

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Stamford High School Stamford School District

203-977-4223 • <http://www.stamfordhigh.org/>

School Information

Grade Range	9-12
Enrollment	2,102
Per Pupil Expenditures	\$15,892
Total Expenditures	\$33,706,058

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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	School Count	School Percent (%)	District Percent (%)
Female	*	*	47.6
Male	1,089	51.8	52.4
Non-Binary	*	*	0.0
American Indian or Alaska Native	*	*	0.2
Asian	92	4.4	5.7
Black or African American	394	18.7	12.7
Hispanic or Latino of any race	1,043	49.6	54.4
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	57	2.7	3.4
White	511	24.3	23.5
English Learners/Multilingual Learners	423	20.1	19.3
Eligible for Free or Reduced-Price Meals	1,127	53.6	54.2
Students with Disabilities	304	14.5	17.5

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	*	*	35	3.4
Male	281	27.1	52	4.6
Non-Binary	*	*	0	*
Black or African American	99	26.3	33	8.1
Hispanic or Latino of any race	315	32.1	43	3.9
White	98	19.3	*	*
English Learners/Multilingual Learners	123	31.4	17	3.8
Eligible for Free or Reduced-Price Meals	329	30.8	65	5.2
Students with Disabilities	118	41.7	39	11.8
All Students - School	545	27.0	87	4.0
All Students - District		19.4		4.4

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.

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: 69

Number of school-based arrests: Fewer than 6

School Profile and Performance Report for School Year 2024-25

Stamford High School

Stamford School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	129.7
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	19.4
Special Education Paraprofessionals	13.0
School Level Administrators	10.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.8
Counselors, Social Workers and School Psychologists	17.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	51.6

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	3	1.7	2.6
Black or African American	17	9.4	7.2
Hispanic or Latino of any race	17	9.4	10.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	144	79.6	79.7

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	17.4
District	20.3

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	28	14.5	9
Teachers	20	12.5	13.4

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Stamford High School

Stamford School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$24,386,997	\$11,498
Support Services - Students	\$2,608,293	\$1,230
Improvement of Instruction	\$798,324	\$376
Library and Media Services	\$170,220	\$80
Support Services - Instruction	\$79,095	\$37
Support Services - School-Based Administration	\$2,845,967	\$1,342
Operation and Maintenance of Plant	\$2,700,762	\$1,273
Transportation Other Than to/From Home	\$116,400	\$55
Enterprise Operations	.	.
Total	\$33,706,058	\$15,892

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,904.

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

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

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	17	*
Intellectual Disability	0	0.0
Learning Disability	157	88.2
Other Health Impairment	46	88.5
Other Disabilities	*	*
Speech/Language Impairment	8	*
All Disabilities - School	241	80.3
All Disabilities - District		57.3

This table includes students ages 6-21 with an IEP or services plan.

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	71	86.6	91	95.8
Hispanic or Latino of any race	228	90.5	211	97.7
White	133	98.5	137	97.2
English Learners/Multilingual Learners	84	74.3	76	93.8
Eligible for Free or Reduced-Price Meals	244	91.4	246	96.9
Students with Disabilities	63	98.4	58	96.7
All Students - School	470	92.2	479	97.4
All Students - District		88.5		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.

School Schedule

Category	Value
Days of Instruction	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	976
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:25 AM
School End Time	02:05 PM

School Profile and Performance Report for School Year 2024-25

Stamford High School

Stamford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	20	64.6	20	64.4	20	59.2
Black or African American	61	43.8	61	39.0	67	44.3
Hispanic or Latino of any race	207	46.4	207	42.5	220	45.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	127	60.2	127	55.9	128	56.0
English Learners/Multilingual Learners	78	29.7	78	31.6	88	33.4
Non-English Learners/Non-Multilingual Learners	353	56.1	353	50.8	365	53.2
Eligible for Free or Reduced-Price Meals	211	46.4	211	43.0	227	45.9
Not Eligible for Free or Reduced-Price Meals	220	56.0	220	51.6	226	52.8
Students with Disabilities	55	36.1	55	28.7	56	37.4
Students without Disabilities	376	53.5	376	50.1	397	51.0
High Needs	274	43.4	274	39.9	294	44.1
Non-High Needs	157	65.0	157	60.4	159	59.0
School	431	51.3	431	47.4	453	49.3

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	N/A	N/A	N/A	75.1	406	75.1
Curl Up	N/A	N/A	N/A	70.0	417	70.0
Push Up	N/A	N/A	N/A	64.8	423	64.8
Mile Run/PACER	N/A	N/A	N/A	32.8	412	32.8
All Tests - School	N/A	N/A	N/A	18.5	378	18.5
All Tests - District	34.2	32.9	24.6	23.5		29.0

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.

School Profile and Performance Report for School Year 2024-25

Stamford High School

Stamford School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	112	69.6
Hispanic or Latino of any race	254	62.6
White	163	89.6
English Learners/Multilingual Learners	89	53.9
Eligible for Free or Reduced-Price Meals	374	69.5
Students with Disabilities	87	60.9
All Students - School	563	72.8
All Students - District		79.5

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	244	50.5
Male	*	*
Non-Binary	*	*
Black or African American	52	29.4
Hispanic or Latino of any race	155	33.1
White	183	66.3
English Learners/ Multilingual Learners	20	10.3
Eligible for Free or Reduced-Price Meals	174	33.4
Students with Disabilities	10	8.1
All Students - School	443	44.2
All Students - District		39.0

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

- SAT® - meets benchmark 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	74.1	94.0
Male	62.8	90.7
Non-Binary	N/A	N/A
Black or African American	63.9	93.0
Hispanic or Latino of any race	57.5	90.7
White	83.6	93.2
English Learners/ Multilingual Learners	38.7	92.6
Eligible for Free or Reduced-Price Meals	62.2	90.1
Students with Disabilities	57.4	92.3
All Students - School	68.3	92.6
All Students - District	68.0	91.5

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.

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

School Profile and Performance Report for School Year 2024-25

Stamford High School

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	51.3	75	102.6	150	68.4	64.7
ELA Performance Index	High Needs Students	43.4	75	86.9	150	57.9	54.9
Math Performance Index	All Students	47.4	75	94.7	150	63.2	61.1
Math Performance Index	High Needs Students	39.9	75	79.8	150	53.2	50.6
Science Performance Index	All Students	49.3	75	65.8	100	65.8	62.6
Science Performance Index	High Needs Students	44.1	75	58.8	100	58.8	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	40.5%	100%	20.3	50	40.5	58.7%
Progress Toward English Proficiency	Oral	48.1%	100%	24.0	50	48.1	55.7%
Chronic Absenteeism	All Students	27.0%	<=5%	5.9	50	11.9	17.2%
Chronic Absenteeism	High Needs Students	31.5%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	94.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	44.2%	75%	29.5	50	58.9	47.2%
On-track to High School Graduation	All Students	70.0%	94%	37.2	50	74.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	72.8%	94%	77.5	100	77.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	83.0%	94%	88.3	100	88.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.3%	75%	91.1	100	91.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	18.5%	75%	6.2	50	12.3	49.0%
Arts Access	All Students	45.8%	60%	38.2	50	76.3	55.1%
Accountability Index				956.7	1550	61.7	

Physical Fitness Estimated Participation Rate - School: 71.7% | 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	65.0	43.4	21.6	17.1	Y
Math Performance Index Gap	60.4	39.9	20.4	18.6	Y
Science Performance Index Gap	59.0	44.1	14.9	18.3	N
Graduation Rate Gap	94.0%	83.0%	11.0%	6.5%	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	89.6
ELA	High Needs Students	87.1
Math	All Students	89.6
Math	High Needs Students	87.1
Science	All Students	95.7
Science	High Needs Students	95.1

Minimum participation standard is 95%.

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