

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Stamford School District

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District Information

Grade Range	PK-12
Number of Schools/Programs	31
Enrollment	16,185
Per Pupil Expenditures	\$23,201
Total Expenditures	\$381,236,339

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	7,701	47.6	48.4
Male	8,478	52.4	51.5
Non-Binary	6	0.0	0.1
American Indian or Alaska Native	28	0.2	0.2
Asian	926	5.7	5.2
Black or African American	2,056	12.7	12.4
Hispanic or Latino of any race	8,805	54.4	32.1
Native Hawaiian or Other Pacific Islander	12	0.1	0.1
Two or More Races	550	3.4	4.8
White	3,808	23.5	45.1
English Learners/Multilingual Learners	3,118	19.3	11.3
Eligible for Free or Reduced-Price Meals	8,780	54.2	44.8
Students with Disabilities	2,830	17.5	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	229	2.9
Male	1,563	19.3	510	5.8
Non-Binary	*	*	0	*
Black or African American	465	23.6	208	9.6
Hispanic or Latino of any race	1,860	21.9	437	4.8
White	429	11.6	59	1.5
English Learners/Multilingual Learners	804	25.8	189	5.6
Eligible for Free or Reduced-Price Meals	1,940	23.6	524	5.5
Students with Disabilities	729	27.9	223	6.9
All Students - District	3,028	19.4	739	4.4
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 2,109
Number of school-based arrests: 26

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	1,042.8
General Education Paraprofessionals	76.0
Special Education Teachers and Instructors	199.4
Special Education Paraprofessionals	346.0
District Central Office Administrators	25.4
School Level Administrators	72.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	131.3
Counselors, Social Workers and School Psychologists	121.4
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	600.6

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	20.3
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	42	2.6	1.4
Black or African American	116	7.2	4.9
Hispanic or Latino of any race	165	10.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.1	0.3
White	1,287	79.7	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	150	9	6.8
Teachers	178	13.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	147	85.0	193	94.6
Hispanic or Latino of any race	559	86.0	618	94.5
White	259	94.5	318	96.1
English Learners/Multilingual Learners	197	74.1	200	85.5
Eligible for Free or Reduced-Price Meals	567	88.6	633	95.5
Students with Disabilities	147	87.0	192	92.8
All Students - District	1,076	88.5	1,244	95.3
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	95	27.1
Emotional Disability	51	58.6
Intellectual Disability	*	*
Learning Disability	746	67.6
Other Health Impairment	285	66.9
Other Disabilities	*	*
Speech/Language Impairment	171	67.1
All Disabilities - District	1,377	57.3
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	375	2.4	2.9
Emotional Disability	87	0.5	1.1
Intellectual Disability	75	0.5	0.6
Learning Disability	1,103	6.9	6.5
Other Health Impairment	429	2.7	3.6
Other Disabilities	181	1.1	1.1
Speech/Language Impairment	284	1.8	2.0
All Disabilities	2,534	15.9	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	85	3.4	8.2
Private Schools or Other Settings	133	5.2	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$241,007,580	\$14,667	\$13,471
Support services - students	\$24,854,777	\$1,532	\$1,826
Support services - instruction	\$11,339,520	\$699	\$972
Support services - general administration	\$11,016,202	\$679	\$568
Support services - school based administration	\$22,652,314	\$1,397	\$1,274
Central and other support services	\$7,722,070	\$476	\$761
Operation and maintenance of plant	\$39,324,917	\$2,425	\$2,125
Student transportation services	\$23,318,958	\$1,613	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$381,236,339	\$23,201	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$21,915,740	20.3	26.4
Instructional Aide Salaries	\$12,447,587	11.5	10.1
Other Salaries	\$17,109,623	15.9	10.5
Employee Benefits	\$12,800,883	11.9	13.3
Purchased Services Other Than Transportation	\$9,845,887	9.1	6.8
Special Education Tuition	\$23,196,844	21.5	22.8
Supplies	\$1,216,980	1.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$9,019,780	8.4	8.7
Equipment	\$211,857	0.2	0.2
All Other Expenditures	\$83,268	0.1	0.1
Total	\$107,848,449	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	79.7
State	11.5
Federal	8.4
Tuition & Other	0.4

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	429	72.1	428	70.5	196	69.4
Black or African American	902	52.5	896	46.3	428	49.0
Hispanic or Latino of any race	4,191	53.2	4,184	49.7	1,834	51.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	296	65.6	295	62.8	124	61.2
White	1,833	70.4	1,827	67.7	785	67.0
English Learners/Multilingual Learners	1,396	44.1	1,392	42.7	649	41.6
Non-English Learners/Non-Multilingual Learners	6,268	62.1	6,251	58.1	2,726	59.3
Eligible for Free or Reduced-Price Meals	4,263	53.1	4,243	49.3	1,851	50.6
Not Eligible for Free or Reduced-Price Meals	3,401	66.0	3,400	62.8	1,524	62.4
Students with Disabilities	1,402	40.1	1,389	35.6	586	39.0
Students without Disabilities	6,262	63.0	6,254	59.7	2,789	59.5
High Needs	5,106	51.6	5,086	48.0	2,239	49.2
Non-High Needs	2,558	73.2	2,557	69.9	1,136	69.2
All Students - District	7,664	58.8	7,643	55.3	3,375	55.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	82.6	72.0	72.3	71.6	4,300	74.7
Curl Up	67.8	78.4	78.1	70.6	4,294	73.8
Push Up	58.8	67.2	60.9	64.2	4,317	62.8
Mile Run/PACER	66.4	53.0	35.3	37.7	4,219	48.5
All Tests - District	34.2	32.9	24.6	23.5	4,090	29.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	204	77.5
Hispanic or Latino of any race	635	70.6
White	376	92.6
English Learners/Multilingual Learners	238	60.1
Eligible for Free or Reduced-Price Meals	825	76.2
Students with Disabilities	186	68.8
All Students - District	1,329	79.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	522	43.2
Male	*	*
Non-Binary	*	*
Black or African American	89	23.6
Hispanic or Latino of any race	348	26.7
White	396	65.5
English Learners/ Multilingual Learners	32	6.4
Eligible for Free or Reduced-Price Meals	396	30.4
Students with Disabilities	30	8.0
All Students - District	984	39.0
All Students - State		47.2

Students 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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	73.3	93.3
Male	63.3	89.3
Non-Binary	*	N/A
Black or African American	61.9	90.3
Hispanic or Latino of any race	57.6	87.9
White	82.1	94.4
English Learners/ Multilingual Learners	36.7	85.7
Eligible for Free or Reduced-Price Meals	61.2	87.6
Students with Disabilities	46.1	87.3
All Students - District	68.0	91.5
All Students - State	67.0	88.2

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.

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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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.8	75	39.2	50	78.4	64.7
ELA Performance Index	High Needs Students	51.6	75	34.4	50	68.8	54.9
Math Performance Index	All Students	55.3	75	36.9	50	73.7	61.1
Math Performance Index	High Needs Students	48.0	75	32.0	50	64.0	50.6
Science Performance Index	All Students	55.9	75	37.3	50	74.6	62.6
Science Performance Index	High Needs Students	49.2	75	32.8	50	65.6	52.1
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	60.6%
ELA Academic Growth	High Needs Students	55.3%	100%	55.3	100	55.3	55.7%
Math Academic Growth	All Students	58.9%	100%	58.9	100	58.9	62.3%
Math Academic Growth	High Needs Students	56.0%	100%	56.0	100	56.0	55.9%
Progress Toward English Proficiency	Literacy	56.1%	100%	28.1	50	56.1	58.7%
Progress Toward English Proficiency	Oral	55.1%	100%	27.5	50	55.1	55.7%
Chronic Absenteeism	All Students	19.4%	<=5%	21.2	50	42.4	17.2%
Chronic Absenteeism	High Needs Students	23.8%	<=5%	12.5	50	24.9	24.8%
% Taking CCR Courses	All Students	92.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	39.0%	75%	26.0	50	52.0	47.2%
On-track to High School Graduation	All Students	72.1%	94%	38.4	50	76.7	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	79.5%	94%	84.5	100	84.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.6%	94%	87.9	100	87.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.0%	75%	90.7	100	90.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	29.0%	75%	9.7	50	19.3	49.0%
Arts Access	All Students	45.2%	60%	37.7	50	75.3	55.1%
Accountability Index				955.6	1450	65.9	

Physical Fitness Estimated Participation Rate - District: 84.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.2	51.6	21.7	16.9	Y
Math Performance Index Gap	69.9	48.0	21.9	18.4	Y
Science Performance Index Gap	69.2	49.2	20.0	18.2	Y
Graduation Rate Gap	94.0%	82.6%	11.4%	8.6%	Y

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.4
ELA	High Needs Students	96.7
Math	All Students	97.1
Math	High Needs Students	96.4
Science	All Students	97.7
Science	High Needs Students	97.1

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: 44.6

State: 50.2

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

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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 24-25 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. Given that Stamford is a large and ethnically diverse city, we have established a centralized "Welcome Center" that will assist families in the registration process, health assistance in a school based health center, language screening, parent workshops, and other community resources. The Welcome Center has more flexible hours beyond the typical school day hours with a long term plan to increase hours over the weekend and at night. The Welcome Center will serve as a hub for resources, information, and assistance, ensuring that every family in the Stamford community feels valued and connected.

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 seven magnet schools - three elementary magnets, two K-8 interdistrict magnet schools, one middle school magnet and one high school interdistrict magnet. In addition to providing parents choice in the programs offered to their students, the purpose of the magnet schools is to manage enrollment and demographic balance. Students are selected through a lottery process. 3. Interdistrict Magnet Schools - The Rogers K-8 Interdistrict Magnet was initiated as an International Baccalaureate school. In 2016 Rogers expanded to a second campus, Strawberry Hill. The Strawberry Hill campus is a K-8 school with approximately 790 students. Westover Magnet expanded by adding 6th grade for the 24-25 school year. Grade 7 will be added in the 25-26 school year. The Academy of Information Technology & Engineering enrolls students in grades 9-12 from Stamford and neighboring towns. 4. Curricula - We have implemented the recommendations of an external curriculum audit. We have implemented new curriculum in all core high school courses. We are updating the curriculum in all core courses in middle school and planning a three year roll out for elementary schools. 5. Cultural Events - All schools host numerous events during the school year to promote student, parent, and teacher knowledge and sensitivity to a 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. 7. In support of the district Strategic Plan, SPS created a staffing model to ensure that: Each school has the necessary resources to support students; Staffing in each building is based on the same criteria for enrollment and contractual requirements; Staffing is equitable in that all buildings have the same supports.

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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 23-24 school year, Stamford Public Schools continued a 1-to-1 technology program for both students and staff in grades 3-12.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	2	1.9	6.7
Position Eliminated or Expired	8	7.5	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	52	49.1	32.0
Retired	26	24.5	23.7
Teach/Admin in Other CT Dist	16	15.1	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	0.9	1.3
Terminated	1	0.9	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	106		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.