
STAMFORD PUBLIC SCHOOLS

2012 - 2013

ANNUAL REPORT TO THE COMMUNITY





Message from the Superintendent of Schools

I am pleased to share the Stamford Public Schools (SPS) *2012-2013 Annual Report to the Community*. Each year we look back at what we have accomplished over the past year and report on our progress, successes, and challenges.


Our mission is to prepare each and every student for higher education and success in the 21st century, and we are proud of the progress we are making on that journey. The *Annual Report to the Community* highlights specific examples of our progress as well as the data that demonstrates our continued success.

HERE ARE SOME HIGHLIGHTS:

- The Connecticut State Department of Education named Hart Elementary Magnet School and Springdale Elementary School as *Schools of Distinction*, recognizing them for making outstanding progress, as measured by their Connecticut Mastery Test results in 2012.
- The Lone Pine Foundation, a not-for-profit organization that supports area education and youth development programs, named Hart Elementary Magnet School as winner and Stillmeadow Elementary School as a finalist of the *Fairfield County Academic Gain Award* for significantly closing the achievement gap. This is the second year in a row Stamford has had a winner and a finalist.
- For the fourth consecutive year, College for Every Student, a national nonprofit that helps underserved students prepare for, gain access to, and succeed in college, recognized Cloonan Middle School as a *School of Distinction*.
- SPS students earned 259 *AP Scholar Awards* in recognition of their exceptional achievement on AP Exams, up from 219 last year.
- The Connecticut Association of Schools awarded a three-year exemplary designation to Scofield Magnet Middle School for *Exemplary Teaming Practice*.
- The National Association for Magnet and Theme-based Schools named the Academy of Information Technology & Engineering (AITE) a 2013 *Magnet School of Distinction*.
- The Commissioner of Education recognized fifty-five 10th graders for scoring at the Advanced Level in all four areas of the Connecticut Academic Performance Test (CAPT) in 2013.
- Three students from Westhill High School were named *National Merit Scholarship Semifinalists* in the 58th annual National Merit Scholarship Program, and 15 additional SPS seniors were recognized as *Commended Students*, placing among the top five percent of more than 1.5 million students who entered the competition.




“A strong public school district is critical to a successful community. I urge you to support our district by volunteering in a local school, attending school-sponsored events, and most importantly being an ambassador for our district.”

 If you have any suggestions or questions, please reach out to me at whamilton@stamfordct.gov

I am proud of the students, staff, and administration in our district and am confident we will remain on this path of continued improvement. A strong public school district is critical to a successful community. I urge you to support our district by volunteering in a local school, attending school-sponsored events, and most importantly being an ambassador for our district. Share our successes and progress with others in our community and those considering moving to, or doing business in, our city.

Sincerely,

Winifred Hamilton, Ph.D.
Superintendent
Stamford Public Schools



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The Stamford Public Schools: Who We Are

OUR MISSION

The Stamford Public Schools (SPS) prepares each and every student for higher education and success in the 21st century.

OUR DISTRICT

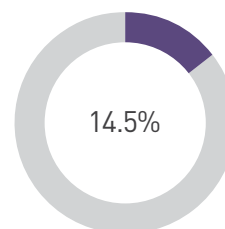
In the 2012-13 school year, SPS comprised approximately 15,800 students, more than 1,400 professional staff members, and twenty schools, including six magnet and two International Baccalaureate (IB) schools. SPS has a total of twelve elementary schools, five middle schools, and three high schools.

OUR STUDENTS

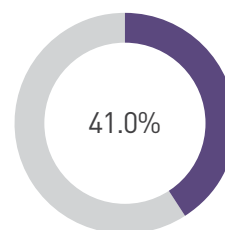
SPS is proud that our district is as rich in diversity as it is in talent. We have students from many cultural and socioeconomic backgrounds, and geographic locations. More than 63 different languages are spoken in the homes of our families, and some 15% of our students are English Language Learners. Additionally, 49% of our students qualify for the free/reduced lunch program. SPS offers our students a learning experience rich in cultural diversity and reflective of the global society in which they will work and live.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity	Students	Percentage
American Indian	11	0.1%
Asian American	1,284	8.3%
Black.....	3,140	20.3%
Hispanic.....	5,397	34.9%
Pacific Islander.....	1	0.0%
White.....	5,537	35.7%
Two or more races	101	0.7%
Total Minority	9,934	64.3%



Percentage of Minority Professional Staff



Non-English Home Language: 41.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 63.

PROFILE OF PUBLIC SCHOOLS 2012-13

Elementary Schools	Students	Middle Schools	Students
Davenport Ridge.....	558	Cloonan	623
Hart Magnet.....	607	Dolan	571
K.T. Murphy.....	526	Rippowam IB.....	690
Newfield	706	Rogers IB Magnet*	259
Northeast	663	Scofield Magnet.....	626
Rogers IB Magnet*.....	545	Turn of River	549
Roxbury	646	Total	3,318
Springdale.....	708	High Schools	Students
Stark	621	Stamford High	1,865
Stillmeadow	692	Westhill High	2,111
Toquam Magnet.....	683	Academy of Information Technology and Engineering (AITE) Magnet	696
Westover.....	689	Total	4,672
Pre-K Services.....	182	Grand Total.....	15,816
Total	7,826		

Program Information

Rogers International and Rippowam are IB schools. Rogers International and AITE are interdistrict magnet schools. Both schools are required to accept 25% of the student population from outside Stamford.

*Rogers IB Magnet is a K-8 school and is included in our count of elementary schools.

Note: This chart excludes those students who were registered in alternative and out-of-district programs. You may learn more about each school by accessing the district website, www.StamfordPublicSchools.org, or the individual school's website.

OUR SUPERINTENDENT

Winifred Hamilton, Ph.D.

OUR 2013-14 BOARD

Geoff Alswanger, President

Lorraine Olson, Vice President

Julia Wade, Secretary

John Leydon, Jr., Asst. Secretary

Jackie Heftman

Gary Klein

Richard Lyons, II

Mayor David R. Martin (non-voting)

Jerry Pia

Polly Rauh, Ed.D.

OUR STAFF

In the 2012-13 school year, the SPS staff comprised 1,391 teachers, some 342 paraprofessionals (instructional assistants), and some 90 counselors, social workers, and school psychologists. Nearly 90% of our teachers and instructors have a master’s degree or higher, which is about 10% higher than the state average.

Teachers and Instructors*	District	DRG**	State
Average years of experience in education	13.0	13.7	13.9
Percentage with master's degree or higher	89.7	80.9	79.6

**2011-2012 most recent data available. **DRG stands for District Reference Group, which is a classification system used by the Connecticut Department of Education under which school districts are grouped together to allow comparisons among like districts.*

OUR PARTNERS

SPS is particularly proud of and grateful to the many corporate and private partners that support our schools through grants, donations, and volunteerism. We are especially grateful for the financial support we have received from the GE Foundation’s Developing Futures™ Program over the past several years.

We are also extremely fortunate to have two local not-for-profit organizations, Stamford Public Education Foundation (SPEF) and Stamford Achieves, which are dedicated to helping us achieve our mission, support our students and their families, and close the achievement gap. Additionally, the work of a very strong Stamford Parent Teacher Council is essential in bringing the parent organizations of our schools together and strengthening family involvement in our schools.

Stamford Plus

SPS Outperforms State on CT Mastery

While the overall state results on the Spring 2013 Connecticut State Mastery Test (CMT) showed decreases across the board compared to last year, Stamford Public Schools (SPS) increased in its percentage of students who scored at/above Proficiency and at/above Goal in a number of grades and content areas. SPS 10th graders demonstrated notable improvement on the Connecticut Academic Performance Test (CAPT) after years of flat performance.

Report to the Community: Overview

The 2012-13 SPS *Report to the Community* provides a comprehensive profile of the work of the school district for the Board of Education, city officials, parents, teachers, and community members. Initiated in 2008-09, this annual report has become an important tradition and reflects our commitment to accountability.

To accomplish our mission, the school district establishes an annual series of tiered goals. We work with goals at three levels:

- **Board of Education**
- **Superintendent of Schools**
- **School Improvement Plans**

For the 2012-13 school year, the goals of SPS are described in four areas. These areas reflect the performance expectations adopted by the Connecticut State Department of Education to define effective leadership practices.

SECTION 01

- **Teaching and Learning** – Improve the achievement of all SPS students by enhancing curriculum, instruction, and interventions.

SECTION 02

- **Building Capacity** – Increase Central Office support to promote accountability for student achievement.

SECTION 03

- **Building Community** – Inform and engage the Stamford community in the success of SPS.

SECTION 04

- **Policy and Management** – Improve the efficient management of Central Office and schools.

The 2012-13 annual *Report to the Community* describes the work of the school district in each of the four areas and provides data to demonstrate the positive impact of its initiatives. SPS strives for continuous improvement and relies on data to demonstrate progress.





Fifty-five 10th graders were recognized by the Connecticut Commissioner of Education for scoring at the Advanced Level in math, reading, writing, and science on the Connecticut Academic Achievement Test (CAPT), Spring 2013.

01

TEACHING AND LEARNING

Improve the achievement of all SPS students by enhancing curriculum, instruction, and interventions

DEVELOPED THE ALLIANCE DISTRICT IMPROVEMENT PLAN

The Alliance District program is Connecticut's targeted investment in 30 school districts in the state with the greatest academic challenges. Alliance funding is conditional upon a district's submission and the Commissioner of Education's approval of an Alliance District Improvement Plan (ADIP) to improve academic achievement. The SPS ADIP was developed by a 20-member committee during the summer of 2012. It incorporates the goals of the Board of Education and the superintendent, and serves as a blueprint for the work of the district.

- Stamford was one of the first Alliance Districts to receive grant approval, following review by the Connecticut Commissioner of Education, in the amount of \$920,000. Alliance Grant funds to Stamford were increased to \$1.8 million for 2013-14.
- The implementation of the ADIP is monitored by a 40-member District Data Team, which meets monthly and includes representatives from all 20 schools.
- State representatives conducted audit visits, which have been very positive.

ESTABLISHED A THREE-YEAR COMMON CORE STATE STANDARDS (CCSS) IMPLEMENTATION PLAN

The CCSS initiative is a state-led effort to establish clear educational standards that are uniform, state to state. These standards were developed by teachers and other experts to ensure that each and every student is prepared to succeed in a globally competitive world. In Stamford we continue to make great progress:

- Aligned curriculum in English language arts (ELA), and math, K-12, to CCSS.
- Provided CCSS-related professional development to teachers K-12.
- Developed assessments aligned to CCSS.
- Upgraded technology to support CCSS assessments, including the rollout of 1,600 iPads.
- Held a Public Forum on Common Core in October 2012 with more than 150 parents in attendance.


SET HIGH PERFORMANCE EXPECTATIONS FOR ALL STUDENTS

- The ADIP delineates challenging academic and college readiness goals, beginning with "school readiness."
- Regrouping assessments in math and ELA continued in Grades 6, 7, and 8 to advance students from College Prep (CP) to Honors.
- Student Success Plans at the middle and high school levels assist students, with support from teachers, counselors, and parents, to set academic goals. With funding from SPEF, the district has provided Naviance, a software application to manage data regarding Student Success Plans.
- Westhill High School continued Project Opening Doors to increase enrollment in Advanced Placement (AP) classes.
- Stamford High School implemented Project Upward Bound, with assistance from a competitive federal grant, to increase college attendance by first-generation college applicants.



76% of middle and high school students strongly agree or agree that "at school, I try as hard as I can to do my best work."



 Researchers at the University of Pennsylvania report strong evidence “that Stamford’s science and math initiatives have produced significant improvements in math performance over the past five years.”

CONTINUED FOCUS ON NARROWING THE ACHIEVEMENT GAP

- Expanded summer school to include increasing numbers of children entering kindergarten and first grade.
- With Alliance funding, began an additional six-week, six-hour-a-day summer program for incoming kindergartners to Davenport and Roxbury, Stamford’s two Focus Schools.
- Continued offering Advancement Via Individual Determination (AVID) in three of the middle schools and two of the high schools in the district to encourage first-generation college enrollees. The program helped to prepare some 314 students for college eligibility and success. AVID has a proven track record in bringing out the best in students and in assisting school districts in closing achievement gaps.
- Members of the District Data Team studied Schoolwide Enrichment models, including the work of Drs. Joseph Renzulli and Sally Reiss. Davenport and Roxbury elementary schools initiated the program in 2013-14.

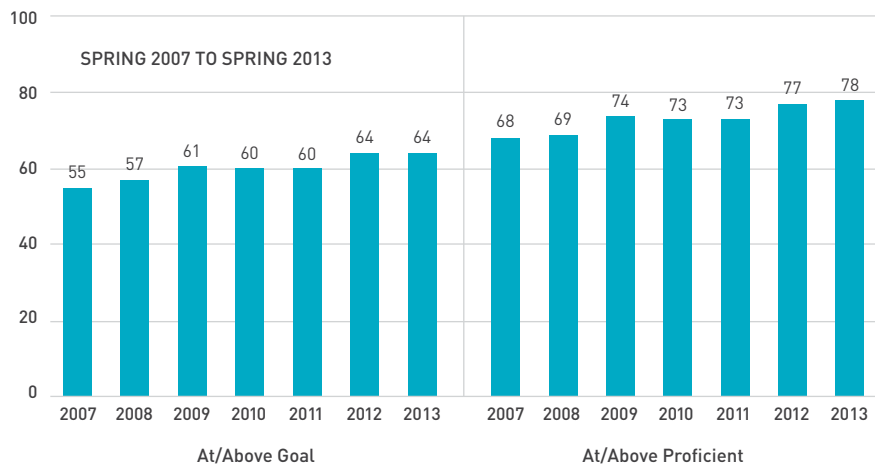
PROGRESS WE ARE MAKING

The Connecticut Mastery Test (CMT) is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics, writing, and science (Grades 5 and 8). Achievement gaps in math, reading, and writing have been reduced on the CMT from 2006 to 2013. The Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing, and science.

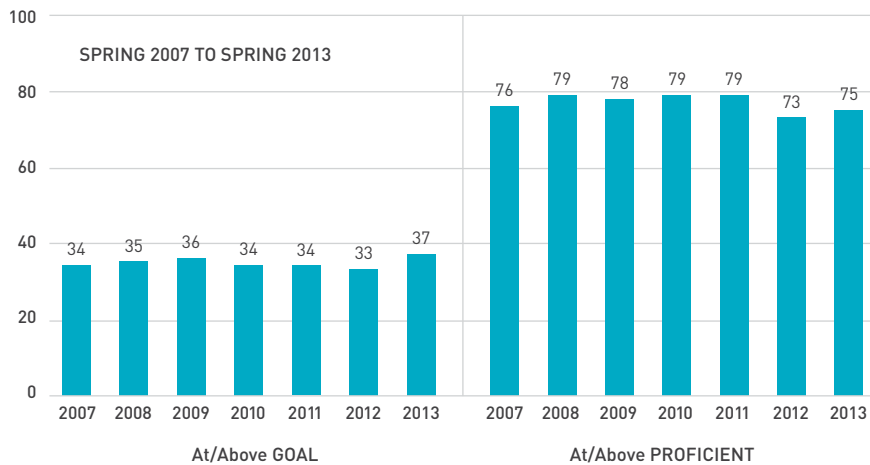
READING, GRADES 3-8

- From 2007 to 2013, the percentage of SPS students in Grades 3-8 scoring at/above Goal on the CMTs has increased from 55% to 64%.
- A total of 78% of students in SPS in Grades 3-8 scored at/above Proficient in reading on the CMTs, Spring 2013, up from 68% in 2007.

Percentage of SPS Students, Grades 3-8, at/above Goal and at/above Proficient on Connecticut Mastery Tests in READING



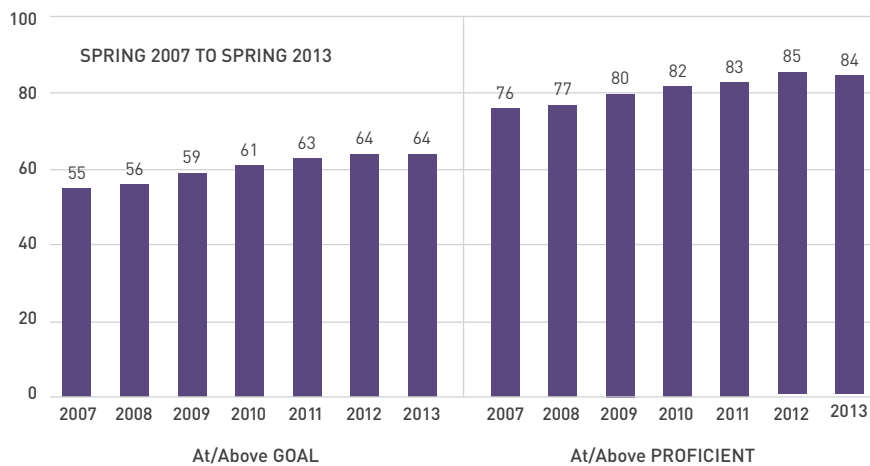
Percentage of Grade 10 SPS Students at/above Goal and at/above Proficient on CAPT in READING



READING, GRADE 10

- In Spring 2013, 37% of SPS 10th graders scored at/above Goal in reading, up from 34% in 2007.
- More than 70% of 10th graders in SPS consistently score at/above Proficient in reading on the CAPT each year, 2007 to 2013.

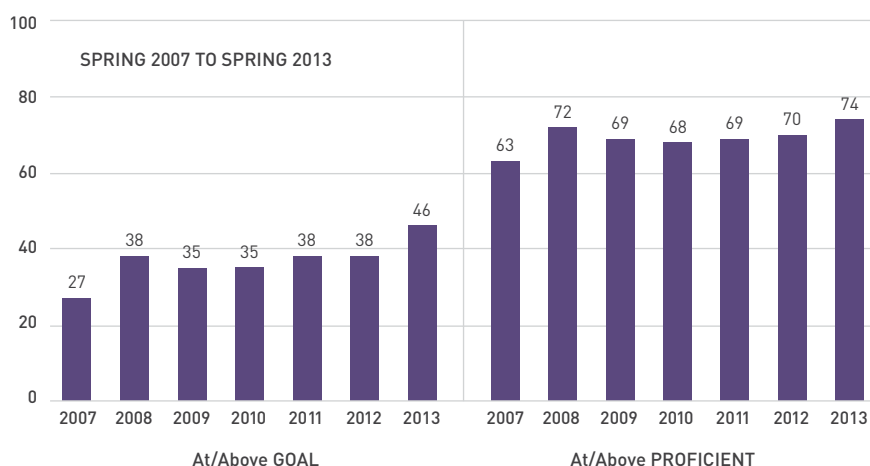
Percentage of SPS Students, Grades 3-8, at/above Goal and at/above Proficient on Connecticut Mastery Tests in MATH



MATH, GRADES 3-8

- From 2007 to 2013, the percentage of SPS students in Grades 3-8 scoring at/above Goal on the CMTs has increased from 55% to 64%.
- More than 80% of students in SPS in Grades 3-8 scored at/above Proficient in math on the CMTs since 2010.

Percentage of Grade 10 SPS Students at/above Goal and at/above Proficient on CAPT in MATH



MATH, GRADE 10

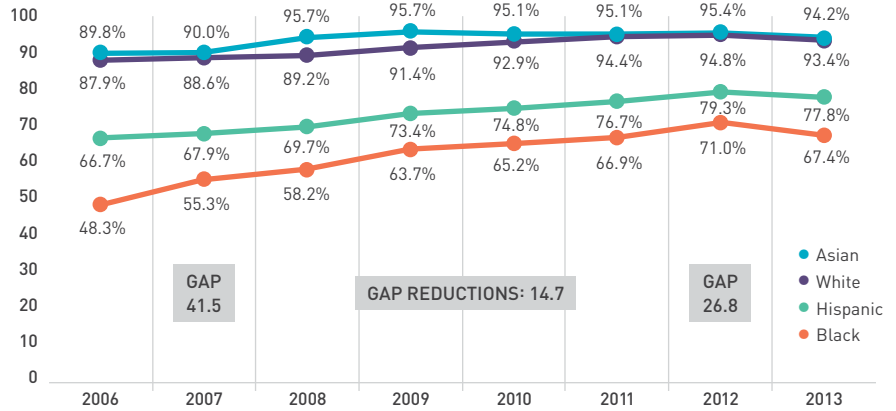
- In Spring 2013, 46% of SPS 10th graders scored at/above Goal in math on CAPT, up from 27% in 2007.
- In Spring 2013, 74% of SPS 10th graders scored at/above Proficient in math on CAPT, up from 63% in 2007.

ACHIEVEMENT GAPS

Achievement gaps in math, reading, and writing have been reduced on the CMTs from 2006 to 2013.

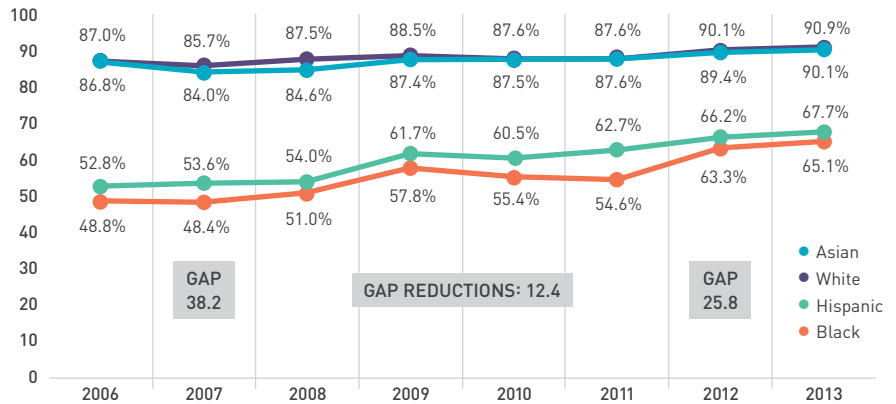
- In math, the achievement gap has been reduced from 41.5 points to 26.8 points, a reduction of 14.7 points from 2006 to 2013.

Percentage of SPS Students, Grades 3-8, at/above Proficient on Connecticut Mastery Tests in MATH, 2006 - 2013



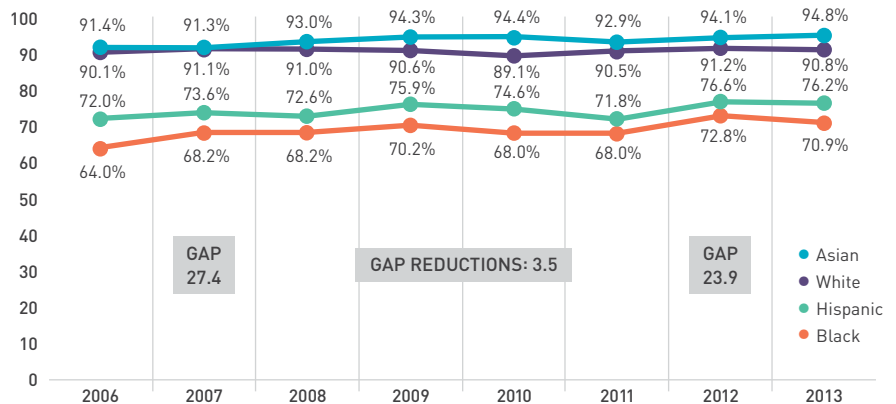
- In reading, the achievement gap has been reduced from 38.2 points to 25.8 points, a reduction of 12.4 points from 2006 to 2013.

Percentage of SPS Students, Grades 3-8, at/above Proficient on Connecticut Mastery Tests in READING, 2006 - 2013



- In writing, the achievement gap has been reduced from 27.4 points in 2006 to 23.9 points in 2013, a reduction of 3.5 points.


Percentage of SPS Students, Grades 3-8, at/above Proficient on Connecticut Mastery Tests in WRITING, 2006 - 2013



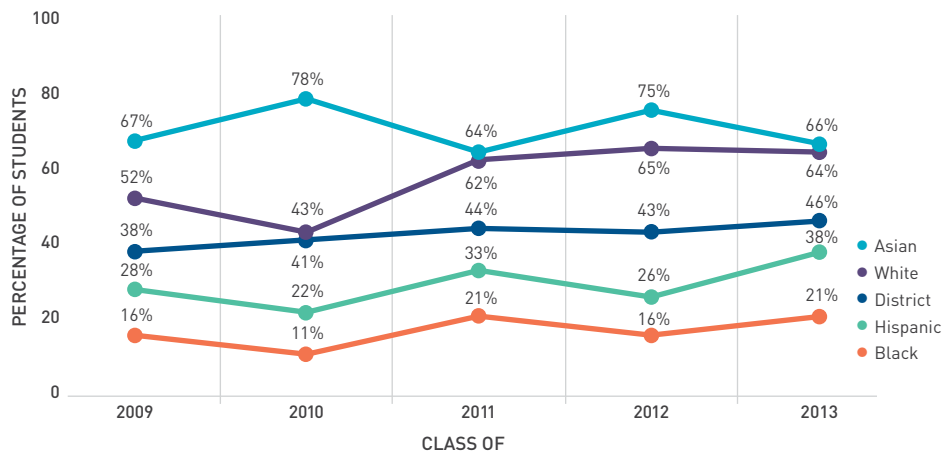
AP courses offered at our high schools provide willing and academically prepared high school students with the opportunity to study and learn at the college level. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards.


- The percentage of SPS students taking AP courses has increased from 38% for the Class of 2009 to 46% for the Class of 2013.
- By student group, Hispanic students showed the greatest increase in AP participation—from 28% for the Class of 2009 to 38% for the Class of 2013.
- A total of 930 students took 1,778 AP Exams in 28 content areas.
- A total of 259 Advanced Placement Scholar Awards were given to SPS students for superior performance on AP Exams, Spring 2013.



 National Association for Magnet and Theme-based Schools named the Academy of Information Technology & Engineering (AITE) a 2013 Magnet School of Distinction.


Percentage of SPS Students Taking AP Courses



 81% of middle and high school students indicate that they are “definitely planning to go to college,” 15% are “thinking about going to college.”

NUMBER OF ADVANCED PLACEMENT SCHOLARS SPRING 2013					
School	AP Scholars	AP Scholars with Honors	AP Scholars with Distinction	National AP Scholars	Total Number
AITE	7	1	3	-	11
Stamford High	41	20	18	1	80
Westhill High	80	23	55	10	168
Total	128	44	76	11	259



 For the fourth consecutive year, College for Every Student, a national nonprofit that helps underserved students prepare for, gain access to, and succeed in college, recognized Cloonan Middle School as a *School of Distinction*.

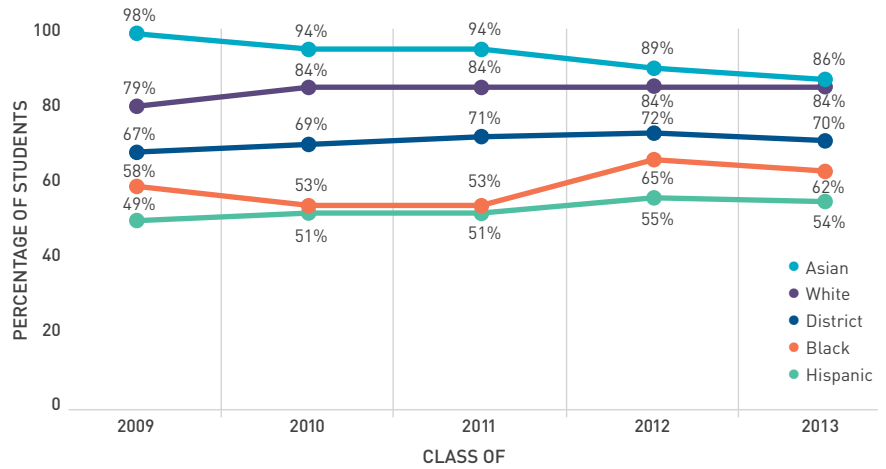


 Stamford Public Schools students earned 259 AP Scholar Awards in recognition of their exceptional achievement on AP Exams, up from 219 last year.

The SAT is a college admission test used by colleges worldwide to gauge how well students can apply their knowledge of reading, writing, and math.

- The percentage of SPS students taking the SAT has increased, overall.

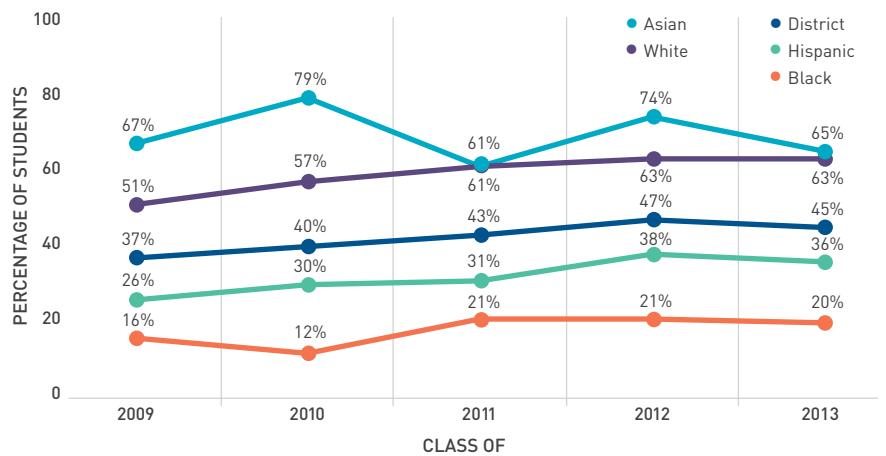
Percentage of SPS Students Taking the SAT



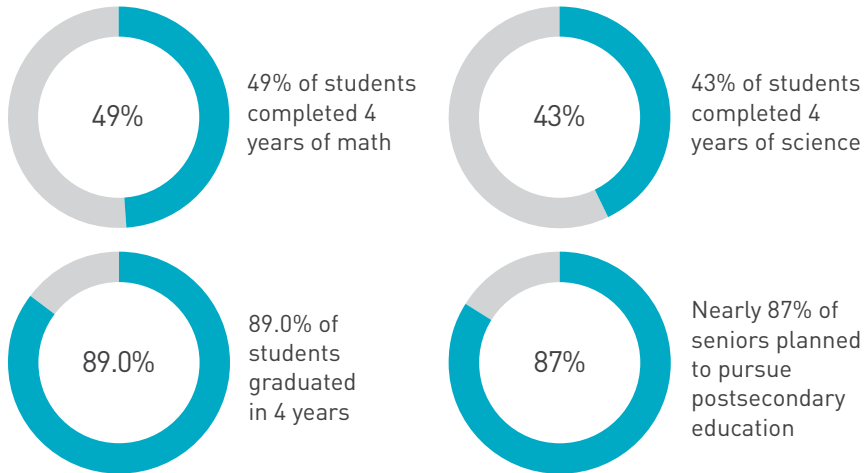
A number of SPS students who took the PSAT (Preliminary Scholastic Aptitude Test, given to sophomores and juniors in preparation for the SAT) were recognized for outstanding achievement in 2012-13:

- 16 National Merit Semifinalists or Commended Students.
- 1 National Merit Scholarship Winner.
- Increasing percentages of SPS graduates are eligible for college credit – from 37% for the Class of 2009 to 45% for the Class of 2013.

Percentage of SPS Graduates Eligible for College Credit

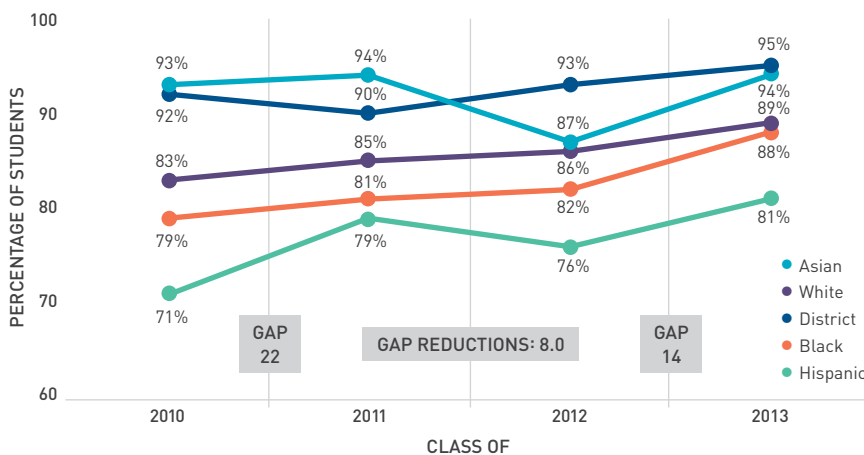


SPS IS PROUD OF OUR GRADUATING CLASS OF 2013



Activities of Graduates	District	State
% Pursuing Higher Education (Degrees and Non-Degree Programs)	86.9	84.5
% Employed (Civilian Employment and in Armed Services)	6.0	9.7

Graduation Rates in Stamford Public Schools, Classes of 2010, 2011, 2012, and 2013 by Race/Ethnicity



- The overall graduation rate for students in SPS increased from 83% for the Class of 2010 to 89% for the Class of 2013.
- Graduation rates for Black students increased by 9 percentage points; graduation rates for Hispanic students increased by 10 percentage points.



The Class of 2013 earned more than \$4.5 million in scholarship awards. Twenty students from the AVID program earned an additional \$70,585.

BUILDING CAPACITY

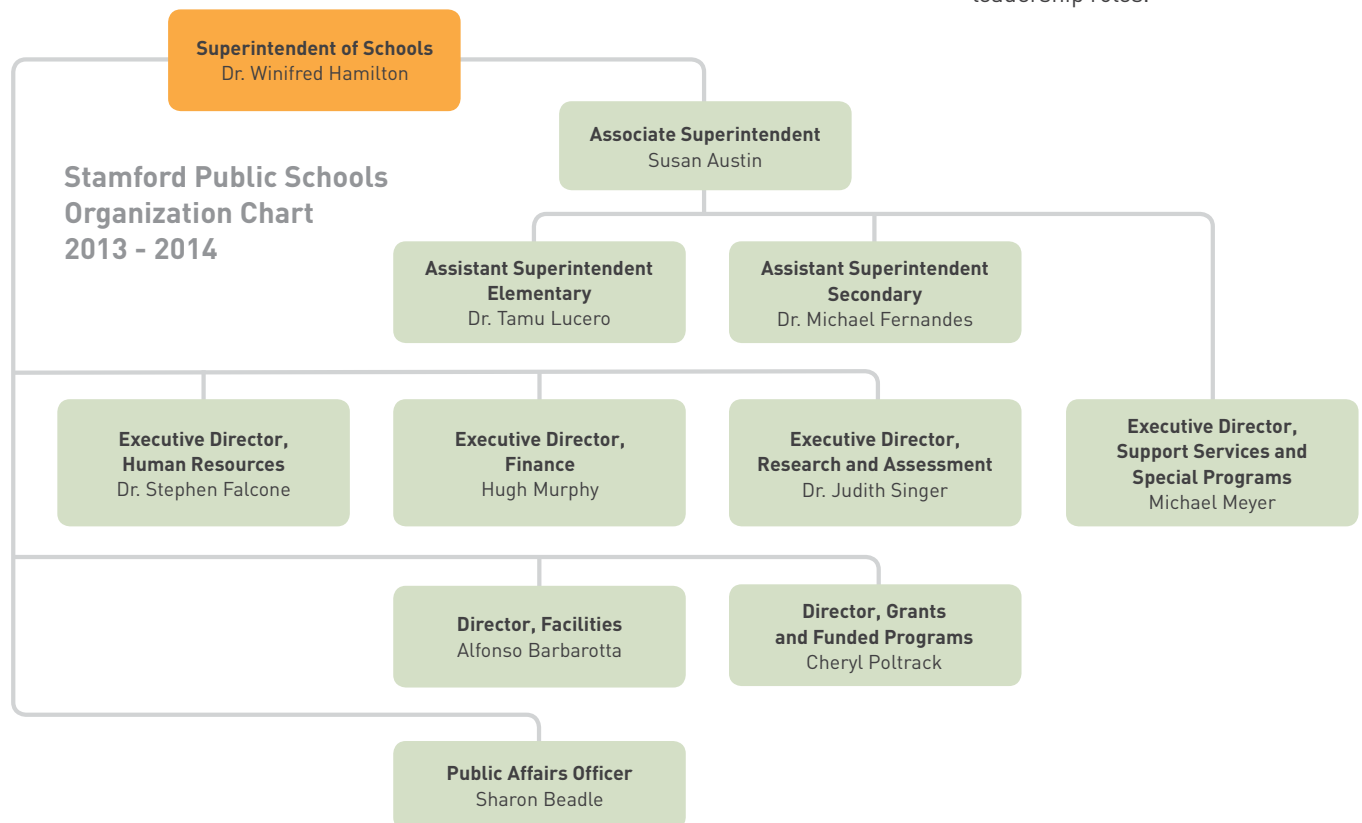
Increase Central Office support to promote accountability for student achievement

DEVELOPED AND IMPLEMENTED A REORGANIZATION PLAN FOR LEADERSHIP SUCCESS

High expectations for teaching and learning depend on solid organizational management and the effective facilitation of day-to-day operations, along with practical knowledge of teaching and learning. In an effort to create that solid structure, over the past three years a total of 26 new administrators have been hired to provide guidance and support to the schools.

In preparation for the 2013-14 school year, the superintendent reorganized Central Office to increase direct support to the schools:

- Rewrote all job descriptions and aligned them to the goals of supporting schools and holding them accountable for student achievement.
- Added “principal experience” to the requirements of select administrator positions to ensure practical understanding of issues at the school level.
- Filled the positions of Associate Superintendent, Assistant Superintendent for Elementary, and Assistant Superintendent for Secondary to work regularly with building leaders around their School Improvement Plans and the new evaluation requirements.
- Appointed five Administrative Interns at the middle schools to provide much-needed support to the principals and assistant principals, as well as gain hands-on experience in preparation for future administrative leadership roles.



Here's what teachers said about Professional Development:

"I think you touched on it all!"

"Loved the Circle Activity for definitions."

"Thanks, really great session!"

"Many thanks for the professional development."



84% of teachers strongly agree or agree that "teachers at my school are very involved in continuing improving instruction."

IMPLEMENTED INSTRUCTIONAL LEADERSHIP PROFESSIONAL DEVELOPMENT FOR ALL ADMINISTRATORS

In response to a survey conducted by GE, which revealed that schools need more support from Central Office staff, the superintendent assigned Cluster Leaders—a single point of contact for each school—to work regularly and directly with all schools.

Specific professional development provided during the 2012-13 year included:

- Monthly two-hour workshops focused on instructional leadership and evaluation, provided by representatives from the Connecticut Center for School Change, in an effort to support principals.
- Coaches who are former principals, assigned to two elementary and two high school principals, were designated to support them in their effort to improve school performance.
- Five coaches from Cooperative Educational Services provided assistance to ten schools in the areas of data collection, analysis, and development of next steps.

DEVELOPED A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN FOR ALL STAFF

The district offered regularly scheduled workshops in 14 instructional areas throughout the year. The staff received extensive training on the Common Core State Standards, as well as Focus Walks implementation. Focus Walks give teachers the opportunity to visit other classrooms in their building in a non-evaluative way to look at areas of practice and to learn from one another.

PILOTED NEW ADMINISTRATOR EVALUATION SYSTEM

In the 2012-13 school year, a steering committee of 14 teachers and seven administrators developed two evaluation plans—one for administrators and one for teachers—to be implemented in September 2013. Both plans were approved by the State Department of Education. Throughout the 2012-13 school year, 15 administrators were evaluated using a pilot plan; additionally, eight training sessions on effective evaluations were conducted by the Connecticut Center for School Change.

HERE'S WHAT THEY SAID ABOUT THE EVALUATION SYSTEM



"It makes a lot of sense to align district goals, school goals, and student goals. This way, we are all moving in the same direction for the same purpose."



"I think the focus this year on student learning objectives directs us to be more student-focused when writing our goals for the year. It's not about the curriculum; it's about the student."



"Because collaboration between teachers and administrators is required in the plan, true teacher growth and development actually take place during conferences."

IN 2012-13, TEACHERS RECEIVED A MINIMUM OF ELEVEN HOURS OF TRAINING IN THE FOLLOWING:

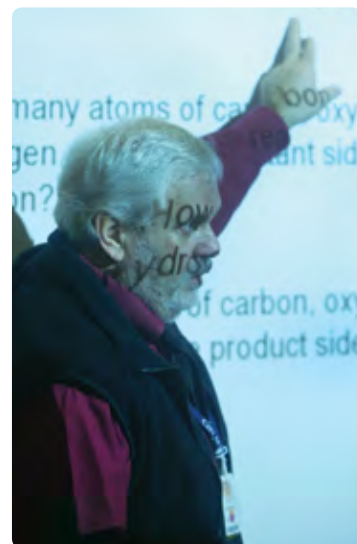
- Overview of the SPS Teacher Professional Growth, Development, and Evaluation Program.
- Student Learning Objectives.
- Indicators of Academic Growth and Development.
- Common Core of Teaching Rubric for Effective Teaching.


IN SUMMER 2013, ALL ADMINISTRATORS RECEIVED TWO TYPES OF TRAINING:

- How to Evaluate Teachers on the Common Core of Teaching Rubric for Effective Teaching (5 days).
- How to Evaluate Administrators on the Common Core of Leading Rubric (3 days).

ALL ADMINISTRATORS RECEIVED ADDITIONAL TRAINING AT ADMINISTRATIVE AND PRINCIPALS' MEETINGS:

- Understanding the SPS Teacher Professional Growth, Development, and Evaluation Program (12 hours).



 The Lone Pine Foundation, a not-for-profit organization that supports area education and youth development programs, named Hart as winner and Stillmeadow as a finalist of the Fairfield County Academic Gain Award for significantly closing the achievement gap. This is the second year in a row Stamford has had a winner and a finalist.


The Advocate

Stamford Teacher Blasts Off Into Summer at Space Camp

...The Stamford educator was put through astronaut training and conducted experiments. She was spun and twisted around to check her balance and equilibrium. She was dunked in a pool as part of an exercise to see if she could escape a watery crash, and she participated in simulated missions into space, one of which required her to build a solar panel while strapped into a chair that simulated weightlessness.

- Rob Varmon, *The Advocate*



 85% of middle and high school students agree or strongly agree that "I will be prepared to go to the next grade level at the end of the school year."



➡ In addition to many academic, community, and arts/music clubs and teams, SPS offers students the opportunity to participate in more than 10 different competitive high school sports for both boys and girls. The district has 1,812 students participating on 88 competitive teams.

BUILDING COMMUNITY

Inform and engage the Stamford community in the success of SPS

ENGAGED COMMUNITY MEMBERS THROUGH PUBLIC FORUMS, MEETINGS, AND PRESENTATIONS

In recognition of the importance of working closely with the members of the Board of Education (BOE), parents, staff, and community members, the superintendent maintains an open door policy and regularly communicates with all stakeholders.

Monthly Board of Education Meetings:

- BOE Committee Reports in the areas of Curriculum, Operations, Fiscal, Labor Relations, and Policy matters.
- Superintendent reports on students, staff, and district success and progress.
- Public recognition of students who excel in a variety of academic, athletic, and extracurricular areas.



HERE'S A SAMPLING OF SOME OF THE STUDENT ACHIEVEMENTS FROM THE PAST YEAR

- National Merit Program Semifinalists and Commended Students
- AP Scholars
- BlueStreak-Overtime FCIAC Winter (Basketball) Player of the Year
- Avon Scholarship Essay Contest Winners – "Why Film Matters"
- The Future Business Leaders of America FBLA-PBL National Awards Program Winners
- Connecticut ProStart Invitational Winners–Culinary and Management Competitions Sponsored by the Connecticut Restaurant Association
- The Scholastic Art & Writing Awards
- Debate Teams Qualify for State Finals
- Junior Achievement of Southwest Connecticut Scholarship Winners
- Stamford Art Association's 40th Annual High School Scholarship Show Awards Winners
- World Irish Dance Competition Qualifiers
- Fairfield County String Festival Qualifiers
- FIRST LEGO League Regional and State Competition
- Scholastic Art Awards Program Winners
- Short Stories Published
- Network for Teaching Entrepreneurship (NFTE) World Series of Innovation Contest Finalists and Winners
- Timex Heart of a Giant Program (Football)




We recognize staff members throughout the year at our monthly BOE meetings. For example, one teacher has won the Teachers Turn the Key Award from the National Association of Agricultural Educators. Our teachers have also been invited to participate in the following:

- The MAVEN Educator Ambassador Program
- Long-term Engagement in Authentic Research (LEARN) with NASA Program
- NSTA New Science Teacher Academy

SPS celebrates teachers and teams of teachers through the *Spotlight on Teachers* and *Teacher of the Year* district-wide recognition programs. In 2013 we recognized 29 teachers with *Spotlight* recognition for outstanding work, as well as seven *Teacher of the Year* nominees and two finalists. *Teacher of the Year* winner Andrea Mendez-Orozco, a world language teacher from Westhill High School, was honored for going beyond her dedication in the classroom through her commitment to helping her students reach their academic and personal goals. As *Teacher of the Year*, she represented the district at the Connecticut state competition.



 Three students from Westhill High School were named National Merit Scholarship Semifinalists in the 58th annual National Merit Scholarship Program, and 15 additional SPS seniors were recognized as Commended Students, placing among the top five percent of more than 1.5 million students who entered the competition.

SHARING OF DISTRICT GOALS, ACHIEVEMENTS, AND CHALLENGES

In an effort to engage the community and bring our successes to light, the superintendent has presented at or hosted the following:

- Congressional Hearing on Corporate Sponsorship of Public Education.
- Parent Teacher Council of Stamford and Parent Teacher Organization meetings.
- Community breakfasts with community and religious leaders, realtors, and local politicians.
- Stamford Partnership presentation to an organization of business, government, and community leaders focused on the economic development of Stamford.
- Events promoting Common Core and closing the achievement gap, sponsored by Stamford Achieves, an organization whose mission is to serve as a catalyst for closing the achievement gap in Stamford.
- Stamford realtors' Meet and Greet.
- Local media interviews.

BUDGET FORUMS TO ENGAGE PARENTS AND COMMUNITY MEMBERS

The following efforts are meant to help the public understand the planning approval process and to solicit input from the community:

- Citizen's Budget Advisory Committee.
- Public Hearing on the Budget.

INITIATED A HIGH SCHOOL THINK TANK

In January 2013, the superintendent initiated the High School Call to Action Committee (HSCAC). More than 90 volunteers with diverse perspectives (including teachers, administrators, parents, community groups, and college representatives) participated to share ideas, define problems, and find best ways to improve the high schools through a focus on school climate. The goal of the HSCAC is to:

- Raise the bar for all students.
- Accelerate growth for struggling students.
- Elevate the high school experience in our district.
- Ensure that all graduates are prepared for the academic, social, technological, economic, and global demands of the 21st century.

Initial results focus on the importance of a personalized approach to education as an alternative to the one-size-fits-all model of teaching and learning. The HSCAC recommended that to meet its goals going forward, the district should focus on the following areas:

- Leadership
- Policies, Practices, and Operations
- Climate
- Teaching and Learning

The Advocate

Educator to Students: 'Yes We Can'

Stamford Teacher Andrea Mendez Awarded Teacher of the Year.

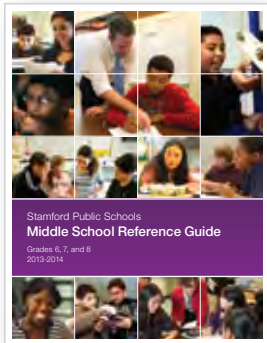
...Learning is about collaboration, trust, and confidence, said Orozco, who has been named Stamford Public Schools Teacher of the Year. So there's no need for her to stand at the front and speak at the students; instead she melds unto the student-centered classroom, in an effort to grant her students the ability to make their own discoveries.

- Maggie Gordon, *The Advocate*

WHAT PEOPLE ARE SAYING ABOUT HSCAC

- 1 "Cultivating passion in students will create a well-rounded, happy, productive individual."
- 2 "It seems to me there is a will among the committee for change."
- 3 "Teachers here are passionate; students are well spoken; diverse group who cares about all."
- 4 "Buy-in; fun, engaging exchanges; thoughtfulness; great students."
- 5 "Strong sharing of ideas; team building; passion for learning."
- 6 "Participants were engaged; very structured meetings; organized and well-prepared; people start thinking about shifts in teaching."





PUBLISHED AN ANNUAL REPORT AND CONDUCTED SURVEYS TO PROMOTE AND ASSESS COMMUNITY ENGAGEMENT

To keep the community informed of the work of the SPS, the district publishes this *Annual Report to the Community* each year. For the past three years, this report has been awarded a Connecticut Association of Boards of Education (CABE) Award of Excellence for Educational Communication. The award recognizes effective school district communications with parents and taxpayers as a very significant part of the district's operation.

For the past three years, the district also produced a *Middle School Reference Guide* to help parents understand the many facets of the middle school experience. The guide is available in both English and Spanish at each middle school and is posted on the district website.

Additionally, to gauge the climate in our schools, SPS conducts annual surveys with administrators, teachers, parents, and students. The results of the surveys are analyzed and used for school improvement planning. Additionally in 2012-13, in anticipation of our increasing enrollment, the SPS initiated a School Choice Survey to gauge parent preferences for the types of schools they would like to see in the future.

The Stamford Times

Stamford NAACP Awards \$5,000 in Scholarships

For the first time in the branch's history, the Stamford chapter of the National Association for the Advancement of Colored People (NAACP) awarded more than \$5,000 in college scholarships to five women from Stamford. The scholarships of \$1,000 each were awarded in a ceremony at the Stamford Government Center on Wednesday, Aug. 21.

- Korey Wilson, *The Stamford Times*

The Stamford Times

First County Bank Honors Three Stamford Students

Katarzyna Babinski from the Academy of Information Technology and Engineering, Andrew Sawyer from King Low Heywood Thomas and Ashyla Cody from Stamford High School, all recent graduates, were recognized for their work both in and outside the classroom with a \$5,000 scholarship. Katherine Harris, president and COO of First County Bank, said all three recipients were well-rounded students and volunteered frequently.

- Matt Coyne, *The Stamford Times*


The Advocate

City Sophomores 'Deliver' Gains

Tenth graders in Stamford Public Schools posted some of their best results on standardized tests in seven years. "Ask and we shall deliver," said Superintendent Winifred Hamilton, referring to concerns expressed last year by the Board that high school students in the district weren't showing the improvement that elementary school students were.

- Rob Varmon, *The Advocate*



 70% of middle and high school students report spending "one hour or more each day on homework outside of school."


The Stamford Times

Stamford High Schoolers Show Off Art Skills to Conference-Goers

The work comes from each of the city's three high schools and ranges from drawings to paintings to photographs. "It's exciting for me to see students, see their work here, and realize the permanency of this. They have a piece of them that's always here," said Erik Bieder, an art teacher in the Stamford schools. Bieder, who organized the hanging on the schools' end, said the project was a win-win for the schools and the hotel.

- Matt Coyne, *The Stamford Times*



 81% of parents strongly agree or agree that "my child will be prepared to go to the next grade level."

The Advocate

Westhill's Howlett on the Track to Stardom

Howlett may have started running cross country to stay—or as she sometimes corrects herself, "get"—in shape, and joined the Westhill team as a freshman in part for the camaraderie, but following this spring's outdoor track season, she has become one of the country's most recruited distance runners.

After winning the 3,200 and placing second in the 1,600 at the Class LL Championships, Howlett came back and won both events at the State Open meet, setting the state record in the 3,200. She finished third in the 1,600 at the New England Championships.

- Dave Ruden, *The Advocate*



➡ To prepare students for the 21st century workforce, SPS recognizes the importance of providing them with the opportunity to work together in teams. Instruction at all levels incorporates collaboration and cooperation among students.

POLICY AND MANAGEMENT

Improve the efficient management of Central Office and schools

SPS is proud of its record in meeting all federal, state, and local reporting deadlines. We have been recognized by the Connecticut State Department of Education for the quality of our work relative to management of administrative responsibilities. We continue to ensure that all our employees have proper supervision and are evaluated on a regular basis. As in past years, SPS is in full compliance for the 2012-13 school year with regard to education certification. Processes have been improved to track the timely report of evaluations, including the establishment of databases for all employee groups and regular updates to notify administrators of evaluation deadlines.

PREPARED AN ANNUAL BUDGET THAT ADDRESSED DISTRICT GOALS

Preparation of the 2013-14 Operating Budget began in Fall 2012 with input from staff, the BOE, and the community through the CBAC and Public Forum. To develop the budget, the district:

- Established guiding principles.
- Identified budget monies.
- Examined expiration of grant positions.
- Studied efficiencies at many levels, including by program, by department, by central office, and by school.

More than \$3.6 million was realized in savings.


IMPLEMENTED POLICIES ADOPTED BY THE BOARD OF EDUCATION


In the 2012-13 school year, the Regulations for Bullying Policy were rewritten in the format of "A Safe School Climate Plan." Each school appointed a Safe School Climate Designee, and staff members—teachers, administrators, and bus drivers—were trained in positive behavior support. Additionally, SPS registration procedures were revised to ensure compliance with immunization and health assessments, as directed by Stamford's Health Department.

The BOE Operating Budget represented a 3.86% increase over the previous year, among the lowest in the last decade.



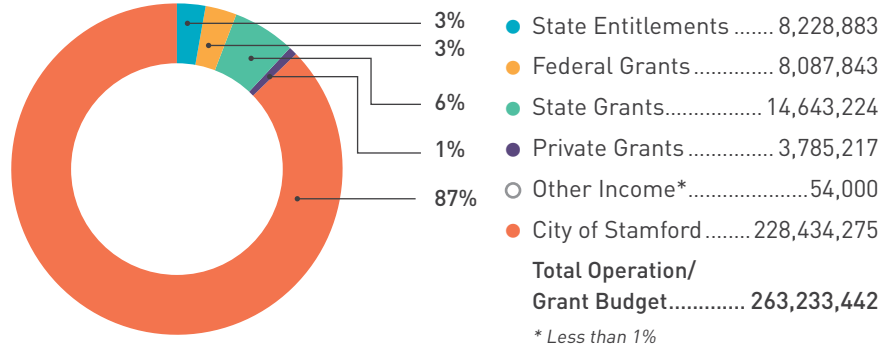


 The Connecticut State Department of Education named Hart and Springdale elementary schools as *Schools of Distinction*, recognizing them for making outstanding progress, as measured by their Connecticut Mastery Test results in Spring 2012.

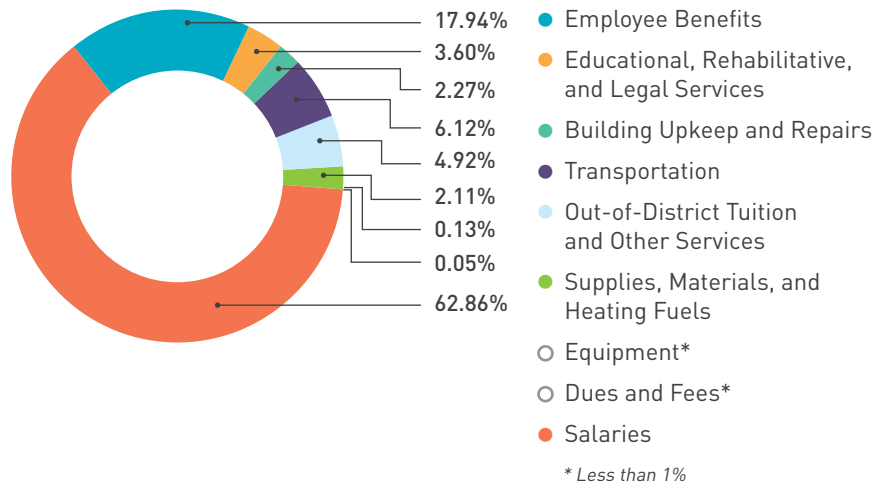
 83% of parents strongly agree or agree that "my child is treated with respect."

WHERE THE MONEY COMES FROM

2012-13 Budget of SPS



WHERE THE MONEY GOES



District	2012-2013 Cost Per Pupil
Weston	\$18,927
Westport	\$18,173
Greenwich	\$18,165
New Canaan	\$17,443
Wilton	\$16,816
Stamford	\$16,740
Darien	\$16,719
Norwalk	\$15,639
Fairfield	\$14,908

Cost per pupil for Stamford is \$16,740, which falls roughly in the middle of Fairfield County towns and cities.

Under the direction of the SPS Transportation Department, First Student, Inc., a division of Cincinnati, Ohio-based FirstGroup America, has provided student transportation services for SPS.

In 2012-13, the SPS Transportation Department:

- Provided bus service to more than 10,500 eligible in-district public school students.
- Achieved an on-time rate of 98.8%, maintaining an on-time rate of nearly 99% or better over the past five years.
- Implemented cameras and GPS tracking on all in-district school buses.
- Provided additional services throughout the year for:
 - Twelve school marching bands to participate in four city parades.
 - Complimentary bus for Annual Staff Food Drive.


The Stamford Times

Westhill Wins Statewide Recycling Award


For a month starting in mid-October, Westhill High School students stepped up their recycling efforts. The school, led by a small core of students, started making sure they were putting their trash in the right bin throughout the school. From mid-November until December, the school tallied their recycling efforts. The result was 3.56 pounds of waste recycled per student at the 2,180-student school. That feat earned them the Keep America Beautiful Recycle Bowl state championship, besting 28 other Connecticut schools.

- *Korey Wilson, The Stamford Times*



 The Connecticut Association of Schools awarded a three-year exemplary designation to Scofield Magnet Middle School for *Exemplary Teaming Practice*, based on an assessment of 27 practice areas.



 78% of parents strongly agree or agree that “staff members exhibit respect for family members as the most important influence in a child’s life.”

Stamford Public Schools Class of 2013 Graduates

We are proud that our 2013 graduates can be found across the country at a diverse range of colleges, universities, and vocational schools, as well as serving in branches of the U.S. Military.

Babson College
Bard College
Bar-Ilan University
Barry University
Bay State College
Bentley University
Berkeley College of White Plains
Berklee College of Music
Binghamton University
Boston College
Boston University
Bowling Green State University
Brigham Young University, Idaho
Brio Academy, Fairfield
Brown University
Cameron University
Carnegie Mellon University
Case Western Reserve University
Cazenovia College
Centenary College
Central Connecticut State University
Champlain College
Clark University
College of the Holy Cross
Concordia College, Bronxville
Connecticut Center for Massage Therapy, Westport
Cornell University
Curry College
Daniel Webster College
Dickinson College
Duke University
Eastern Connecticut State University
Eckerd College
Elon University
Emory University
Erasmus University
Rotterdam, Netherlands
Fairfield University
Fisher College
Florida Gulf Coast University
Franklin and Marshall College
Gateway Community College
Georgetown University
Georgia Institute of Technology
Gettysburg College

Green Mountain College
Guilford College
Hartwick College
High Point University
Holland College International
Housatonic Community College
Indiana University at Bloomington
International Institute of Cosmetology
Iona College
Ithaca College
James Madison University
Johnson & Wales University
Lasell College
LIM College
Lincoln Technical Institute
LIU Brooklyn
LIU Post
Loyola Marymount University
Loyola University Maryland
Lynn University
Manhattan College
Manhattanville College
Marinello Schools of Beauty, Fairfield
Marist College
Maryland Institute College of Art
Massachusetts Institute of Technology
McGill University
Mercy College
Mitchell College
Montana State University, Bozeman
Muhlenberg College
New England Institute of Technology
New York University
North Central University
North Country Community College
Northeastern University
Northern Virginia Community College, Alexandria Campus
Norwalk Community College
Nyack College
Oberlin College
Ohio Wesleyan University
Pace University, New York City

Pace University, Pleasantville
Paul Mitchell School, North Haven
Pennsylvania State University, Berks College
Pennsylvania State University, University Park
Plymouth State University
Porter and Chester Institute, Stratford
Post University
Pratt Institute
Purchase College, State University of New York
Quinnipiac University
Ramapo College of New Jersey
Rhode Island School of Design
Roanoke College
Rochester Institute of Technology
Roger Williams University
Rollins College
Russell Sage College
Sacred Heart University
Saint Joseph's University
San Diego Mesa College
Sarah Lawrence College
Savannah College of Art and Design
School of the Art Institute of Chicago
Seton Hall University
Skidmore College
SoNo Academy
Southern Connecticut State University
Spelman College
Springfield College
St. John's University, Queens Campus
St. Lawrence University
State University of New York, Albany
Stonehill College
Suffolk County Community College, Western Campus
SUNY College at Brockport
SUNY College at Cobleskill
Syracuse University
Temple University
The Art Institute of Boston at Lesley University
The College of Westchester
The Culinary Institute of America
The George Washington University
The Institute of Allied Medical Professions, Stamford
The New England Institute of Art
The University of Scranton
The University of Tampa

The University of Texas, Austin
Trinity College
Tufts University
Union College
United States Army
United States Marine Corps
United States National Guard
Universal Technical Institute
University of Bridgeport
University of California at Berkeley
University of California at Riverside
University of Colorado at Boulder
University of Connecticut
University of Connecticut at Stamford
University of Delaware
University of Hartford
University of Maine
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of New Hampshire
University of New Haven
University of Pennsylvania
University of Rhode Island
University of Rochester
University of South Carolina
University of Southern California
University of St. Joseph
University of Vermont
University of Waterloo
University of Wisconsin, Madison
Vanderbilt University
Vaughn College of Aeronautics and Technology
Villanova University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Wake Forest University
Washington University in St. Louis
Wells College
Wesley College
West Virginia University
Westchester Community College
Western Connecticut State University
Western New England University
Wheaton College, Massachusetts
Wheelock College
WyoTech Institute
Yale University





Efrain Roman
Grade 4, Hart Magnet Elementary School



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