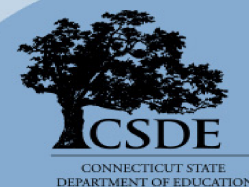


Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



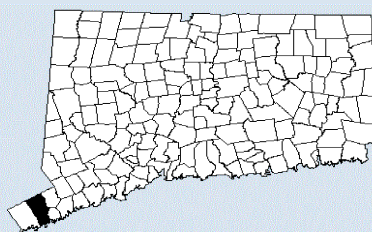
Stamford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	28
Enrollment	16,158
Per Pupil Expenditures ¹	\$21,454
Total Expenditures ¹	\$346,954,631

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	7,666	47.4	48.4
Male	8,486	52.5	51.5
Non-Binary	6	0.0	0.1
American Indian or Alaska Native	18	0.1	0.3
Asian	1,026	6.3	5.2
Black or African American	2,170	13.4	12.5
Hispanic or Latino of any race	8,114	50.2	30.0
Native Hawaiian or Other Pacific Islander	13	0.1	0.1
Two or More Races	556	3.4	4.5
White	4,261	26.4	47.5
English Learners/Multilingual Learners	2,542	15.7	9.7
Eligible for Free or Reduced-Price Meals	8,417	52.1	42.4
Students with Disabilities ³	2,591	16.0	17.1

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	*	*	*	*
Male	1,864	22.4	441	4.9
Non-Binary	*	*	*	*
Black or African American	586	27.7	210	9.2
Hispanic or Latino of any race	2,040	25.2	393	4.5
White	597	14.3	103	2.3
English Learners/Multilingual Learners	879	31.6	134	4.4
Eligible for Free or Reduced-Price Meals	2,254	28.1	564	6.0
Students with Disabilities	860	33.8	195	6.4
District	3,584	22.5	741	4.4
State		20.0		7

Number of students qualified as truant under state statute: 3,293

Number of school-based arrests: 36

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 2022-23

Stamford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,143.9
Paraprofessional Instructional Assistants	95.0
Special Education	
Teachers and Instructors	191.6
Paraprofessional Instructional Assistants	354.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.2
School Level	77.2
Library/Media	
Specialists (Certified)	2.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	67.0
Counselors, Social Workers and School Psychologists	114.8
School Nurses	27.0
Other Staff Providing Non-Instructional Services/Support	623.1

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	46	2.8	1.3
Black or African American	113	6.9	4.6
Hispanic or Latino of any race	141	8.7	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.1	0.2
White	1,325	81.3	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	19.0	13.2

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	142	86.6	169	90.4
Hispanic or Latino of any race	420	84.5	419	89.7
White	340	95.5	299	95.8
English Learners/Multilingual Learners	118	67.8	126	77.3
Eligible for Free or Reduced-Price Meals	449	89.6	448	94.1
Students with Disabilities	136	91.9	151	88.3
District	1,006	89.5	968	92.3
State		86.5		94.2

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

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	60	21.7
Emotional Disability	33	38.8
Intellectual Disability	*	*
Learning Disability	629	58.1
Other Health Impairment	236	60.1
Other Disabilities	*	*
Speech/Language Impairment	188	66.4
District	1,171	51.2
State		68.6

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 2022-23

Stamford School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	292	1.8	2.4
Emotional Disability	85	0.5	1.0
Intellectual Disability	61	0.4	0.6
Learning Disability	1,084	6.8	6.3
Other Health Impairment	400	2.5	3.4
Other Disabilities	193	1.2	1.1
Speech/Language Impairment	306	1.9	1.9
All Disabilities	2,421	15.1	16.7

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	95	3.9	8.1
Private Schools or Other Settings	118	4.9	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$226,348,152	\$13,996	\$12,671
Support services - students	\$19,015,848	\$1,191	\$1,558
Support services - instruction	\$14,073,958	\$882	\$837
Support services - general administration	\$7,532,889	\$472	\$463
Support services - school based administration	\$18,123,085	\$1,135	\$1,133
Central and other support services	\$5,707,434	\$358	\$716
Operation and maintenance of plant	\$33,548,082	\$2,101	\$1,893
Student transportation services	\$22,605,182	\$1,750	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
Total	\$346,954,631	\$21,454	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$19,271,706	22.1	29.0
Instructional Aide Salaries	\$10,684,468	12.2	10.6
Other Salaries	\$12,465,339	14.3	10.1
Employee Benefits	\$10,973,882	12.6	13.1
Purchased Services Other Than Transportation	\$6,981,216	8.0	5.9
Special Education Tuition	\$18,648,642	21.4	21.8
Supplies	\$851,002	1.0	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	\$7,133,566	8.2	8.1
Equipment	\$161,776	0.2	0.2
All Other Expenditures	\$78,504	0.1	0.1
Total	\$87,250,100	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	80.6
State	11.7
Federal	7.3
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 2022-23

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	9	*	9	*	*	*
Asian	514	73.6	514	72.7	229	69.6
Black or African American	1,053	51.6	1,046	44.1	477	48.0
Hispanic or Latino of any race	4,007	52.4	4,001	48.4	1,574	50.2
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	282	64.6	281	59.3	84	61.8
White	2,119	68.8	2,112	65.5	925	65.9
English Learners/Multilingual Learners	1,474	43.1	1,473	40.1	591	42.2
Non-English Learners/Non-Multilingual Learners	6,518	61.9	6,498	57.6	2,705	59.0
Eligible for Free or Reduced-Price Meals	4,251	52.5	4,240	47.9	1,712	50.4
Not Eligible for Free or Reduced-Price Meals	3,741	65.2	3,731	61.8	1,584	62.1
Students with Disabilities	1,345	40.0	1,334	34.1	535	38.9
Students without Disabilities	6,647	62.2	6,637	58.4	2,761	59.3
High Needs	5,211	50.8	5,192	46.3	2,097	49.1
Non-High Needs	2,781	72.8	2,779	69.3	1,199	68.1
District	7,992	58.5	7,971	54.4	3,296	56.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.8	69.4	74.5	73.4	5,590	75.0
Curl Up	71.6	74.3	78.5	79.1	5,507	76.4
Push Up	58.8	59.2	56.2	64.6	5,589	60.7
Mile Run/PACER	59.5	40.9	33.3	29.8	5,590	38.9
All Tests - District	30.1	22.7	24.4	20.8	5,253	23.9
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2022-23

Stamford School District

Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	207	79.7
Hispanic or Latino of any race	480	73.5
White	446	92.8
English Learners/Multilingual Learners	254	56.3
Eligible for Free or Reduced-Price Meals	803	77.8
Students with Disabilities	190	71.6
District	1,248	83.1
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	417	39.2
Male	91.7	*	*
Non-Binary	*	*	*
Black or African American	87.2	56	16.0
Hispanic or Latino	91.5	236	24.5
White	96.7	403	60.3
English Learners/ Multilingual Learners	84.0	16	4.7
Eligible for Free or Reduced-Price Meals	92.3	235	24.1
Students with Disabilities	78.7	22	6.9
District	92.9	813	37.4
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

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.

Copyright © 2023 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2023 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2023

College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	71.5	90.3
Male	61.5	88.0
Non-Binary	N/A	N/A
Black or African American	67.4	82.8
Hispanic or Latino of any race	49.7	83.9
White	80.1	94.0
English Learners/ Multilingual Learners	24.2	76.9
Eligible for Free or Reduced-Price Meals	55.7	84.5
Students with Disabilities	44.5	70.6
District	66.4	89.3
State	66.1	87.7

⁵ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶ 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 2022-23

Stamford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.5	75	39.0	50	78.0	63.9
	High Needs Students	50.8	75	33.9	50	67.7	54.1
Math Performance Index	All Students	54.4	75	36.2	50	72.5	59.7
	High Needs Students	46.3	75	30.9	50	61.8	48.9
Science Performance Index	All Students	56.0	75	37.3	50	74.6	61.6
	High Needs Students	49.1	75	32.7	50	65.4	51.1
ELA Academic Growth	All Students	52.6%	100%	52.6	100	52.6	57.2%
	High Needs Students	49.3%	100%	49.3	100	49.3	52.5%
Math Academic Growth	All Students	56.4%	100%	56.4	100	56.4	61.8%
	High Needs Students	52.3%	100%	52.3	100	52.3	55.5%
Progress Toward English Proficiency	Literacy	50.6%	100%	25.3	50	50.6	55.3%
	Oral	54.9%	100%	27.5	50	54.9	56.1%
Chronic Absenteeism	All Students	22.5%	<=5%	15.1	50	30.1	20.0%
	High Needs Students	28.2%	<=5%	3.5	50	7.0	28.5%
Preparation for CCR	% Taking Courses	90.8%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	37.4%	75%	24.9	50	49.9	44.3%
On-track to High School Graduation		68.2%	94%	36.3	50	72.5	82.4%
4-year Graduation All Students (2022 Cohort)		83.1%	94%	88.4	100	88.4	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		86.2%	94%	91.7	100	91.7	85.6%
Postsecondary Entrance (Class of 2022)		66.4%	75%	88.5	100	88.5	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 23.9%	75%	15.9	50	31.9	93.0% 45.5%
Arts Access		61.7%	60%	50.0	50	100.0	54.5%
Accountability Index				937.6	1450	64.7	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	72.8	50.8	22.0	16.6	
Math Performance Index Gap	69.3	46.3	23.0	18.0	
Science Performance Index Gap	68.1	49.1	19.0	17.8	
Graduation Rate Gap	94.0%	86.2%	7.8%	8.7%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.6
	High Needs Students	96.9
Math	All Students	97.3
	High Needs Students	96.6
Science	All Students	95.2
	High Needs Students	94.1

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.5

State: 49.6

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

District Profile and Performance Report for School Year 2022-23

Stamford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Public Schools recognizes the challenges, successes and accomplishments that happen every day in our schools. We are a learning organization capable of continuous change and growth in which all students, staff, families - and the community - work collaboratively to ensure that every student is challenged, inspired and prepared to reach their maximum potential. The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student. All School Strategic Improvement Plans are aligned to the district goals and focus on areas of mind, body, and heart. The focus for the 22-23 school year was on growth in the academic areas of reading and math, improving the chronic absenteeism rate, and developing social emotional learning programs. Stamford Public Schools has a district-wide Attendance Team and School Attendance Teams that meet monthly to review and analyze district and school attendance data. Stamford Public Schools has an Office of Family and Community Engagement, which supports implementation and planning for events in the schools and in the community for students and families. This department also provides support through full-time Parent Facilitators who work in schools as liaisons between home and school engaging in two-way communication with families. This year the department conducted Parent Teacher Home Visits (PTHV) for outreach for disengaged and disconnected students and families. It also continued a program (Here 2 Help) in collaboration with community partners to support and assist families of students who displayed disengagement from school. The district and individual schools hosted several Parent Pop-Up Webinars to educate and engage parents on a variety of topics to help support their child's learning at home. The Family and Community Engagement (FCE) Advisory which was established during the 20-21 school year continued to bring voice from different stakeholders, generate ideas on how to best meet the needs of our students and families and foster action in support for our most marginalized families. Each school has a Parent Teacher Organization and School Governance Council that works closely with the school staff for programming. Stamford Public Schools continues to expand and improve special education services and programs for students with disabilities. All students who are identified as special education students are considered general education students first in all planning. Special education services and programs are developed and identified based on the individual needs of each student. The District has expanded 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. Transition services for students ages 18-22 have also been an area of focus and expansion. We have developed 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' skills in delivering quality specialized reading support through focused professional development and coaching.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stamford Public Schools is deeply committed to diversity, equity, and inclusion in all our schools.

1. Demographic Balance - The policy of the Stamford Public Schools requires that all schools are within +/-10% of the district's demographic integration standard. 2. Magnet Schools - Stamford Public Schools includes 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. Accordingly, these magnet schools select students through a lottery process to control enrollment and achieve the district's integration standard. 3. Interdistrict Magnet Schools - The K-8 Interdistrict Magnet (Rogers IB) was initiated 12 years ago 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-7 school with approximately 750 students. We continue to add one grade per year with a planned student population of 900 by the 23-24 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 - We have reviewed and implemented the recommendations of our external curriculum audit. We have implemented new curriculum in all of core high school courses. We are updating the curriculum in all core courses in middle school and planning a three year roll out of all updated elementary schools. 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. 6. Stamford Public Schools continues to engage with the CSDE's effort to increase the diversity of the teaching staff. Our partnership with Educators Rising has allowed us to develop a high school pathway to teaching to encourage our students to return to Stamford upon completion of their degree.

District Profile and Performance Report for School Year 2022-23

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 22-23 school year, Stamford Public Schools continued a 1-to-1 technology program for both students and staff.