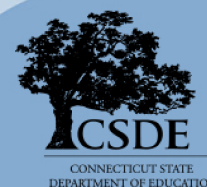


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



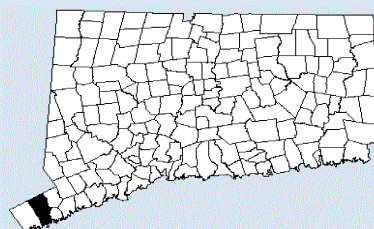
Stamford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	27
Enrollment	16,273
Per Pupil Expenditures ¹	\$18,789
Total Expenditures ¹	\$313,482,657

¹ Expenditure data reflect the 2019-20 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	8,456	52.0	51.5
American Indian or Alaska Native	17	0.1	0.3
Asian	1,138	7.0	5.2
Black or African American	2,282	14.0	12.7
Hispanic or Latino of any race	7,441	45.7	27.8
Native Hawaiian or Other Pacific Islander	17	0.1	0.1
Two or More Races	593	3.6	4.0
White	4,785	29.4	49.9
English Learners	2,174	13.4	8.3
Eligible for Free or Reduced-Price Meals	9,412	57.8	42.7
Students with Disabilities ³	2,420	14.9	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

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

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	61	0.8
Male	1,709	21.0	108	1.2
Black or African American	599	26.6	62	2.6
Hispanic or Latino of any race	1,840	25.3	67	0.9
White	381	8.3	30	0.6
English Learners	833	38.6	33	1.4
Eligible for Free or Reduced-Price Meals	2,074	24.9	142	1.4
Students with Disabilities	692	29.7	42	1.5
District	3,040	19.2	169	1.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 3,008

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2020-21

Stamford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,137.6
Paraprofessional Instructional Assistants	110.0
Special Education	
Teachers and Instructors	175.5
Paraprofessional Instructional Assistants	309.0
Administrators, Coordinators and Department Chairs	
District Central Office	16.2
School Level	66.8
Library/Media	
Specialists (Certified)	2.5
Support Staff	2.0
Instructional Specialists Who Support Teachers	49.9
Counselors, Social Workers and School Psychologists	102.9
School Nurses	29.0
Other Staff Providing Non-Instructional Services/Support	570.7

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	36	2.3	1.3
Black or African American	120	7.6	4.1
Hispanic or Latino of any race	119	7.6	4.3
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	1	0.1	0.1
White	1,292	82.2	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	7.3

Instruction and Resources

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	154	82.4	159	82.4
Hispanic or Latino of any race	323	80.1	347	84.0
White	403	91.2	375	91.9
English Learners	122	68.2	94	74.6
Eligible for Free or Reduced-Price Meals	463	83.9	423	85.1
Students with Disabilities	120	79.5	151	84.4
District	984	86.0	982	87.4
State		75.9		85.6

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	61	25.4
Emotional Disturbance	29	34.9
Intellectual Disability	6	9.7
Learning Disability	539	55.2
Other Health Impairment	216	56.8
Other Disabilities	25	21.7
Speech/Language Impairment	176	62.4
District	1,052	49.2
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2020-21

Stamford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	259	1.6	2.1
Emotional Disturbance	83	0.5	1.1
Intellectual Disability	63	0.4	0.5
Learning Disability	978	6.1	5.8
Other Health Impairment	382	2.4	3.3
Other Disabilities	210	1.3	1.2
Speech/Language Impairment	311	1.9	1.9
All Disabilities	2,286	14.2	15.9

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	82	3.6	8.3
Private Schools or Other Settings	117	5.1	4.8

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$202,858,611	\$12,159	\$11,205
Support services - students	\$18,122,509	\$1,100	\$1,346
Support services - instruction	\$23,939,362	\$1,453	\$698
Support services - general administration	\$7,010,846	\$425	\$464
Support services - school based administration	\$15,620,492	\$948	\$1,037
Central and other support services	\$4,884,959	\$296	\$691
Operation and maintenance of plant	\$27,268,411	\$1,655	\$1,692
Student transportation services	\$13,777,469	\$1,050	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$313,482,657	\$18,789	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$17,134,396	21.9	29.6
Instructional Aide Salaries	\$9,274,240	11.9	11.1
Other Salaries	\$10,746,493	13.8	9.5
Employee Benefits	\$9,529,369	12.2	13.5
Purchased Services Other Than Transportation	\$6,374,134	8.2	5.4
Special Education Tuition	\$19,551,863	25.0	22.5
Supplies	\$460,401	0.6	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$4,825,441	6.2	7.2
Equipment	\$123,897	0.2	0.2
All Other Expenditures	\$84,605	0.1	0.1
Total	\$78,104,840	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.9	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	84.9
State	12.0
Federal	2.7
Tuition & Other	0.4

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2020-21

Stamford School District

Performance and Accountability

District Performance Index (DPI)

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

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Stamford School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	213	84.5
Hispanic or Latino of any race	504	80.2
English Learners	218	60.6
Eligible for Free or Reduced-Price Meals	769	81.8
Students with Disabilities	182	74.7
District	1,223	86.4
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	77.2	412	36.6
Male	72.2	365	31.9
Black or African American	66.3	41	10.8
Hispanic or Latino	64.3	152	18.6
White	85.6	457	53.8
English Learners	61.6	8	2.6
Eligible for Free or Reduced-Price Meals	68.9	198	18.9
Students with Disabilities	51.8	11	3.3
District	74.6	777	34.3
State	85.0		36.0

³ College readiness exams and benchmark scores are as follows:

- 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

⁴ Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	76.9	89.8
Male	60.6	81.8
Black or African American	64.2	81.9
Hispanic or Latino of any race	57.7	75.7
White	80.7	93.1
English Learners	32.9	66.0
Eligible for Free or Reduced-Price Meals	60.0	79.5
Students with Disabilities	36.2	59.0
District	69.3	86.0
State	67.4	84.9

³ 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.

⁴ 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

District Profile and Performance Report for School Year 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	19.2%	<=5%	19.0%
	High Needs Students	26.4%	<=5%	30.2%
Preparation for CCR	% Taking Courses	86.7%	75%	80.6%
	% Passing Exams	34.3%	75%	36.0%
On-track to High School Graduation		67.0%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		86.4%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		85.9%	94%	85.2%
Postsecondary Entrance (Class of 2020)		69.3%	75%	67.4%
Arts Access		36.4%	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.9%	8.1%	9.8%	N

¹ 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.

² 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Stamford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Public Schools (SPS) 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 his or her maximum potential. The mission of SPS 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 20-21 school year was on growth in the academic areas of reading and math, food insecurity, and improving the chronic absenteeism rate. SPS has a District Attendance Team and School Attendance Teams that meet monthly to review and analyze district and school attendance data. SPS has an Office of Family and Community Engagement (OFCE), which supports implementation and planning for events in the schools and in the community for students and families. This department also provides support through Parent Facilitators who work in schools as liaisons between home and school engaging in two-way communication with families. This year the OFCE piloted Parent Teacher Home Visits (PTHV) for outreach for disengaged and disconnected students and families. It also established a program (Here 2 Help) in collaboration with community partners to support and assist families of students whose learning was disrupted as a result of the COVID-19 pandemic. 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 was established to bring voice from different stakeholders, generate ideas on how to best meet the needs of our students and families and to 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 (SPS) has improved programs and services for students with disabilities by expanding in-district specialized programs for students with Autism, Intellectual Disabilities, Developmental Delays, and Emotional Disturbance. The increased number and quality of these programs has provided families with additional programming options to meet students' individual needs within SPS. Transition services for students ages 18-22 have been an area of focus and expansion. We have also been developing and expanding our post-graduate transition services for supporting students with independent living, employment and post-secondary education opportunities through the age of 22. The District also continues to improve special education teachers' skill in delivering quality specialized reading support through focused professional development and coaching. SPS partnered with the State Education Resource Center (SERC) and the Connecticut State Department of Education (CSDE) Bureau of Special Education to provide a training series for administrators and teachers leaders on Planning and Placement Team practices for improved student outcomes.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stamford Public Schools (SPS) is deeply committed to diversity, equity, and inclusion in all our schools. 1. Demographic Balance - The policy of SPS requires that all schools are within +10% or -10% of the district's demographic integration standard. 2. Magnet Schools - SPS includes six magnet schools - three elementary magnets, one K-8 interdistrict magnet school, one middle school magnet and one high school interdistrict magnet. In addition to providing parents some element of choice in the programs offered to their students, the purpose of the magnet schools is to manage enrollment and demographic balance. These magnet schools select students through a lottery process to control enrollment. 3. Interdistrict Magnet Schools - The K-8 Interdistrict Magnet (Rogers International School) was initiated as an International Baccalaureate (IB) school. In September 2016 the Rogers IB School was expanded to a second school campus, Strawberry Hill. The Strawberry Hill campus is a K-5 school with approximately 600 students. SPS will continue to add one grade per year with a planned K-8 student population of 900 by the 2023-2024 school year. At the high school level, the Academy of Information Technology & Engineering (AITE) enrolls students in grades 9-12 from Stamford and neighboring towns. 4. Curricula - A Request for Proposal (RFP) was published for a district-wide curriculum audit which included a focus on diversity and equity in curriculum and assessments. Courses were added to our High School Program of Studies including American Sign Language, African American/Latino Puerto Rican Studies, and technology courses. 5. Cultural Events - All schools plan and host numerous events in the course of the school year to promote student, parent, and teacher knowledge and sensitivity to the wide variety of cultural backgrounds of Stamford students. Due to the COVID-19 pandemic, these events were held virtually during the 20-21 school year. 6. SPS continues to engage with the CSDE's effort to increase the diversity of the teaching staff. A curriculum for a high school teaching pathway was developed through a partnership with Educators Rising to work toward this goal.

District Profile and Performance Report for School Year 2020-21

Stamford School District

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 20-21 school year, Stamford Public Schools implemented a 1-to-1 technology program for both students and staff.