



Stamford Public Schools
Excellence is the Point.
Report to the
Community,
2011-2012





Stamford Public Schools

EXCELLENCE IS THE POINT.

Stamford Public Schools 2011-12 School Year Report to the Community

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Interim Assistant Superintendent

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Who We Are: A Message From Our Superintendent



I am proud to share with you the fifth annual Stamford Public Schools **Report to the Community**. As we continue our journey of preparing each and every student for higher education and success in the 21st century, we take pride in the many milestones we have achieved during the 2011-2012 school year.

Highlighted throughout this report are examples of those milestones—outstanding student and staff achievement, improved operational efficiencies and progress toward implementing the state's common core (standards-based) curriculum — to name a few. And you will see the data that quantifies our success and areas for improvement.

I am particularly pleased that we have achieved a five-year upward trend in our students' scores on the Spring 2012 Connecticut Mastery Test (CMT) with financial support from the GE Foundation's Developing Futures™ Program. In addition, more than half of our high school students scored at or above goal on the writing portion of the Connecticut Academic Performance Test (CAPT).

Behind the numbers are many individual success stories. Some outstanding ones:

- The Connecticut State Department of Education named Springdale and Hart elementary schools as ***Schools of Distinction***, recognizing them for making outstanding progress on state achievement goals.
- The Lone Pine Foundation, a not-for-profit organization that supports area education and youth development programs, named Springdale as winner and Roxbury as a finalist of the ***Fairfield County Academic Gain Award*** for significantly closing the student achievement gap.
- 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***, for the third consecutive year. Cloonan is one of only 20 schools in the country to be so named.
- Stamford Public High Schools produced **219 Advanced Placement (AP) scholars** and **the second-highest number of AP test takers statewide** for the class of 2012.

As a District we have made great progress. I am confident we have what it takes to continue down this path of improvement—strong and motivated faculty, energized and engaged students, and a challenging curriculum—to provide a Stamford Public School education that is as rewarding for our students as it is beneficial to our community.

"I urge you to help us along the way...[by]...becoming an ambassador for our district."

I urge you to help us along the way, whether by volunteering in a local school, attending school-sponsored events or most importantly becoming an ambassador for our district. Share all that is good about the Stamford Public Schools with others.

And as always, if you have suggestions, innovative ideas or questions, please reach out to me at whamilton@ci.stamford.ct.us.

Sincerely,

A handwritten signature in black ink that reads "Winifred Hamilton". The signature is fluid and cursive.

Winifred Hamilton, Ph.D.
Superintendent of Schools
Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

~ NOTES ~

Stamford Public Schools. This is Who We Are.

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Stamford Public Schools

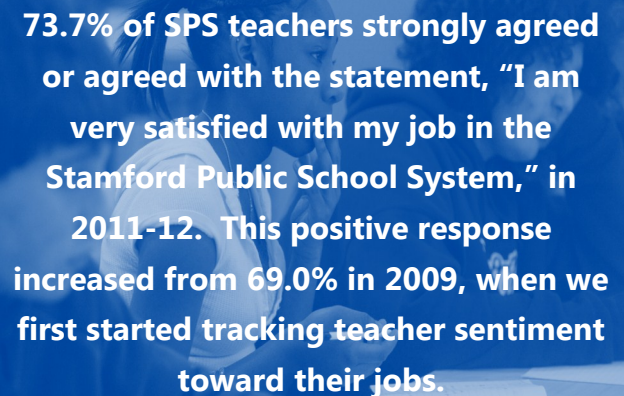
MISSION

The mission of Stamford Public Schools (SPS) is to prepare each and every student for higher education and success in the 21st century. Using a variety of data, including the SPS annual surveys, we measure students' college readiness by exploring: student capacity to advance through the SPS K-12 pipeline; student preparedness to succeed in post-secondary education; and student and family knowledge about the college admissions and financing processes. We believe that the sum of SPS students' academic and developmental experiences in every grade level – even in kindergarten – are fundamental to success beyond high school graduation.

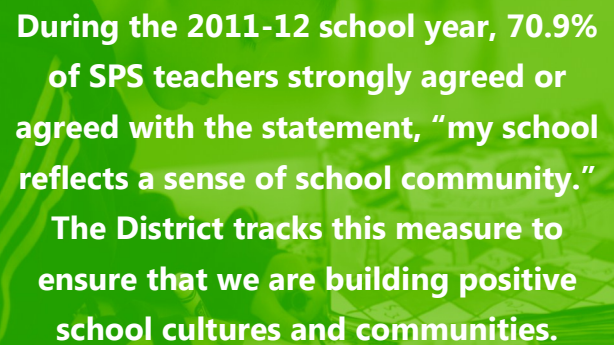
STRATEGIC DISTRICT IMPROVEMENT PLAN

All school districts need a strategic plan to guide their continued improvement. In 2011-12, SPS completed the third year of the implementation of its Strategic District Improvement Plan (SDIP). The District Data Team, a representative group of teachers and administrators that meets monthly to monitor the SDIP, is currently developing a new three-year SDIP that will build upon the principles of the prior plan.


The SDIP lays out clear action steps for each area and includes results indicators — measurable progress checks — for adult actions and student outcomes to be tracked at regular intervals. This report documents the progress that the district has made in a number of academic indicators, such as the Connecticut Mastery Tests (CMT) in grades 3-8 and the Connecticut Academic Performance Test (CAPT) in grade 10.

A photograph showing a group of teachers in a meeting, with one teacher pointing at a document.

73.7% of SPS teachers strongly agreed or agreed with the statement, “I am very satisfied with my job in the Stamford Public School System,” in 2011-12. This positive response increased from 69.0% in 2009, when we first started tracking teacher sentiment toward their jobs.

A photograph of a classroom scene with a teacher and students.

During the 2011-12 school year, 70.9% of SPS teachers strongly agreed or agreed with the statement, “my school reflects a sense of school community.” The District tracks this measure to ensure that we are building positive school cultures and communities.

A photograph of a teacher standing in front of a whiteboard in a classroom, pointing at the board.

In 2012, approximately 90% of our teachers agreed with the statement, “students feel free to express their opinions in class even when their opinions are different from those of most other students.”

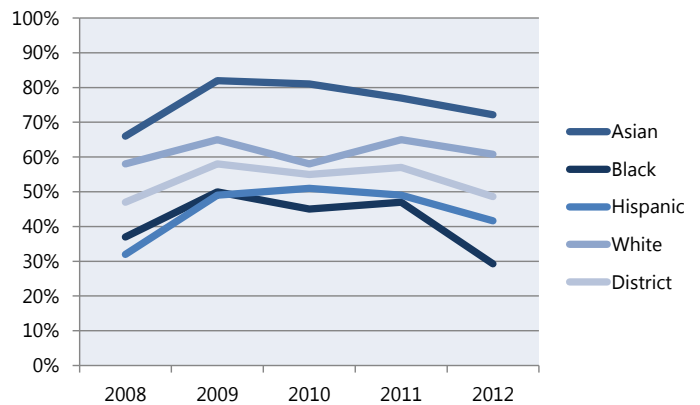
Excellence is the Point: College Readiness

The College Board and other educational research institutions highlight the strong correlation between the following five high school measures and college readiness:

- Students completing four years of math
- Students completing four years of science
- Students enrolled in Advanced Placement (AP) courses
- Students taking the SAT
- Students eligible for college credit

Data tracking these indicators from 2008 through 2012, disaggregated by race/ethnicity, are presented graphically. Overall, the five indicators provide evidence that SPS students are increasingly prepared for success in college upon graduation.

Percentage of SPS Students Taking 4 Years of Math



What Do the Data Tell Us?

% of SPS Students Taking 4 Years of Math

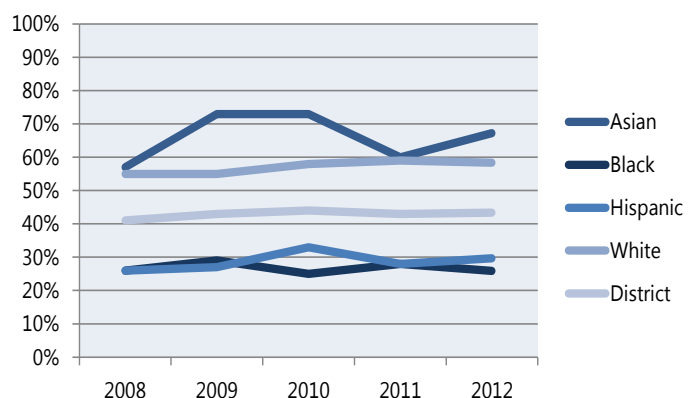
District-wide, the percentage of SPS students taking four years of Math increased from 47% in 2008 to 49% in 2012.

What Do the Data Tell Us?

% of SPS Students Taking 4 Years of Science

Overall, the percentage of SPS students taking four years of Science increased from 41% in 2008 to 43% in 2012.

Percentage of SPS Students Taking 4 Years of Science



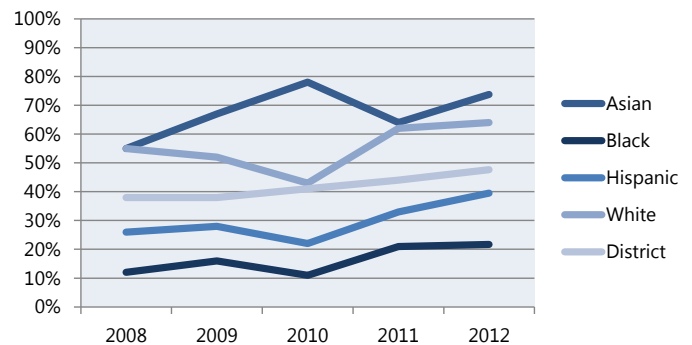
Excellence is the Point: College Readiness

What Do the Data Tell Us?

% of SPS Students Taking Advanced Placement

Overall, the percentage of SPS students taking AP courses increased from 38% in 2008 to 48% in 2012. In 2012, there were **219 AP Scholars**. AP Scholar awards recognize high school students who have demonstrated college-level achievement through AP courses and exams.

Percentage of SPS Students Taking AP Courses

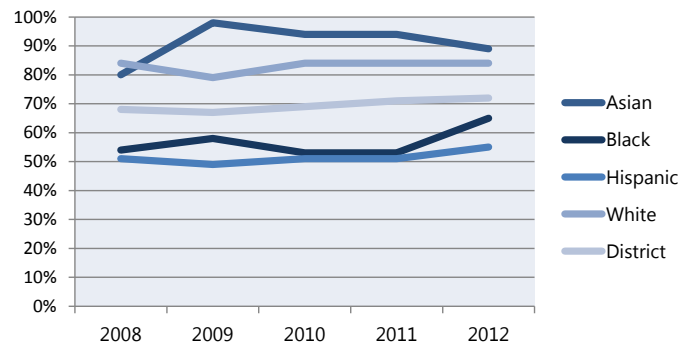


What Do the Data Tell Us?

% of SPS Students Taking the SAT

The percentage of SPS students taking the SAT increased across the District from 68% in 2008 to 72% in 2012. SAT participation increasingly reflects the high school population's diversity and aligns closely with the national profile of test-takers.

Percentage of SPS Students Taking the SAT

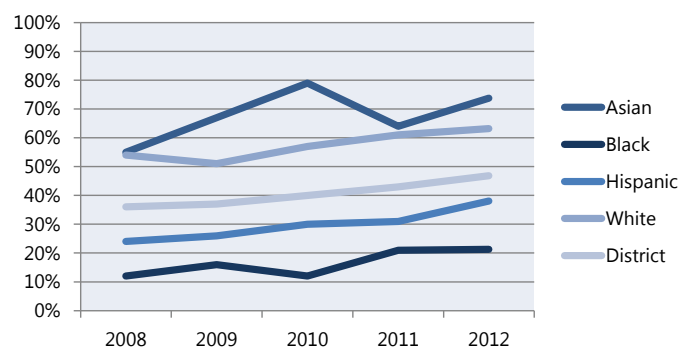


What Do the Data Tell Us?

% of SPS Students Eligible for College Credit

The percentage of graduating students who were eligible for college credit rose from 36% in 2008 to 47% in 2012. Students may earn college credit at most colleges by achieving qualifying AP scores.

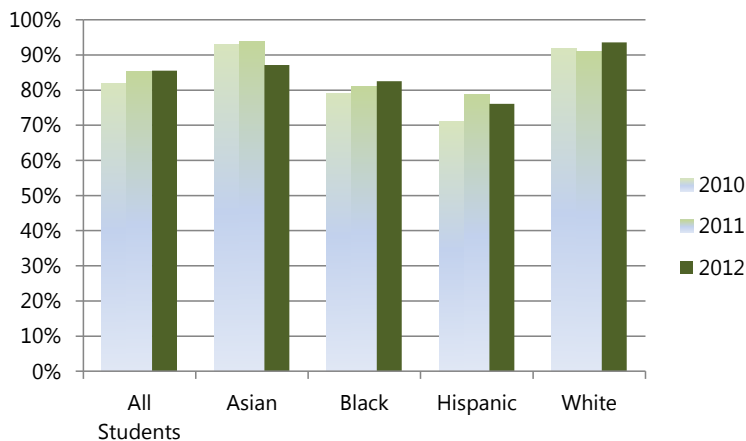
Percentage of SPS Students Eligible for College Credit



Excellence is the Point: College Readiness

4-Year Cohort Graduation Rates by Race/Ethnicity

Class of 2010, 2011, and 2012



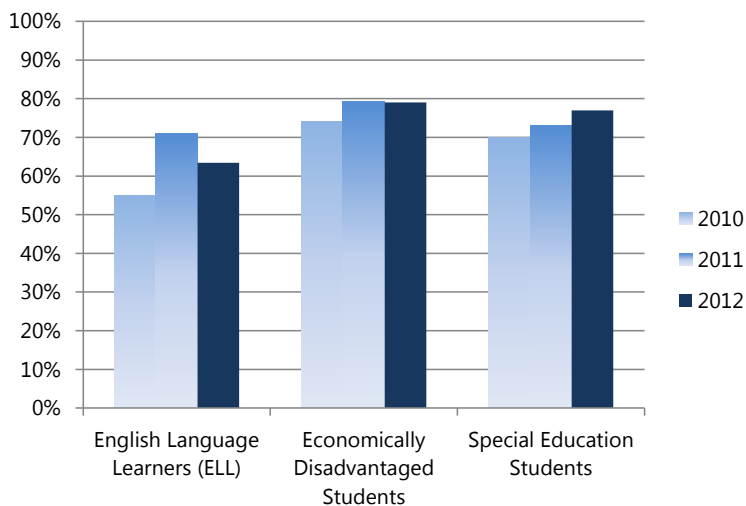
What Do the Data Tell Us?

Cohort Graduation Rates by Race/Ethnicity

Graduation rates for the Class of 2012 rose to a three-year high of 85.5%, up from 85.3% in 2011, and 82% in 2010.

4-Year Cohort Graduation Rates by Selected Groups

Class of 2010, 2011, and 2012



What Do the Data Tell Us?

Cohort Graduation Rates by Selected Groups

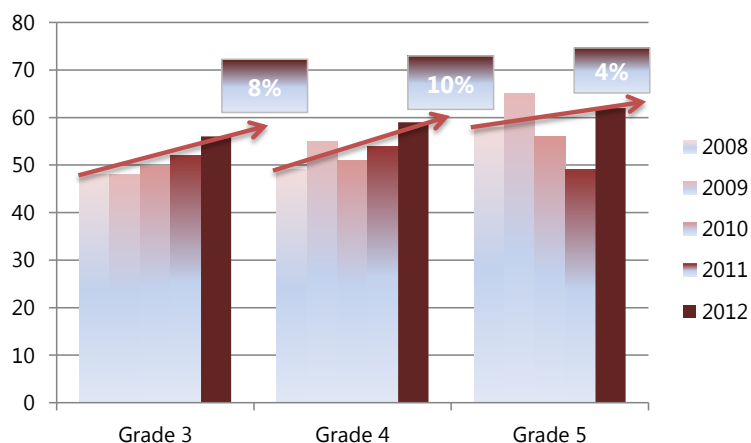
The District made progress in helping at-risk students improve their graduation rates over the past three years.

Reading Our Way to Success.

Percentage of SPS Students Scoring at/above Goal on the Reading CMT and CAPT from 2008-2012 (with 5-Year Percentage Point Change)

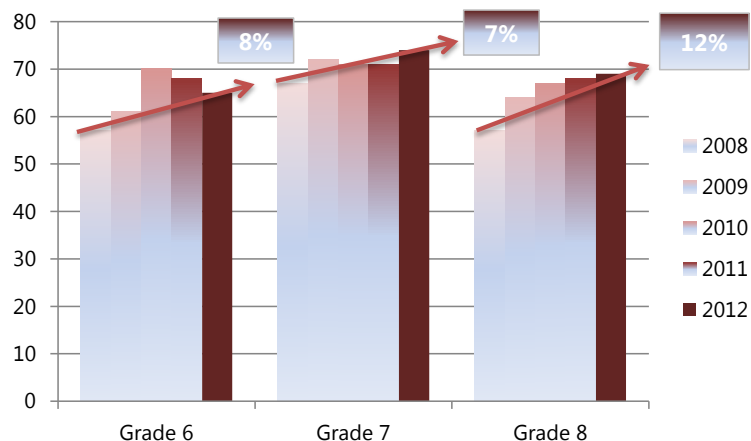
Students Scoring at/above Goal on CMTs (Grades 3, 4, and 5)

- In 2010-11, the District implemented the **Readers' and Writers' Workshop Model**, which helped to push more than half (over 55%) of our elementary students at/above goal by 2011-12.



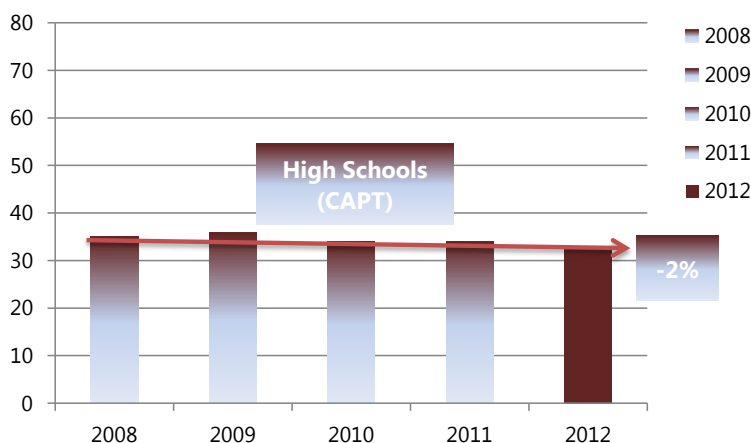
Students Scoring at/above Goal on CMTs (Grades 6, 7, and 8)

- Our new **Reading and Writing curriculum**, which was initiated in 2008-09, helped our students deeply analyze texts in **book study groups**. This contributed to 65% of our middle school students, on average, achieving at/above goal scores in Spring 2012.



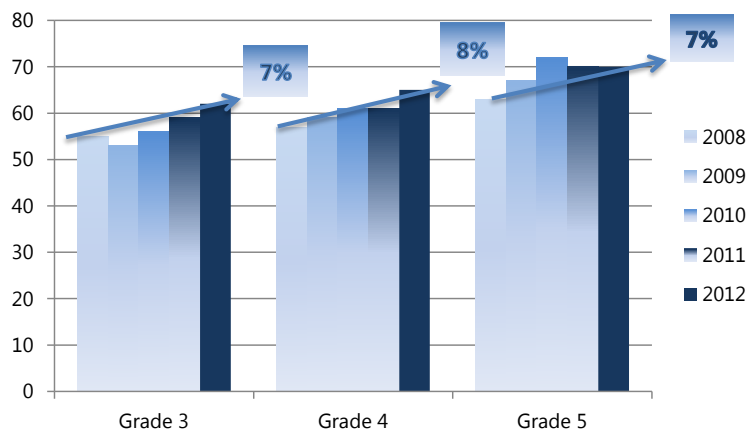
Students Scoring at/above Goal on CAPT (Grade 10)

- A **new high school curriculum** is currently being implemented to leverage the literacy foundation developed in the elementary and middle grades to help incoming students achieve at high levels.



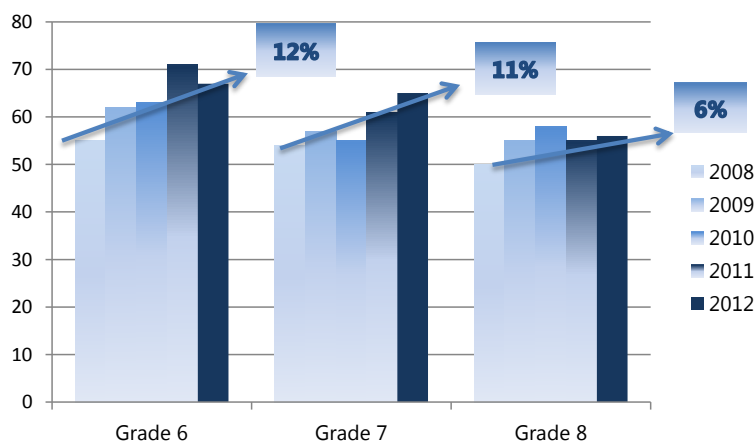
Math That Adds Up to High Achievement.

Percentage of SPS Students Scoring at/above Goal on the Math CMT and CAPT from 2008-2012 (with 5-Year Percentage Point Change)



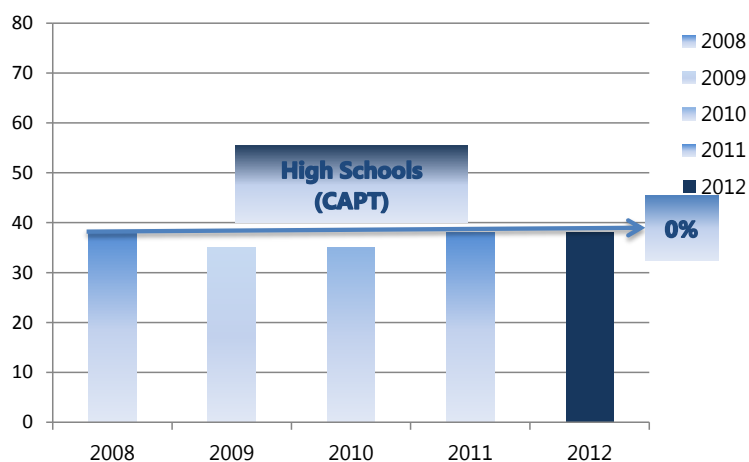
Students Scoring at/above Goal on CMTs (Grades 3, 4, and 5)

- A rigorous **standards-based curriculum** helped our students maintain high achievement levels.
- The introduction of **Elementary Math Liaisons** at each building facilitated communication between schools and the central office.



Students Scoring at/above Goal on CMTs (Grades 6, 7, and 8)

- The implementation of **Academic Enrichment periods** extended and supported the learning of mathematics in our middle schools.
- Professional Learning Communities (PLCs) used **formative and summative math assessment data** to inform instruction.



Students Scoring at/above Goal on CAPT (Grade 10)

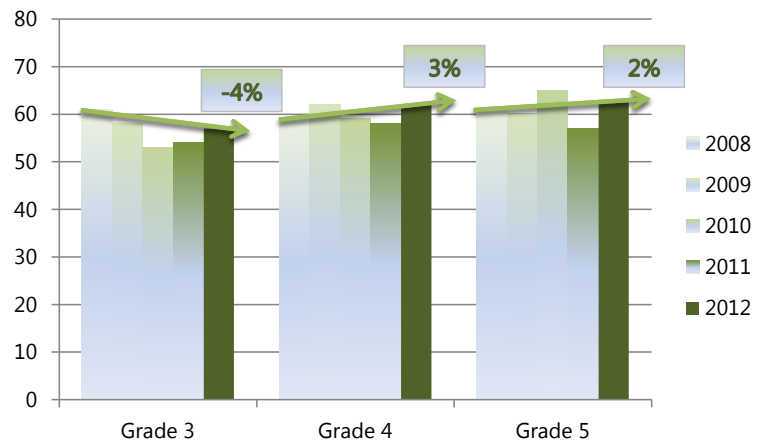
- **Revised core math courses** ensured alignment to state standards.
- **Continued professional development** will assist teachers in implementing the new curriculum standards.

Writing Our Legend.

Percentage of SPS Students Scoring at/above Goal on the Writing CMT and CAPT from 2008-2012 (with 5-Year Percentage Point Change)

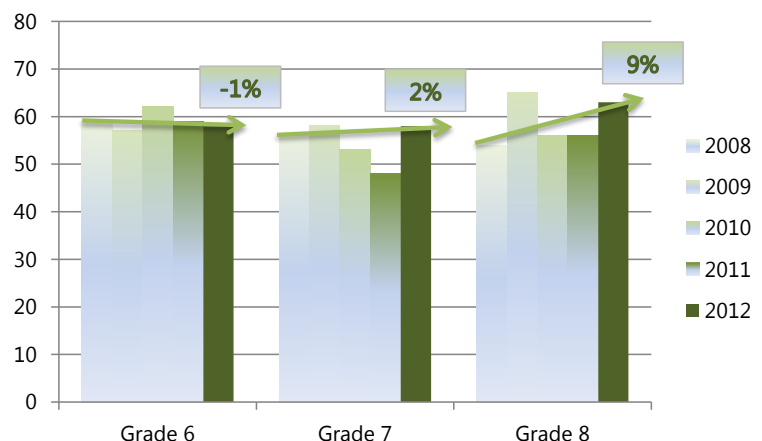
Students Scoring at/above Goal on CMTs (Grades 3, 4, and 5)

- The District helped to ensure consistency in its Writing program in all schools by **structuring teaching around standards**.



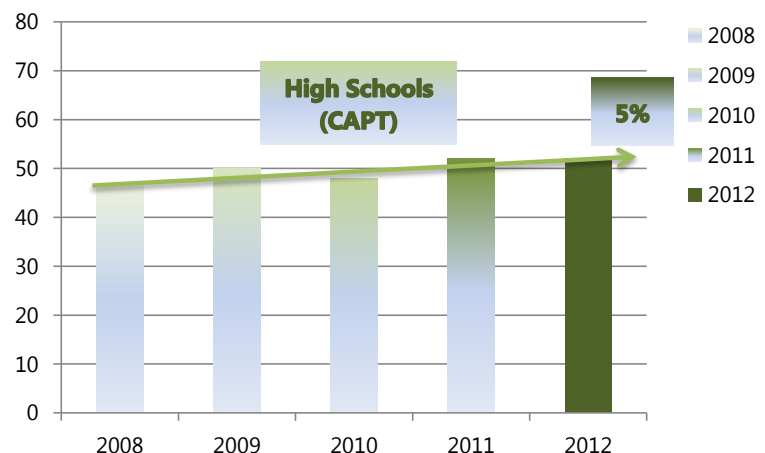
Students Scoring at/above Goal on CMTs (Grades 6, 7, and 8)

- The District measured performance consistently in every school by using **initial and final writing assessments** that were linked to academic standards.



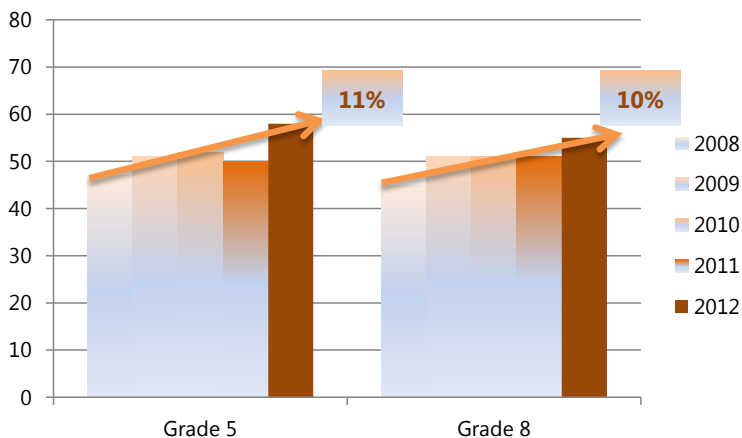
Students Scoring at/above Goal on CAPT (Grade 10)

- The use of **the workshop model** encouraged teachers to work with small groups for added instruction or conferencing when needed during the work period.



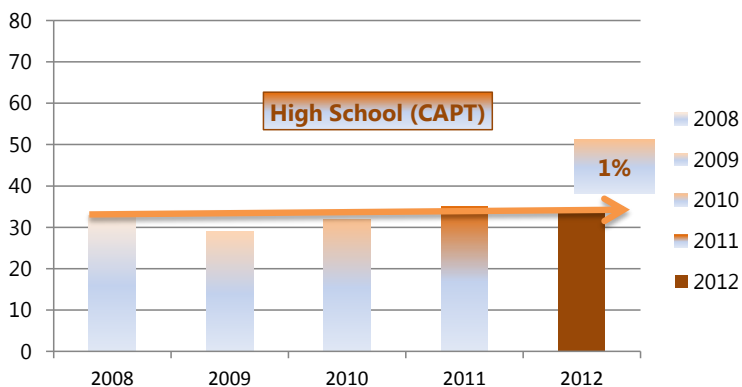
Science for the 21st Century.

Percentage of SPS Students Scoring at/above Goal on the Science CMT and CAPT from 2008-2012 (with 5-Year Percentage Point Change)



Students Scoring at/above Goal on CMTs (Grades 5 and 8)

- The District continued the implementation of its new **hands-on, inquiry-based science program**, contributing to dramatic gains from 2008 to 2012.



Students Scoring at/above Goal on CAPT (Grade 10)

- Core science courses were **revised to ensure alignment to state standards**; Professional Learning Communities (PLCs) regularly analyzed district formative and summative science assessment data to improve instructional practices.

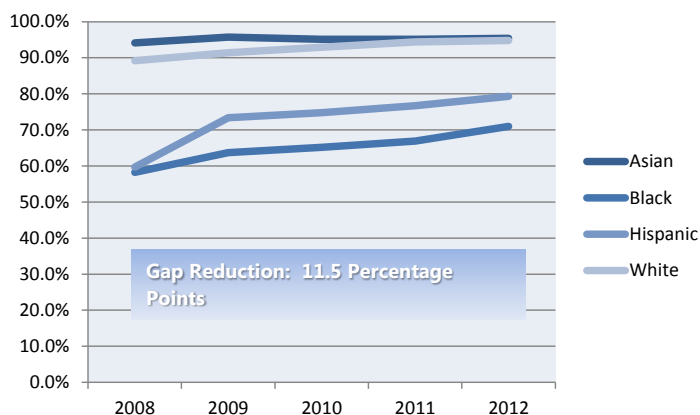
High Expectations — For All.

Percentage of SPS Students at/above Proficient on the CMT, Grades 3-8
(2008-2012)

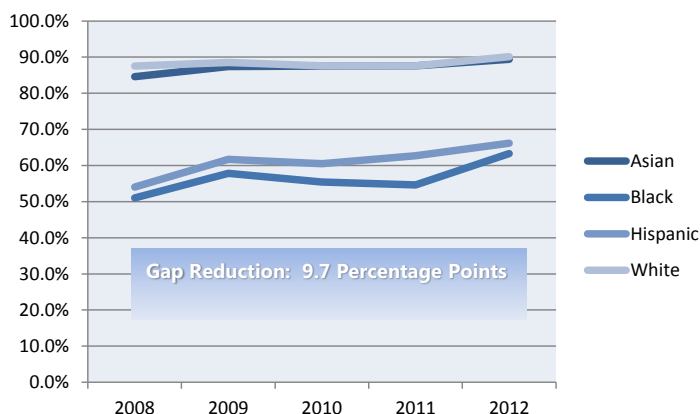
The “achievement gap” is defined as the difference in academic performance between the lowest achieving subgroup, pursuant to the No Child Left Behind Act, and the highest achieving subgroup. Connecticut has one of the largest achievement gaps in the nation.

To combat the gap, SPS has made concentrated investments in staff, professional development, and programs targeted at meeting student needs. With assistance from a multi-year, \$15M Developing Futures™ grant from the GE Foundation (GEF), we implemented a standards-based curriculum for all, delivered through the workshop model, and consistently monitored every classroom for fidelity to our curriculum model. These efforts have helped to reduce the achievement gap over the past six years.

Math



Reading



Excellence

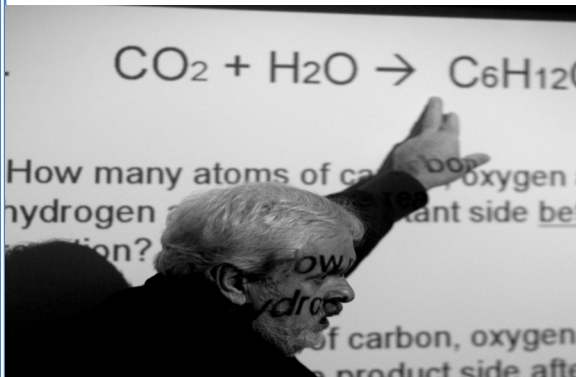
Achievement

Leadership

Operational and Fiscal Information

Fiscal

- Careful planning and diligent monitoring resulted in a minimal operating budget surplus in 2011-12 of \$20,679 (.009%) on a budget of \$229,275,948.
- The operating budget request for 2012-13, a 3.25% increase over 2011-12, is the second lowest requested increase in the past 10 years. This was accomplished despite having to absorb 18 expiring grant-funded positions.



Grants

	2009-2010	2010-2011	2011-2012
Total Grants Revenue	\$29,579,361	\$27,629,139	\$24,067,232
Number of Grants	42	38	45

Transportation

- Issued transportation RFP resulting in budgetary reduction of 2% in home-to-school cost and \$200,000 savings in out-of-district cost.
- Maintained a bus "on-time" rate of 99.0%.
- Created potential savings by basing fuel allowance on actual route miles.
- Planned installation of cameras and GPS tracking on all buses for 2012-13 rollout.



Diversity is Our Strength.

Our high schools offer innovative programs such as an AP Prep Program, an Agriscience Program, and science-focused mentoring programs. The Program of Studies for our high schools rivals a college catalogue.

Two of our middle schools offer the International Baccalaureate Program, an interdisciplinary inquiry-based program that exposes students to world languages such as Mandarin, at an early age.

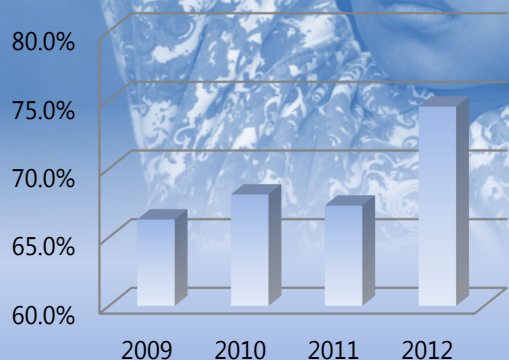
Our elementary schools offer enriching afterschool programs that push SPS students to excel on all fronts.

Diversity is our strength... diversity of culture, ethnicity, background, beliefs, opinions, and more. SPS offers a learning experience that reflects our global society.

Enrollment by Ethnicity				
ETHNICITY	Elementary %	Middle %	High %	TOTAL
African American	18.8%	20.8%	23.4%	20.3%
Asian	10.7%	6.5%	6.5%	8.4%
Hispanic	36.4%	34.2%	31.3%	33.8%
Native American	0.1%	0.1%	0.0%	0.1%
White	34.1%	38.4%	38.8%	35.8%
TOTAL	100.0%	100.0%	100.0%	100.0%

Note: As of October 1, 2011, there were 15,677 students in our district. This chart excludes those students who were registered in alternative and out-of-district programs.

SPS Family Survey Highlight



% Strongly Agree or Agree with the statement, "Families of diverse cultures are respected for their presence and contribution to the school community."

We value the diversity of our students who speak over 65 languages at home, including Afrikaans, Japanese and Yoruba.

83.2% of SPS teachers agreed or strongly agreed that families of diverse cultures are respected for their presence and contribution to the school community.

Our Schools

Profile of Stamford Public Schools, 2011-12			
Elementary Schools		Middle Schools	
	Enrollment:		Enrollment:
Davenport Ridge	538	Cloonan	577
Hart	555	Dolan	528
K.T. Murphy	531	Rippowam	648
Newfield	689	Rogers International	244
Northeast	690	Scofield Magnet	628
Rogers International	559	Turn of River	558
Roxbury	646	Middle School Total:	3183
Springdale	619		
Stark	570	High Schools	
Stillmeadow	716		Enrollment:
Toquam	648	Stamford High	1821
Westover	712	Westhill High	2229
Pre-K Services	30	Academy of Information Technology and Engineering (AITE)	692
Elementary School Total:	7503	High School Total:	4742
Program Information			
<ul style="list-style-type: none"> - Rogers International and Rippowam are International Baccalaureate (IB) Schools. - Rogers International and AITE are inter-district magnet schools. Both schools are required to accept 25% of the student population from outside Stamford. 			
Note: This chart excludes those students who were registered in alternative and out-of-district programs.			
NOTE			
You may learn more about each school by accessing the district website (http://stamfordpublicschools.org) or the schools' websites.			



Beyond Stamford Public Schools

We are proud that our 2012 graduates can be found across the country at a diverse range of colleges, universities and vocational schools, as well as serving in many branches of the U.S. Military...



