

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



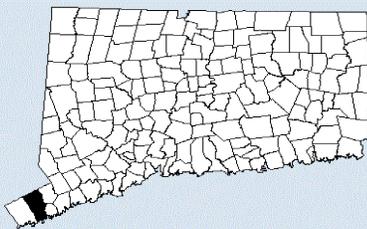
Stamford School District

Tamu Lucero, Superintendent • 203-977-4543 • <http://www.stamfordpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	30
Enrollment	16,339
Per Pupil Expenditures ¹	\$22,321
Total Expenditures ¹	\$362,633,556

¹ Expenditure data reflect the 2022-23 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2023-24 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2023 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,744	47.4	48.3
Male	8,588	52.6	51.5
Non-Binary	7	0.0	0.1
American Indian or Alaska Native	24	0.1	0.2
Asian	962	5.9	5.2
Black or African American	2,087	12.8	12.5
Hispanic or Latino of any race	8,426	51.6	31.1
Native Hawaiian or Other Pacific Islander	15	0.1	0.1
Two or More Races	568	3.5	4.7
White	4,257	26.1	46.2
English Learners/Multilingual Learners	2,816	17.2	10.5
Eligible for Free or Reduced-Price Meals	8,335	51.0	44.0
Students with Disabilities ³	2,748	16.8	17.9

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	1,889	22.2	466	5.0
Non-Binary	*	*	*	*
Black or African American	586	27.9	210	9.3
Hispanic or Latino of any race	2,252	25.7	431	4.6
White	510	13.0	79	1.8
English Learners/Multilingual Learners	988	30.9	150	4.4
Eligible for Free or Reduced-Price Meals	2,324	27.2	533	5.5
Students with Disabilities	812	30.7	240	7.4
District	3,648	22.4	757	4.3
State		17.7		7.0

Number of students qualified as truant under state statute: 2,694

Number of school-based arrests: 33

⁴ 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.

⁵ 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 2023-24

Stamford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,122.8
Paraprofessional Instructional Assistants	92.0
Special Education	
Teachers and Instructors	199.2
Paraprofessional Instructional Assistants	341.0
Administrators, Coordinators and Department Chairs	
District Central Office	25.2
School Level	79.6
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	90.6
Counselors, Social Workers and School Psychologists	119.4
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	606.6

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	2	0.1	0.1
Asian	46	2.8	1.4
Black or African American	120	7.2	4.8
Hispanic or Latino of any race	158	9.5	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.1	0.3
White	1,331	80.3	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.7	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	178	88.6	179	93.2
Hispanic or Latino of any race	565	85.2	512	93.9
White	300	94.0	367	97.3
English Learners/Multilingual Learners	159	63.3	154	88.5
Eligible for Free or Reduced-Price Meals	584	89.7	564	94.9
Students with Disabilities	147	87.0	188	92.6
District	1,149	88.8	1,168	95.2
State		88.4		94.6

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	88	28.7
Emotional Disability	42	52.5
Intellectual Disability	7	10.6
Learning Disability	680	62.2
Other Health Impairment	260	62.4
Other Disabilities	30	28.3
Speech/Language Impairment	149	57.8
District	1,256	54.0
State		66.8

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	324	2.0	2.6
Emotional Disability	80	0.5	1.1
Intellectual Disability	66	0.4	0.6
Learning Disability	1,094	6.8	6.4
Other Health Impairment	428	2.6	3.5
Other Disabilities	195	1.2	1.2
Speech/Language Impairment	303	1.9	2.0
All Disabilities	2,490	15.4	17.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	81	3.3	8.0
Private Schools or Other Settings	116	4.7	4.6

² 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 Expenditures³: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$242,292,087	\$14,914	\$12,942
Support services - students	\$20,606,810	\$1,285	\$1,724
Support services - instruction	\$6,849,906	\$427	\$905
Support services - general administration	\$8,327,369	\$519	\$520
Support services - school based administration	\$19,950,191	\$1,244	\$1,207
Central and other support services	\$6,126,584	\$382	\$771
Operation and maintenance of plant	\$34,771,057	\$2,168	\$2,101
Student transportation services	\$23,709,552	\$1,786	\$1,582
Food services	.	.	\$8
Enterprise operations	.	.	\$213
Total	\$362,633,556	\$22,321	\$21,143

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

Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$20,164,356	20.8	27.6
Instructional Aide Salaries	\$11,691,214	12.1	10.2
Other Salaries	\$14,005,744	14.5	10.5
Employee Benefits	\$11,748,420	12.1	13.2
Purchased Services Other Than Transportation	\$9,271,467	9.6	6.4
Special Education Tuition	\$21,265,471	22.0	22.2
Supplies	\$779,096	0.8	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$7,642,812	7.9	8.4
Equipment	\$197,508	0.2	0.3
All Other Expenditures	\$70,819	0.1	0.1
Total	\$96,836,906	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.7	25.0

Expenditures by Revenue Source⁴: 2022-23

	Percent of Total (%) Excluding School Construction
Local	81.2
State	11.6
Federal	6.7
Tuition & Other	0.5

⁴ 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 2023-24

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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	6	*	*	*	*	*
Asian	453	71.2	450	71.2	203	70.0
Black or African American	983	51.7	977	44.8	457	48.4
Hispanic or Latino of any race	4,132	52.1	4,113	48.4	1,677	51.5
Native Hawaiian or Other Pacific Islander	12	*	*	*	*	*
Two or More Races	310	65.6	310	62.0	122	64.7
White	2,097	68.1	2,093	65.3	958	63.9
English Learners/Multilingual Learners	1,493	42.1	1,491	40.9	633	42.0
Non-English Learners/Non-Multilingual Learners	6,500	61.5	6,468	57.3	2,792	59.4
Eligible for Free or Reduced-Price Meals	4,219	52.3	4,193	47.9	1,759	51.7
Not Eligible for Free or Reduced-Price Meals	3,774	64.2	3,766	61.3	1,666	60.9
Students with Disabilities	1,403	40.2	1,382	34.6	546	41.1
Students without Disabilities	6,590	61.6	6,577	58.4	2,879	59.0
High Needs	5,205	50.3	5,175	46.4	2,202	49.6
Non-High Needs	2,788	72.0	2,784	68.8	1,223	67.9
District	7,993	57.9	7,959	54.3	3,425	56.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.7	64.2	67.6	74.9	4,371	73.1
Curl Up	72.3	75.3	77.8	79.1	4,296	76.0
Push Up	58.5	54.2	58.5	61.2	4,279	58.1
Mile Run/PACER	60.1	42.4	37.3	37.2	4,294	44.9
All Tests - District	30.9	23.7	25.8	23.7	4,086	26.3
All Tests - State	53.6	48.4	44.6	42.3		47.2

²The 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.

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

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	203	75.9
Hispanic or Latino of any race	569	69.9
White	314	90.8
English Learners/Multilingual Learners	210	58.6
Eligible for Free or Reduced-Price Meals	767	72.8
Students with Disabilities	185	66.5
District	1,175	78.2
State		88.4

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.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	489	41.3
Male	*	*
Non-Binary	*	*
Black or African American	88	22.4
Hispanic or Latino	271	22.4
White	436	62.6
English Learners/ Multilingual Learners	12	2.8
Eligible for Free or Reduced-Price Meals	321	25.8
Students with Disabilities	21	5.6
District	938	37.2
State		44.3

³Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	74.2	91.5
Male	66.4	84.5
Non-Binary	N/A	N/A
Black or African American	61.9	79.2
Hispanic or Latino of any race	62.4	82.3
White	83.8	93.3
English Learners/ Multilingual Learners	38.4	61.5
Eligible for Free or Reduced-Price Meals	63.5	82.9
Students with Disabilities	51.8	69.0
District	70.5	88.2
State	68.4	87.2

⁵ 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.

⁶ 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

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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	57.9	75	38.6	50	77.2	63.9
	High Needs Students	50.3	75	33.5	50	67.1	54.1
Math Performance Index	All Students	54.3	75	36.2	50	72.3	60.2
	High Needs Students	46.4	75	31.0	50	61.9	49.5
Science Performance Index	All Students	56.1	75	37.4	50	74.9	61.8
	High Needs Students	49.6	75	33.1	50	66.2	51.4
ELA Academic Growth	All Students	54.3%	100%	54.3	100	54.3	58.7%
	High Needs Students	52.3%	100%	52.3	100	52.3	54.2%
Math Academic Growth	All Students	55.2%	100%	55.2	100	55.2	61.4%
	High Needs Students	52.4%	100%	52.4	100	52.4	55.1%
Progress Toward English Proficiency	Literacy	58.3%	100%	29.2	50	58.3	58.9%
	Oral	55.6%	100%	27.8	50	55.6	55.2%
Chronic Absenteeism	All Students	22.4%	<=5%	15.2	50	30.5	17.7%
	High Needs Students	27.7%	<=5%	4.6	50	9.3	25.5%
Preparation for CCR	% Taking Courses	91.9%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	37.2%	75%	24.8	50	49.6	44.3%
On-track to High School Graduation		73.7%	94%	39.2	50	78.4	84.5%
4-year Graduation All Students (2023 Cohort)		78.2%	94%	83.2	100	83.2	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		84.5%	94%	89.9	100	89.9	86.6%
Postsecondary Entrance (Class of 2023)		70.5%	75%	94.0	100	94.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		80.1% 26.3%	75%	8.8	50	17.5	93.6% 47.2%
Arts Access		60.0%	60%	50.0	50	100.0	55.0%
Accountability Index				940.8	1450	64.9	

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 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	72.0	50.3	21.7	16.9	
Math Performance Index Gap	68.8	46.4	22.3	18.2	
Science Performance Index Gap	67.9	49.6	18.3	17.9	
Graduation Rate Gap	94.0%	84.5%	9.5%	9.9%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.7
	High Needs Students	97.0
Math	All Students	97.3
	High Needs Students	96.4
Science	All Students	95.4
	High Needs Students	94.1

³Minimum 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: 44.4 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Stamford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Public Schools recognizes the challenges, successes and accomplishments that happen every day in our schools. We are a learning organization capable of continuous change and growth in which all students, staff, families - and the community - work collaboratively to ensure that every student is challenged, inspired and prepared to reach their maximum potential. The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student. All School Strategic Improvement Plans are aligned to the district goals and focus on areas of mind, body, and heart. The focus for the 22-23 school year was on growth in the academic areas of reading and math, improving the chronic absenteeism rate, and developing social emotional learning programs. Stamford Public Schools has a district-wide Attendance Team and School Attendance Teams that meet monthly to review and analyze district and school attendance data. Stamford Public Schools has an Office of Family and Community Engagement, which supports implementation and planning for events in the schools and in the community for students and families. This department also provides support through full-time Parent Facilitators who work in schools as liaisons between home and school engaging in two-way communication with families. This year the department conducted Parent Teacher Home Visits (PTHV) for outreach for disengaged and disconnected students and families. It also continued a program (Here 2 Help) in collaboration with community partners to support and assist families of students who displayed disengagement from school. The district and individual schools hosted several Parent Pop-Up Webinars to educate and engage parents on a variety of topics to help support their child's learning at home. The Family and Community Engagement (FCE) Advisory which was established during the 20-21 school year continued to bring voice from different stakeholders, generate ideas on how to best meet the needs of our students and families and foster action in support for our most marginalized families. Each school has a Parent Teacher Organization and School Governance Council that works closely with the school staff for programming. Stamford Public Schools continues to expand and improve special education services and programs for students with disabilities. All students who are identified as special education students are considered general education students first in all planning. Special education services and programs are developed and identified based on the individual needs of each student. The District has expanded in-district specialized programs for students with Autism, Intellectual Disabilities, Developmental Delays, and Emotional Disturbance. The increased number and quality of these programs has provided families with additional programming options to meet students' individual needs. Transition services for students ages 18-22 have also been an area of focus and expansion. We have developed our post-graduate transition services for supporting students with independent living, employment and post-secondary education opportunities through the age of 22. The District also continues to improve special education teachers' skills in delivering quality specialized reading support through focused professional development and coaching.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stamford Public Schools is deeply committed to diversity, equity, and inclusion 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 - three elementary magnets, one K-8 interdistrict magnet school, one middle school magnet and one high school interdistrict magnet. In addition to providing parents some element of choice in the programs offered to their students, 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. Interdistrict Magnet Schools - The K-8 Interdistrict Magnet (Rogers IB) was initiated 12 years ago as an International Baccalaureate (IB) school. In September 2016 the Rogers IB School was expanded to a second school campus, Strawberry Hill. The Strawberry Hill campus is a K-7 school with approximately 750 students. We continue to add one grade per year with a planned student population of 900 by the 23-24 school year. At the high school level, the Academy of Information Technology & Engineering (AITE) enrolls students in grades 9-12 from Stamford and neighboring towns.
4. Curricula - We have reviewed and implemented the recommendations of our external curriculum audit. We have implemented new curriculum in all of core high school courses. We are updating the curriculum in all core courses in middle school and planning a three year roll out of all updated elementary schools.
5. Cultural Events - All schools plan and host 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.
6. Stamford Public Schools continues to engage with the CSDE's effort to increase the diversity of the teaching staff. Our partnership with Educators Rising has allowed us to develop a high school pathway to teaching to encourage our students to return to Stamford upon completion of their degree.

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Equitable Allocation of Resources among District Schools

Resources to all Stamford Public 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 physical education specialists are assigned based upon school enrollment. The district uses a weighted allocation model that incorporates differential student needs to complement the existing allocation model based on enrollment. Separate budgets allocate funds for English Learner (EL) 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 and instructional supplies. The district continued to invest in technology devices (i.e. Chromebooks and laptops) as well as Wi-Fi hotspots for students. During the 22-23 school year, Stamford Public Schools continued a 1-to-1 technology program for both students and staff.