

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



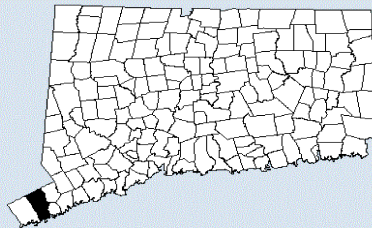
Stamford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	15,946
Per Pupil Expenditures ¹	\$17,585
Total Expenditures ¹	\$283,194,188

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,756	48.6	48.3
Male	8,190	51.4	51.6
American Indian or Alaska Native	9	0.1	0.2
Asian	1,396	8.8	4.9
Black or African American	2,811	17.6	12.8
Hispanic or Latino	6,399	40.1	23.0
Pacific Islander	17	0.1	0.0
Two or More Races	246	1.5	2.7
White	5,068	31.8	55.9
English Learners	2,007	12.6	6.4
Eligible for Free or Reduced-Price Meals	8,328	52.2	38.0
Students with Disabilities ¹	1,860	11.7	13.7

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	914	11.9	202	2.6
Male	928	11.5	402	4.8
Black or African American	413	14.8	260	9.1
Hispanic or Latino	850	13.2	248	3.8
White	411	8.3	87	1.7
English Learners	297	13.6	79	3.6
Eligible for Free or Reduced-Price Meals	1,186	14.5	478	5.5
Students with Disabilities	390	20.5	170	7.8
District	1,842	11.7	604	3.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 120

Number of school-based arrests: 22

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,099.4
Paraprofessional Instructional Assistants	124.0
Special Education	
Teachers and Instructors	141.7
Paraprofessional Instructional Assistants	244.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	71.7
Library/Media	
Specialists (Certified)	22.6
Support Staff	22.0
Instructional Specialists Who Support Teachers	37.0
Counselors, Social Workers and School Psychologists	95.6
School Nurses	25.5
Other Staff Providing Non-Instructional Services/Support	520.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	29	1.9	1.0
Black or African American	101	6.8	3.5
Hispanic or Latino	88	5.9	3.5
Pacific Islander	1	0.1	0.0
Two or More Races	2	0.1	0.1
White	1,274	85.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	196	81.7	199	79.0
Hispanic or Latino	352	77.5	325	81.7
White	381	90.1	362	86.4
English Learners	71	55.9	63	56.8
Eligible for Free or Reduced-Price Meals	442	79.2	376	80.5
Students with Disabilities	115	71.9	96	56.5
District	1,009	83.9	955	83.1
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	48	31.4
Emotional Disturbance	15	33.3
Intellectual Disability	7	10.9
Learning Disability	494	65.7
Other Health Impairment	218	61.6
Other Disabilities	29	26.6
Speech/Language Impairment	155	65.1
District	966	56.3
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	167	1.1	1.6
Emotional Disturbance	46	0.3	1.0
Intellectual Disability	64	0.4	0.5
Learning Disability	753	4.8	4.6
Other Health Impairment	360	2.3	2.8
Other Disabilities	166	1.1	1.0
Speech/Language Impairment	251	1.6	1.9
All Disabilities	1,807	11.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	158,994,460	9,943	9,387
Instructional Supplies and Equipment	2,737,579	171	318
Improvement of Instruction and Educational Media Services	17,241,365	1,078	541
Student Support Services	16,774,748	1,049	1,048
Administration and Support Services	34,391,143	2,151	1,790
Plant Operation and Maintenance	24,305,629	1,520	1,608
Transportation	13,947,920	843	845
Costs of Students Tuitioned Out	14,801,344	N/A	N/A
Other	0	0	194
Total	283,194,188	17,585	15,762

Additional Expenditures

Land, Buildings, and Debt Service	27,441,692	1,716	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	22,025,697	34.4	35.1
Noncertified Personnel	8,320,793	13.0	14.5
Purchased Services	5,092,529	8.0	5.5
Tuition to Other Schools	14,735,654	23.0	21.6
Special Ed. Transportation	4,903,550	7.7	8.3
Other Expenditures	8,930,705	14.0	15.0
Total Expenditures	64,008,928	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.3	85.7
State	10.6	10.9
Federal	2.6	2.8
Tuition & Other	0.5	0.6

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).

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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	673	77.8	671	76.2	254	63.0
Black or African American	1387	56.5	1386	49.0	640	46.0
Hispanic or Latino	3256	59.3	3255	53.4	1321	47.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	105	70.1	105	64.4	30	56.8
White	2540	74.1	2538	69.5	1055	62.4
English Learners	1209	49.4	1208	44.6	525	36.6
Non-English Learners	6761	68.1	6756	62.6	2776	56.5
Eligible for Free or Reduced-Price Meals	4381	57.9	4381	51.7	1790	46.5
Not Eligible for Free or Reduced-Price Meals	3589	74.2	3583	69.8	1511	61.4
Students with Disabilities	1048	44.5	1045	37.9	471	36.2
Students without Disabilities	6922	68.4	6919	63.2	2830	56.2
High Needs	4834	57.3	4831	51.3	1979	45.8
Non-High Needs	3136	77.4	3133	73.1	1322	64.6
District	7970	65.2	7964	59.8	3301	53.3

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	86.9	84.3	84.6	87.4	4,256	85.8
Curl Up	68.0	77.6	84.7	85.3	4,256	78.5
Push Up	63.6	62.2	69.1	77.7	4,256	67.9
Mile Run/PACER	63.2	73.3	72.4	65.3	4,256	68.4
All Tests - District	30.3	37.7	38.2	39.3	4,256	36.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	280	84.6	85.3	No	86.4
Hispanic or Latino	419	81.6	83.8	No	85.1
English Learners	166	74.7	78.5	No	80.5
Eligible for Free or Reduced-Price Meals	693	82.8	84.1	No	85.4
Students with Disabilities	171	70.8	79.9	No	81.7
District	1,217	87.4	88.1	No	88.9
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	399	34.6
Male	95.2	398	33.2
Black or African American	92.9	*	*
Hispanic or Latino	93.8	171	20.1
White	97.4	454	53.9
English Learners	91.2	12	5.0
Eligible for Free or Reduced-Price Meals	94.3	179	17.5
Students with Disabilities	73.2	*	*
District	95.2	797	33.9
State	95.6		40.7

⁵College 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

⁶Participation 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.

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

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.1	89.6
Male	67.1	86.9
Black or African American	63.2	83.1
Hispanic or Latino	64.0	80.6
White	81.2	93.5
English Learners	46.9	80.3
Eligible for Free or Reduced-Price Meals	61.6	83.2
Students with Disabilities	48.9	73.5
District	71.4	88.2
State	71.9	88.3

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the 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	65.2	75	43.5	50	87.0	67.7
	High Needs Students	57.3	75	38.2	50	76.4	56.7
Math Performance Index	All Students	59.8	75	39.9	50	79.8	61.4
	High Needs Students	51.3	75	34.2	50	68.3	49.9
Science Performance Index	All Students	53.3	75	35.6	50	71.1	57.5
	High Needs Students	45.8	75	30.6	50	61.1	47.0
ELA Academic Growth	All Students	63.0%	100%	63.0	100	63.0	63.8%
	High Needs Students	60.0%	100%	60.0	100	60.0	58.3%
Math Academic Growth	All Students	61.6%	100%	61.6	100	61.6	65.0%
	High Needs Students	56.4%	100%	56.4	100	56.4	57.4%
Chronic Absenteeism	All Students	11.7%	<=5%	36.7	50	73.3	9.6%
	High Needs Students	14.6%	<=5%	30.8	50	61.6	15.6%
Preparation for CCR	% Taking Courses	83.5%	75%	50.0	50	100.0	67.6%
	% Passing Exams	33.9%	75%	22.6	50	45.2	40.7%
On-track to High School Graduation		84.8%	94%	45.1	50	90.2	85.1%
4-year Graduation All Students (2015 Cohort)		87.4%	94%	93.0	100	93.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		87.3%	94%	92.8	100	92.8	78.6%
Postsecondary Entrance (Class of 2015)		71.4%	75%	95.3	100	95.3	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.6% 36.1%	75%	24.1	50	48.2	89.2% 50.5%
Arts Access		38.7%	60%	32.3	50	64.5	47.5%
Accountability Index				985.5	1350	73.0	

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	57.3	17.7	16.5	
Math Performance Index Gap	73.1	51.3	21.8	18.9	
Science Performance Index Gap	64.6	45.8	18.7	17.2	
Graduation Rate Gap	94.0%	87.3%	6.7%	15.3%	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	98.1
	High Needs Students	97.7
Math	All Students	98.0
	High Needs Students	97.6
Science	All Students	98.3
	High Needs Students	97.7

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: 48.7

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

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 was 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 are 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.

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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 the 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.