76.6	3255	69.8	1457	62.8
District	7703	65.6	7662	58.2	3385	52.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.4	80.2	82.6	85.2	4,159	84.5
Curl Up	72.8	74.4	81.6	84.4	4,159	77.9
Push Up	61.3	64.8	59.7	69.7	4,159	63.6
Mile Run/PACER	98.0	98.0	93.1	68.1	4,159	90.3
All Tests - District	46.7	46.9	46.4	44.8	4,159	46.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	285	88.1	84.3	Yes	85.3
Hispanic or Latino	383	80.9	82.5	No	83.8
English Language Learners	99	75.8	76.6	No	78.5
Eligible for Free or Reduced-Price Meals	641	85.5	82.9	Yes	84.1
Students with Disabilities	150	70.7	78.2	No	79.9
District	1,200	88.9	87.4	Yes	88.1
State[4]		87.0			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	65.9	383	34.9
Male	52.6	345	29.2
Black or African American	47.5	*	*
Hispanic or Latino	44.6	157	20.8
White	76.0	432	50.9
English Language Learners	26.2	12	5.1
Eligible for Free or Reduced-Price Meals	44.9	147	14.8
Students with Disabilities	20.0	6	8.6
District	59.0	728	32.0
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]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.
Copyright © 2015 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	79.1	91.5
Male	72.0	88.8
Black or African American	69.1	83.3
Hispanic or Latino	66.6	85.0
White	84.8	95.3
English Language Learners	61.0	83.2
Eligible for Free or Reduced-Price Meals	66.4	82.8
Students with Disabilities	58.4	78.1
District	75.5	90.1
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	65.6	75	87.4	100	87.4	67.9
	High Needs Students	57.4	75	76.5	100	76.5	56.7
Math Performance Index	All Students	58.2	75	77.6	100	77.6	59.3
	High Needs Students	49.6	75	66.2	100	66.2	47.8
Science Performance Index	All Students	52.3	75	69.7	100	69.7	56.5
	High Needs Students	44.3	75	59.1	100	59.1	45.9
Chronic Absenteeism	All Students	13.9%	<=5%	32.1	50	64.3	10.6%
	High Needs Students	17.2%	<=5%	25.6	50	51.3	17.3%
Preparation for CCR	% Taking Courses	82.5%	75%	50.0	50	100.0	66.1%
	% Passing Exams	32.0%	75%	21.3	50	42.6	37.3%
On-track to High School Graduation		85.9%	94%	45.7	50	91.3	85.6%
4-year Graduation All Students (2014 Cohort)		88.9%	94%	94.6	100	94.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		86.2%	94%	91.7	100	91.7	77.6%
Postsecondary Entrance (Class of 2014)		75.5%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.2% | 46.3%	75%	30.9	50	61.7	87.6% | 51.0%
Arts Access		39.4%	60%	32.8	50	65.6	45.7%
Accountability Index				**961.1**	**1250**	**76.9**	

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?					Y
ELA Performance Index Gap	75.0	57.4	17.6	17.3	
Math Performance Index Gap	69.8	49.6	20.1	19.6	
Science Performance Index Gap	62.8	44.3	18.4	17.2	
Graduation Rate Gap	94.0%	86.2%	7.8%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	97.9
	High Needs Students	97.5
Math	All Students	97.4
	High Needs Students	97.1
Science	All Students	98.7
	High Needs Students	98.3

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: 44.0   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Public Schools (SPS) is committed to continuous improvement, in general, and enhancement of parent and community outreach activities, in particular.

What do we do to promote district improvement and parent and community outreach?

1. Annual School Improvement Plans. - Each year, elementary, middle, and high schools write a School Improvement Plan. These plans are developed to improve student achievement and include four areas: Talent (Professional Development), Academics (Curriculum, Instruction, and Assessment), School Climate (Safety), and Operations (School Processes and Procedures). School Improvement Plans are presented to the Stamford Board of Education.

2. Instructional Data Teams, School Data Teams, and the District Data Team - Data Teams are in place at the grade, school, and district levels. The work of the data teams is focused on continuous improvement, using data as evidence of instructional effectiveness.

3. Parent Facilitators - Parent Facilitators are available at all schools to assist parents navigate the school system and advocate for their children.

4. English Language Training - For the past two years SPS has teamed with Southern Connecticut State University to provide training for all classroom teachers in strategies to assist English Language Learners (ELLs) access core instruction. Teachers are receiving as much as 45 hours of professional development.

5. Office of Parent and Community Engagement - The Office of Parent and Community Engagement was begun five years ago. One of its current goals is to promote centralized registration and provide a user friendly "one stop" shopping experience for parents. Additionally, the Office of Parent and Community Engagement works with community agencies to support students and offers workshops to assist parents in working at home with their children on learning activities. Most recently, this office initiated a Family Information Line and a 24 hour Language Line to provide interpreters in a wide variety of languages.

6. School Government Councils - School Government Councils, comprised of teachers, parents, community representatives, and school administrators, are active in the Stamford Schools.

7. Communication with Parents - Report Card conferences are held for parents of children in the elementary grades. We use ParentLink, an automated dialing system, to let parents know of their children's absences from school. In 2014-15, a Parent Portal was initiated for parents of middle and high school students to access attendance and grades for their students.

8. Climate Survey - A climate survey developed by the National Climate Center at Columbia University is done annually with all members of the district community - parents, students, teachers, administrators, clerical assistants, and bus drivers- to gauge issues around safety, order, and support.

9. Special Education Study - An extensive study of special education programs and services for students with disabilities was completed in Summer 2010 by an outside consultant group. The study will be updated in Spring 2016. One important recommendation has been to extend services for special needs students within the district and thereby reduce the need for outplacing students.

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 five magnet schools - three elementary magnets, one middle school magnet and one high school magnet. The purpose of the magnet schools for Stamford 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. Interdistrict Magnet Schools - One K-8 Interdistrict Magnet (Rogers IB) was initiated eight years ago as an International Baccalaureate (IB) school. Demand for admission both by Stamford residents and by out of town families far exceeds the number of available seats. In September 2016, the Rogers IB school will be expanded to a second campus, with an ultimate student population of 900.

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 will be 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. The academic portion concludes with 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 in Stamford. The events involve research projects, art and music performances, and food fairs.

Equitable Allocation of Resources among District Schools

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. At the middle and high schools levels, class sizes are planned to be 30 or lower. 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 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.