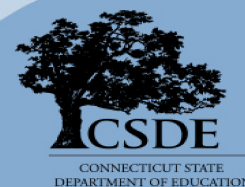


# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



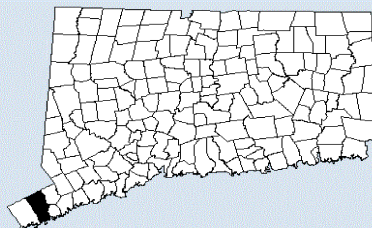
## Stamford School District

Mr. Earl Kim, Superintendent • 203-977-4543 • [www.stamfordpublicschools.org](http://www.stamfordpublicschools.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	16,100
Per Pupil Expenditures <sup>1</sup>	\$18,305
Total Expenditures <sup>1</sup>	\$291,300,494

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

### Contents

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

### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,788	48.4	48.4
Male	8,312	51.6	51.6
American Indian or Alaska Native	11	0.1	0.3
Asian	1,379	8.6	5.1
Black or African American	2,726	16.9	12.9
Hispanic or Latino	6,717	41.7	24.0
Pacific Islander	12	0.1	0.1
Two or More Races	339	2.1	2.9
White	4,916	30.5	54.8
English Learners	2,121	13.2	6.8
Eligible for Free or Reduced-Price Meals	8,427	52.3	35.9
Students with Disabilities <sup>1</sup>	2,026	12.6	14.3

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	718	9.3	231	2.9
Male	693	8.5	412	4.9
Black or African American	284	10.7	254	9.3
Hispanic or Latino	684	10.1	256	3.7
White	281	5.9	112	2.3
English Learners	249	10.9	111	4.8
Eligible for Free or Reduced-Price Meals	904	11.0	483	5.4
Students with Disabilities	326	16.7	170	7.5
District	1,411	8.9	643	4.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 114

Number of school-based arrests: 44

<sup>2</sup>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.

<sup>3</sup>The 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 2016-17

## Stamford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,111.9
Paraprofessional Instructional Assistants	112.0
<b>Special Education</b>	
Teachers and Instructors	140.7
Paraprofessional Instructional Assistants	257.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	17.2
School Level	74.8
<b>Library/Media</b>	
Specialists (Certified)	22.5
Support Staff	21.0
Instructional Specialists Who Support Teachers	47.2
Counselors, Social Workers and School Psychologists	98.0
School Nurses	27.5
Other Staff Providing Non-Instructional Services/Support	555.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	29	1.9	1.0
Black or African American	106	6.9	3.6
Hispanic or Latino	97	6.3	3.6
Pacific Islander	1	0.1	0.0
Two or More Races	1	0.1	0.1
White	1,297	84.6	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	180	75.0	196	81.3
Hispanic or Latino	346	78.5	363	82.7
White	328	88.4	389	91.1
English Learners	97	61.8	78	67.8
Eligible for Free or Reduced-Price Meals	387	75.6	442	85.0
Students with Disabilities	104	71.7	122	66.3
District	919	81.8	1,033	86.2
State		63.6		77.5

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	60	33.9
Emotional Disturbance	16	30.2
Intellectual Disability	8	12.1
Learning Disability	502	61.8
Other Health Impairment	236	63.8
Other Disabilities	30	29.1
Speech/Language Impairment	150	61.5
District	1,002	54.9
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Stamford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	191	1.2	1.7
Emotional Disturbance	53	0.3	1.0
Intellectual Disability	66	0.4	0.5
Learning Disability	812	5.1	4.9
Other Health Impairment	373	2.3	2.9
Other Disabilities	166	1.0	1.1
Speech/Language Impairment	266	1.7	1.8
All Disabilities	1,927	12.1	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	164,709,686	10,387	9,663
Instructional Supplies and Equipment	3,344,488	211	321
Improvement of Instruction and Educational Media Services	17,514,674	1,105	578
Student Support Services	17,274,107	1,089	1,103
Administration and Support Services	33,946,389	2,141	1,861
Plant Operation and Maintenance	25,334,644	1,598	1,637
Transportation	13,950,699	856	877
Costs of Students Tuitioned Out	15,225,807	N/A	N/A
Other	0	0	201
Total	291,300,494	18,305	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	17,005,611	1,072	1,749
-----------------------------------	------------	-------	-------

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	23,072,207	34.5	34.6
Noncertified Personnel	8,806,934	13.2	14.6
Purchased Services	5,618,154	8.4	5.8
Tuition to Other Schools	15,092,740	22.6	21.8
Special Ed. Transportation	4,855,400	7.3	8.5
Other Expenditures	9,464,733	14.1	14.7
Total Expenditures	66,910,168	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.9	85.2
State	10.5	11.0
Federal	2.7	2.9
Tuition & Other	0.9	0.9

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2016-17

## Stamford School 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*	*	*
Asian	644	78.8	644	80.0	245	65.7
Black or African American	1345	56.8	1341	50.1	593	44.7
Hispanic or Latino	3261	59.9	3254	55.8	1250	48.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	123	69.3	123	65.1	64	52.9
White	2406	74.7	2403	71.7	1078	61.3
English Learners	1395	52.6	1393	49.6	527	41.5
Non-English Learners	6396	68.5	6384	64.6	2707	55.6
Eligible for Free or Reduced-Price Meals	3966	58.3	3956	53.8	1592	47.0
Not Eligible for Free or Reduced-Price Meals	3825	73.3	3821	70.2	1642	59.4
Students with Disabilities	955	44.3	949	38.6	424	37.4
Students without Disabilities	6836	68.6	6828	65.1	2810	55.7
High Needs	4571	57.5	4558	53.2	1844	46.2
Non-High Needs	3220	77.2	3219	74.2	1390	62.7
District	7791	65.6	7777	61.9	3234	53.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.1	82.6	84.1	78.1	4,434	83.3
Curl Up	83.4	81.1	82.1	80.6	4,434	81.9
Push Up	70.1	64.6	67.4	69.4	4,434	68.0
Mile Run/PACER	60.4	64.8	57.6	41.8	4,434	56.5
All Tests - District	39.8	32.0	34.0	16.0	4,434	31.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Stamford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	264	87.9
Hispanic or Latino	432	83.3
English Learners	173	73.4
Eligible for Free or Reduced-Price Meals	651	84.5
Students with Disabilities	146	74.0
District	1,191	88.5
State		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	429	37.0
Male	95.3	435	37.4
Black or African American	93.3	*	*
Hispanic or Latino	95.1	200	22.7
White	97.0	488	61.2
English Learners	93.8	9	3.3
Eligible for Free or Reduced-Price Meals	95.0	195	18.9
Students with Disabilities	78.4	12	3.6
District	95.5	864	37.2
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>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 © 2017 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2017 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2017

### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	72.7	94.3
Male	68.4	85.6
Black or African American	65.1	83.4
Hispanic or Latino	60.1	87.4
White	81.1	93.2
English Learners	43.8	77.0
Eligible for Free or Reduced-Price Meals	61.6	84.7
Students with Disabilities	43.4	63.2
District	70.6	90.1
State	72.0	88.5

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2016-17

## Stamford School 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.6	75	43.8	50	87.5	67.1
	High Needs Students	57.5	75	38.4	50	76.7	55.9
Math Performance Index	All Students	61.9	75	41.3	50	82.5	62.2
	High Needs Students	53.2	75	35.5	50	71.0	50.5
Science Performance	All Students	53.3	75	35.5	50	71.1	55.3
	High Needs Students	46.2	75	30.8	50	61.7	45.2
ELA Academic Growth	All Students	57.3%	100%	57.3	100	57.3	55.4%
	High Needs Students	53.1%	100%	53.1	100	53.1	49.8%
Math Academic Growth	All Students	65.5%	100%	65.5	100	65.5	61.7%
	High Needs Students	59.9%	100%	59.9	100	59.9	53.7%
Chronic Absenteeism	All Students	8.9%	<=5%	42.2	50	84.4	9.9%
	High Needs Students	11.4%	<=5%	37.2	50	74.4	15.8%
Preparation for CCR	% Taking Courses	84.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	37.2%	75%	24.8	50	49.6	43.5%
On-track to High School Graduation		83.2%	94%	44.2	50	88.5	87.8%
4-year Graduation All Students (2016 Cohort)		88.5%	94%	94.1	100	94.1	87.4%
6-year Graduation - High Needs Students (2014)		92.0%	94%	97.9	100	97.9	82.0%
Postsecondary Entrance (Class of 2016)		70.6%	75%	94.1	100	94.1	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.0%   31.1%	75%	20.7	50	41.5	92.0%   51.6%
Arts Access		41.9%	60%	34.9	50	69.8	50.5%
<b>Accountability Index</b>				<b>1001.3</b>	<b>1350</b>	<b>74.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	57.5	17.5	16.7	
Math Performance Index Gap	74.2	53.2	21.0	18.7	
Science Performance Index Gap	62.7	46.2	16.4	16.6	
Graduation Rate Gap	94.0%	92.0%	2.0%	12.0%	N

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.9
	High Needs Students	97.5
Math	All Students	97.7
	High Needs Students	97.3
Science	All Students	97.3
	High Needs Students	96.4

<sup>3</sup>Minimum 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: 44.5**

**State: 50.2**

#### 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 2016-17

## Stamford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

During the 2016-17 school year, the Stamford Public Schools engaged in an intensive comprehensive effort to renew its vision, mission and goals. This work was accomplished in conjunction with approximately 100 members of an Advisory Committee that included staff, parents, students, and community representatives. Four strategy areas provide the context for promoting the vision, mission and goals. The four areas are: . - Enhance Learning, Teaching and Leading Practices. - Strengthen Curricular and Co-curricular Instruction. - Improve Support Systems. - Embrace and Engage Families and Community.

The new vision, mission and goals are described below:.

**Vision:** The Stamford Public Schools will be a learning organization that continually improves its effective, innovative and transformational teaching and learning. We will challenge, inspire and prepare all students to be productive contributing members of society.

**Mission:** The mission of the Stamford Public Schools is to cultivate productive habits of mind, body and heart in every student.

**Goals:**1. All members of the Stamford Public Schools will acquire and apply practices of a Learning Organization to promote a culture of continuous improvement and excellence.

2. All learners will acquire and effectively apply critical thinking, creative thinking, and self-reflective thinking to be academically prepared for lifelong learning and the world of work.

3. All students will be prepared to lead an active life style and to make healthy choices.

4. All learners will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

The goals are further defined by five year and annual initiatives that address curriculum, instruction, assessment, attendance, chronic absenteeism, social and emotional competence, student health and parent and community engagement. All annual School Improvement Plans are required to be aligned to the district goals.

#### 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 six magnet schools - four elementary magnets (one with two campuses), 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. **Inter-district Magnet Schools** - One K-8 Inter-district Magnet (Rogers IB) was initiated nine years ago as in International Baccalaureate (IB) school. In September 2016 the Rogers IB School was expanded to a second campus with an ultimate student population of 900. At the high school level, the Academy of Information Technology & Engineering enrolls students in grades 9-12 from Stamford and neighboring towns. Demand for admission both by Stamford residents and by out of town families far exceeds the number of available seats. 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. At the conclusion, there is 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.

# District Profile and Performance Report for School Year 2016-17

## Stamford School District

### **Equitable Allocation of Resources among District Schools**

Resources to all Stamford Schools are allocated 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. Art, music and PE 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 district-wide budget allotments, each school is given a per capita allocation for materials, supplies, and library books. For the 2018-19 school year, the district is planning to complement our current allocation model based on enrollment with a weighted allocation model that incorporates differential student needs.