

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



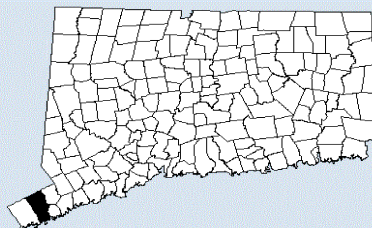
## Stamford School District

Mr. Earl Kim, Superintendent • 203-977-4543 • <http://www.stamfordpublicschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	25
Enrollment	16,053
Per Pupil Expenditures <sup>1</sup>	\$19,011
Total Expenditures <sup>1</sup>	\$304,364,815

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

[AdvanceCT 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 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,765	48.4	48.4
Male	8,288	51.6	51.6
American Indian or Alaska Native	22	0.1	0.3
Asian	1,254	7.8	5.2
Black or African American	2,457	15.3	12.8
Hispanic or Latino of any race	6,359	39.6	25.8
Native Hawaiian or Other Pacific Islander	22	0.1	0.1
Two or More Races	545	3.4	3.6
White	5,394	33.6	52.4
English Learners	2,050	12.8	7.6
Eligible for Free or Reduced-Price Meals	9,211	57.4	42.1
Students with Disabilities <sup>3</sup>	2,213	13.8	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	840	10.9	250	3.0
Male	936	11.4	528	5.9
Black or African American	335	13.7	267	10.2
Hispanic or Latino of any race	848	12.7	309	4.3
White	370	7.3	157	2.9
English Learners	360	15.8	147	5.8
Eligible for Free or Reduced-Price Meals	1,262	13.8	621	6.0
Students with Disabilities	391	17.4	195	7.3
District	1,776	11.1	778	4.5
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 407**

**Number of school-based arrests: 36**

<sup>4</sup>A student is chronically absent if they miss 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>5</sup>This column displays 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 2018-19

## Stamford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,104.4
Paraprofessional Instructional Assistants	119.0
<b>Special Education</b>	
Teachers and Instructors	159.2
Paraprofessional Instructional Assistants	291.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	24.0
School Level	79.4
<b>Library/Media</b>	
Specialists (Certified)	23.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	41.8
Counselors, Social Workers and School Psychologists	101.0
School Nurses	28.0
Other Staff Providing Non-Instructional Services/Support	559.6

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	33	2.1	1.1
Black or African American	110	7.0	3.8
Hispanic or Latino of any race	105	6.7	3.8
Native Hawaiian or Other Pacific Islander	1	0.1	0.0
Two or More Races	1	0.1	0.1
White	1,316	83.9	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	169	81.6	189	82.2
Hispanic or Latino of any race	356	82.8	324	86.2
White	350	90.9	380	91.8
English Learners	104	69.8	99	75.0
Eligible for Free or Reduced-Price Meals	478	82.3	454	83.5
Students with Disabilities	113	72.9	119	73.9
District	965	85.8	974	87.8
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	68	34.3
Emotional Disturbance	29	40.3
Intellectual Disability	11	18.0
Learning Disability	494	54.5
Other Health Impairment	206	55.1
Other Disabilities	29	27.4
Speech/Language Impairment	180	63.8
District	1,017	50.9
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Stamford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	219	1.4	1.9
Emotional Disturbance	75	0.5	1.1
Intellectual Disability	61	0.4	0.5
Learning Disability	907	5.7	5.5
Other Health Impairment	378	2.4	3.2
Other Disabilities	184	1.2	1.1
Speech/Language Impairment	305	1.9	1.8
All Disabilities	2,129	13.4	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	129	6.1	8.2
Private Schools or Other Settings	111	5.2	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$199,085,962	\$12,435	\$10,545
Support services - students	\$17,945,269	\$1,135	\$1,373
Support services - instruction	\$18,894,819	\$1,195	\$644
Support services - general administration	\$6,590,261	\$417	\$462
Support services - school based administration	\$15,413,178	\$975	\$1,007
Central and other support services	\$4,739,456	\$300	\$671
Operation and maintenance of plant	\$25,388,868	\$1,605	\$1,629
Student transportation services	\$16,307,003	\$1,343	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
<b>Total</b>	<b>\$304,364,815</b>	<b>\$19,011</b>	<b>\$17,153</b>

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$16,666,158	22.3	29.7
Instructional Aide Salaries	\$8,735,035	11.7	9.6
Other Salaries	\$10,024,648	13.4	10.4
Employee Benefits	\$10,470,966	14.0	13.0
Purchased Services Other Than Transportation	\$4,994,297	6.7	5.5
Special Education Tuition	\$17,549,599	23.5	22.6
Supplies	\$464,511	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$5,620,785	7.5	8.0
Equipment	\$88,427	0.1	0.2
All Other Expenditures	\$67,334	0.1	0.1
<b>Total</b>	<b>\$74,681,759</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		24.5	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	85.0
State	11.3
Federal	3.1
Tuition & Other	0.6

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## 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	11	*	11	*	*	*
Asian	623	77.2	622	77.1	248	72.5
Black or African American	1,264	56.4	1,259	49.0	537	49.9
Hispanic or Latino of any race	3,144	60.1	3,138	56.3	1,309	55.2
Native Hawaiian or Other Pacific Islander	10	*	10	*	*	*
Two or More Races	203	67.0	202	62.5	66	61.4
White	2,646	71.9	2,645	68.7	1,066	65.7
English Learners	1,377	51.9	1,374	48.6	605	48.1
Non-English Learners	6,524	67.7	6,513	63.8	2,627	61.8
Eligible for Free or Reduced-Price Meals	4,579	58.5	4,566	53.9	1,824	54.0
Not Eligible for Free or Reduced-Price Meals	3,322	74.0	3,321	71.1	1,408	66.1
Students with Disabilities	1,138	44.0	1,125	37.8	463	42.8
Students without Disabilities	6,763	68.5	6,762	65.0	2,769	62.0
High Needs	5,055	57.9	5,043	53.3	2,033	53.4
Non-High Needs	2,846	77.6	2,844	74.9	1,199	69.1
District	7,901	65.0	7,887	61.1	3,232	59.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	77.3	72.1	66.8	65.3	4,242	71.0
Curl Up	74.9	79.2	79.6	73.6	4,242	77.1
Push Up	67.8	64.2	58.6	74.1	4,242	65.7
Mile Run/PACER	67.5	53.3	43.8	47.5	4,242	53.8
All Tests - District	39.1	31.2	23.7	24.0	4,242	30.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Stamford School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	244	89.8
Hispanic or Latino of any race	476	81.3
English Learners	194	66.0
Eligible for Free or Reduced-Price Meals	657	85.2
Students with Disabilities	146	71.9
District	1,179	87.4
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.4	486	42.9
Male	94.4	426	38.7
Black or African American	92.2	75	17.2
Hispanic or Latino of any race	95.7	215	26.7
White	96.2	498	62.3
English Learners	92.9	23	8.2
Eligible for Free or Reduced-Price Meals	94.9	292	26.0
Students with Disabilities	75.3	8	2.5
District	95.4	912	40.8
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam

<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 percentage.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

Copyright © 2019 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. [www.act.org](http://www.act.org)

IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	76.8	91.1
Male	66.2	87.7
Black or African American	70.4	88.9
Hispanic or Latino of any race	60.3	82.7
White	82.4	93.7
English Learners	38.3	77.4
Eligible for Free or Reduced-Price Meals	63.3	84.8
Students with Disabilities	43.9	79.5
District	71.5	89.5
State	71.0	87.8

<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 2018-19

## 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	65.0	75	43.3	50	86.6	67.7
	High Needs Students	57.9	75	38.6	50	77.1	58.1
Math Performance Index	All Students	61.1	75	40.8	50	81.5	63.1
	High Needs Students	53.3	75	35.6	50	71.1	52.7
Science Performance Index	All Students	59.2	75	39.5	50	79.0	63.8
	High Needs Students	53.4	75	35.6	50	71.2	54.2
ELA Academic Growth	All Students	57.0%	100%	57.0	100	57.0	59.9%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.1%
Math Academic Growth	All Students	59.1%	100%	59.1	100	59.1	62.5%
	High Needs Students	54.3%	100%	54.3	100	54.3	55.2%
Progress Toward English Proficiency	Literacy	61.3%	100%	30.7	50	61.3	60.0%
	Oral	56.8%	100%	28.4	50	56.8	52.1%
Chronic Absenteeism	All Students	11.1%	<=5%	37.7	50	75.5	10.4%
	High Needs Students	14.3%	<=5%	31.5	50	62.9	16.1%
Preparation for CCR	% Taking Courses	86.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	40.8%	75%	27.2	50	54.4	42.6%
On-track to High School Graduation		78.9%	94%	42.0	50	84.0	88.0%
4-year Graduation All Students (2018 Cohort)		87.4%	94%	93.0	100	93.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.9%	94%	94.5	100	94.5	83.3%
Postsecondary Entrance (Class of 2018)		71.5%	75%	95.3	100	95.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.1%   30.2%	75%	10.1	50	20.1	96.4%   52.9%
Arts Access		43.3%	60%	36.1	50	72.1	51.9%
<b>Accountability Index</b>				<b>1033.4</b>	<b>1450</b>	<b>71.3</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	57.9	17.1	15.4	
Math Performance Index Gap	74.9	53.3	21.6	17.6	
Science Performance Index Gap	69.1	53.4	15.7	16.1	
Graduation Rate Gap	94.0%	88.9%	5.1%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	97.7
	High Needs Students	97.4
Math	All Students	97.6
	High Needs Students	97.2
Science	All Students	96.9
	High Needs Students	96.1

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 49.7      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Stamford School District

### Narratives

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

Stamford Public Schools recognizes the successes and accomplishments that happen every day in our schools. Our strategic plan builds upon this strong foundation, and provides the strategies and framework to ensure further success. We are transforming into a learning organization capable of change and growth in which all students, teachers, parents - and the community - work collaboratively to ensure that every student is challenged, inspired and prepared to reach his or her maximum potential.

The new vision, mission and goals for Stamford Public Schools reflect a broad picture for educating all students.

**MISSION.** The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student.

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

**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.

All annual School Improvement Plans are required to be aligned to the district goals.

With regard to Parental Outreach, Stamford has an active Office of Community and Family Engagement which plans events in the schools and community agencies to enhance parent involvement in their children's education.

#### 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 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 10 years ago as an 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.

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 have been added annually to reach grades preK-5. 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 of Stamford students.

8. Stamford is engaging with the Connecticut State Department of Education's effort to increase the diversity of the teaching staff.

# District Profile and Performance Report for School Year 2018-19

## 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 school 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.

In the 2018-19 school year, the district began to implement a weighted allocation model that incorporates differential student needs to complement the existing allocation model based on enrollment.