
2008-09 Superintendent's Operating Budget Request: A Matter of Choices

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Superintendent of Schools



Stamford Public Schools

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Mission



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The Stamford Public Schools prepares each and every student for higher education and success in the 21st Century.

District Goals



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1. The Stamford Public Schools will increase academic achievement of all students
2. The Stamford Public Schools will address the Achievement Gap
3. The Stamford Public Schools will increase the meaningful engagement of all families and the community
4. The Stamford Public Schools will provide all students with a world-class professional staff
5. The Stamford Public Schools will maintain efficient and effective operations

Continued Excellence and 2007-08 Progress



- Curriculum and Program Revision and Implementation:
 - K, 1, 2 Everyday Mathematics
 - Middle school math interventions – Ramp-Up and Navigator
 - Grade 5 Science
 - Biology labs
 - Fine and Performing Arts
 - WHS grade 9 program
 - Instructional support and enrichment programs
 - Physical Education and Health
- Increase in students taking AP, four years of Math, four years of Science, participating in SAT
- Corporate and foundation partnerships
- Community and family engagement
- Increased financial efficiencies, e.g., positive audit feedback, training for administrators, increased SPED excess cost reimbursement, establishment of energy and claims reserve accounts

Budget Development Process



1. Analysis of:
 - ❑ District Goals, Strategic Plan, short- and long-term needs
 - ❑ State legislation
 - ❑ NCLB mandates
 - ❑ Local, State and Federal funding parameters
2. Board of Education established parameters in October-November
3. Central office developed formulas, e.g., SPED, secondary staffing, elementary class size, ESL
4. Budget reviews with every Principal and Central Office administrator
5. Cabinet decisions
6. Superintendent's proposal

Trends in Education



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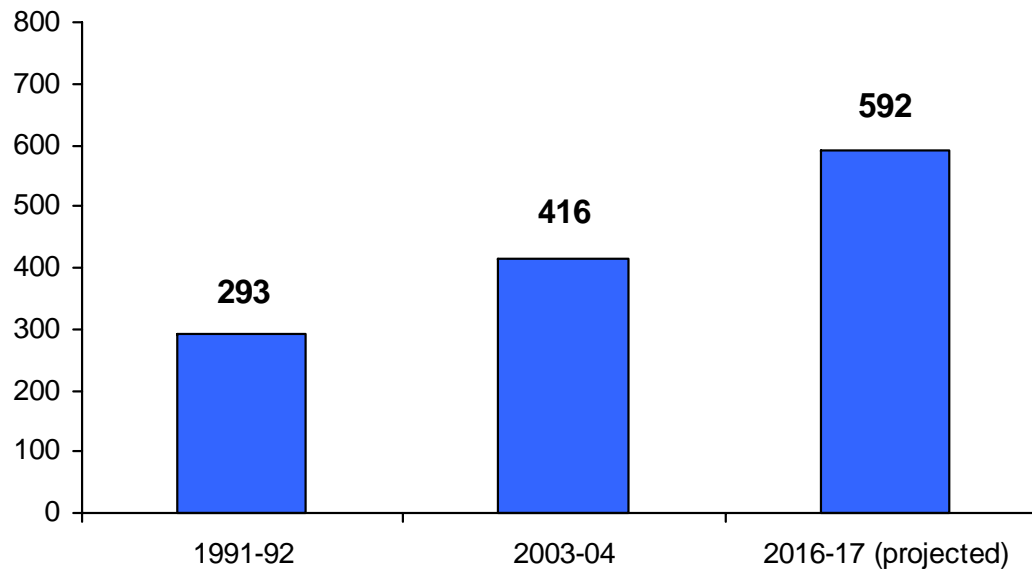
The Stamford Public Schools budget is consistent with national and state expenditure trends. We are also subject to State and Federal mandates concerning all students (NCLB), Special Education (IDEA) and English Language Learners.

National Trends



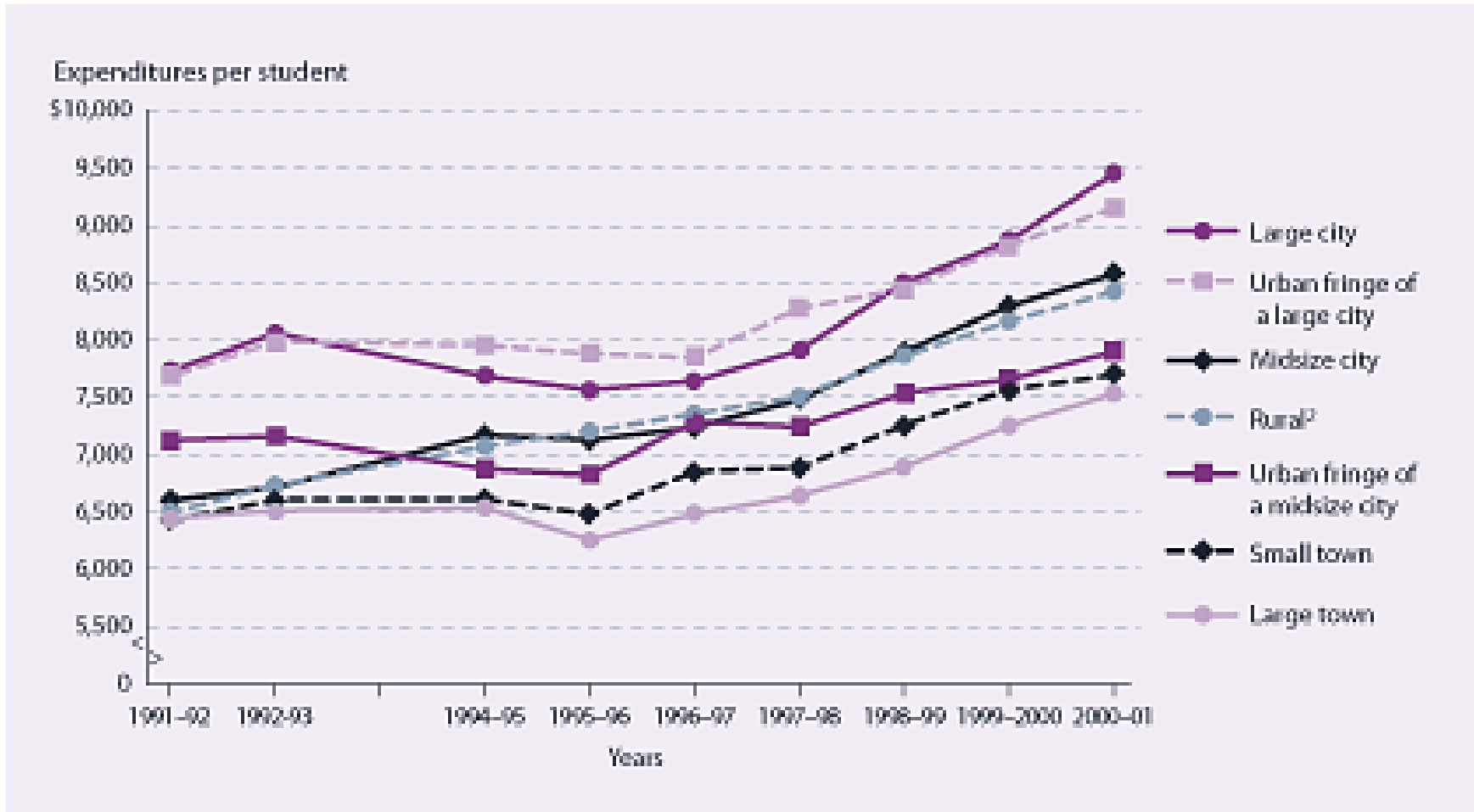
- Current expenditures in constant 2004–05 dollars increased 42 percent from 1991–92 to 2003–04, a period of 12 years
- From 2003–04 to 2016–17, a period of 13 years, current expenditures in constant 2004–05 dollars are projected to increase

Billions of dollars



Source: National Center for Education Statistics, www.nces.ed.gov

National Trends



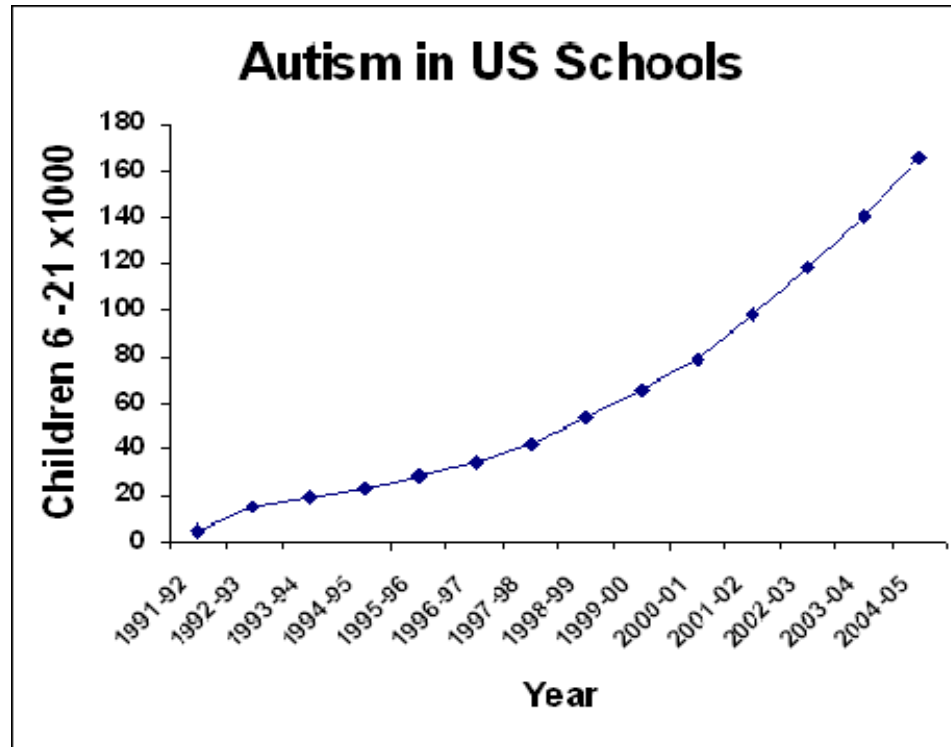
Source: National Center for Education Statistics, www.nces.ed.gov

Special Education Increases



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The Connecticut autistic population increased 1,349% from 1992 to 2004.

Stamford SPED costs are approximately 18% of the total budget: Norwalk = 19%, East Hartford = 19%, Danbury = 17%.

Trends in ELL Requirement Changes



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Laws and Regulations	Requirement	Cost
NCLB	All ELLs must be tested annually with State's standardized assessments in English for AYP (including new arrivals to the country)	Improve instructional delivery through ESL services, language support centers, summer school, after school, etc.
Bilingual Mandate	In 2001 the state set a 3 year maximum stay for all students in a Bilingual Education Program. After 3 years, these students would be labeled as "transitional". The state made a recommendation that transitional students be provided with services to help them meet the ELL exit criteria.	ESL services, language support centers, summer school, after school, etc.
NCLB Title III ESL/Bilingual	All ELLs must be tested annually for English language proficiency and academic content.	LAS-Links test booklets Test correction services (CTB) Testers K-12 and substitute coverage DRA tests K-2
NCLB Title III ESL/Bilingual	ELLs must have standardized test accommodations	Dictionaries (all languages in the district) Testers K-12
NCLB Title III ESL/Bilingual	ESL program exit criteria made more stringent (originally students exited at a LAS level 3, now they exit at LAS-Links level 4). Less students exit ESL programs. Increased number of ESL students requiring services.	Increase in number of ESL staff K-12
Title III- ESL/Bilingual AMAOs- Annual Measurable Achievement Objectives	AMAOs identify a minimum percentage of students who must meet or exceed proficiency in the English language, as measured by the LAS Links assessments and in the academic content as measured by the CMT/CAPT.	ESL services, language support centers, summer school, after school, etc.
Title III Parental Notification	Parents must be informed about the reason for their child's placement in a Title III program. Parental notification must also be provided regarding students' progress toward meeting AMAOs.	Program entry letter AMAOs progress letter
NCLB Title III Professional Development	Requires that the district provide high-quality professional development to ELL staff, mainstream classroom teachers and administrators to improve the instruction and assessment of ELLs	Sheltered Instruction Observation Protocol (SIOP) training. LAS Link training Literacy training Academic language training Training for the use of data to drive instruction (PLC)

Guiding Principles for the 2008-09 Operating Budget



- Increase equity between schools
- Support direct intervention with students
- Continue development and implementation of core curriculum
- Intervene in traditionally lower performing schools
- Align staffing to be commensurate with enrollment
- Continue to fund initiatives aligned to District goals and strategic plan
- Preserve the strengths and diverse array of SPS programs
- Use formulas to make decisions about SPED, ELL and some instructional offerings

Major Budget Drivers

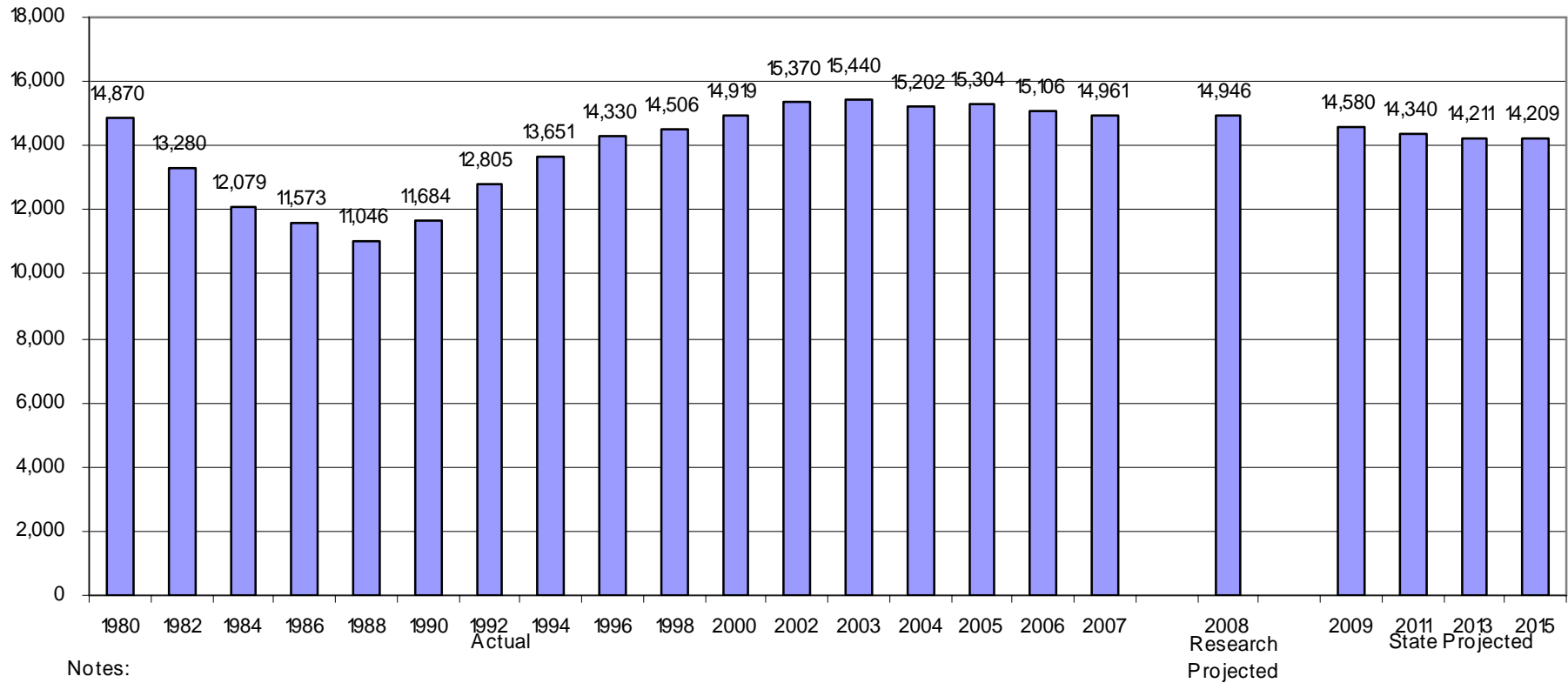


- District Goals and Strategic Plan
 - Core curriculum for each and every student
 - Increase student achievement
- State/Federal Context
 - Increased accountability legislation aligned to NCLB
 - More oversight of expenditures
 - Loss of State grants – e.g., Early Reading Success, Immigrant Youth and Families funds
 - New in-school suspension legislation
 - Flat Title I funds
 - Inadequate State support (ECS)
 - Post-employment benefits
- Local context

Enrollment Projections



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Enrollment Actual (1980 - 2007) and Projected (2008 - 2015)
Grades K - 12



Notes:

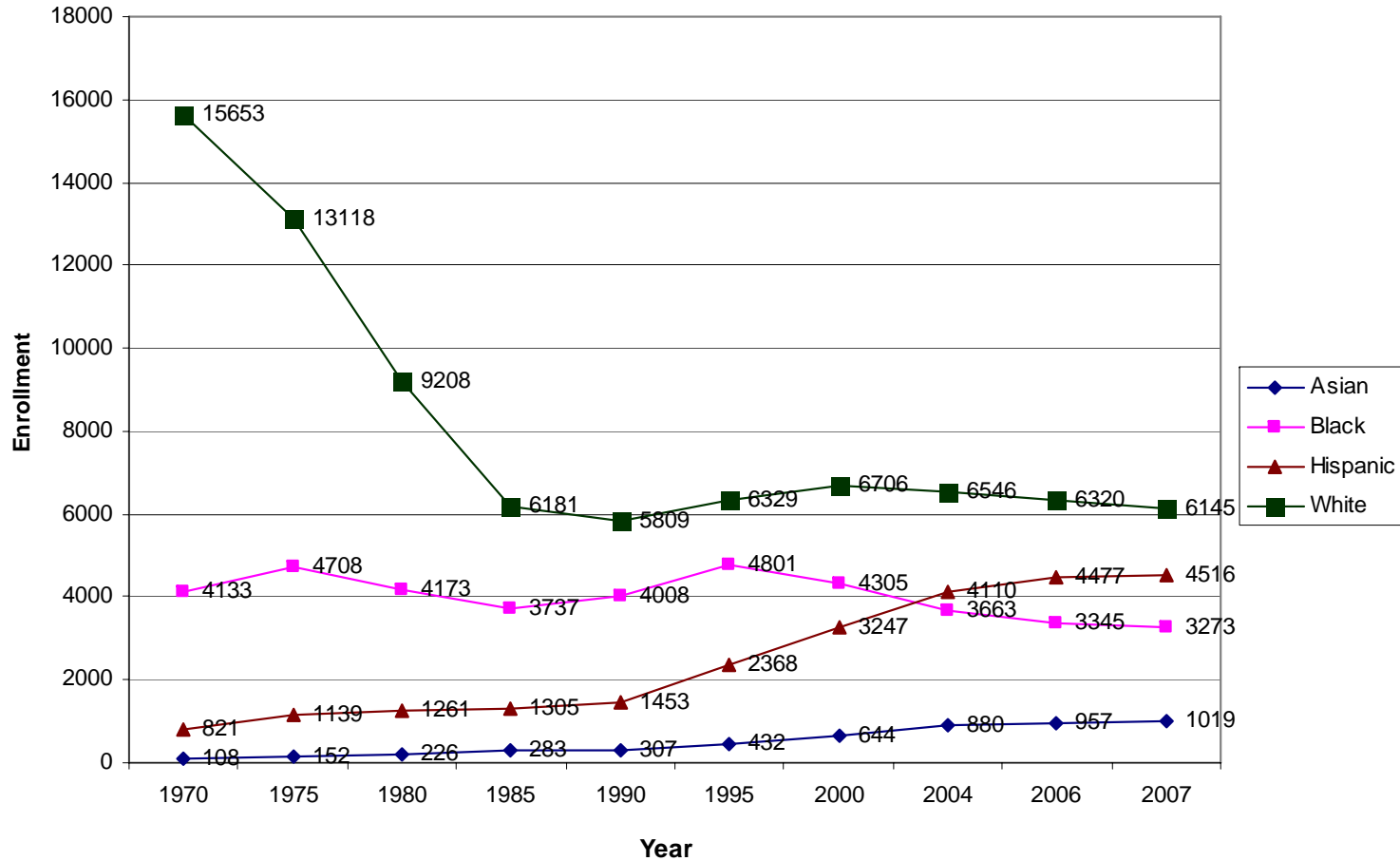
1. Includes students placed outside the district.
2. Projections for 2008 are from the Research Office; projections for 2009, 2011, 2013 and 2015 are from the Connecticut State Department of Education.
3. Projection excludes impact of Environmental Magnet School.

Ethnicity of SPS Students*, by Total Number: 1970 - 2007



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* Does not include Native Americans. In 2007-08, there are 8 Native Americans in SPS.

Elementary Class Size Comparison

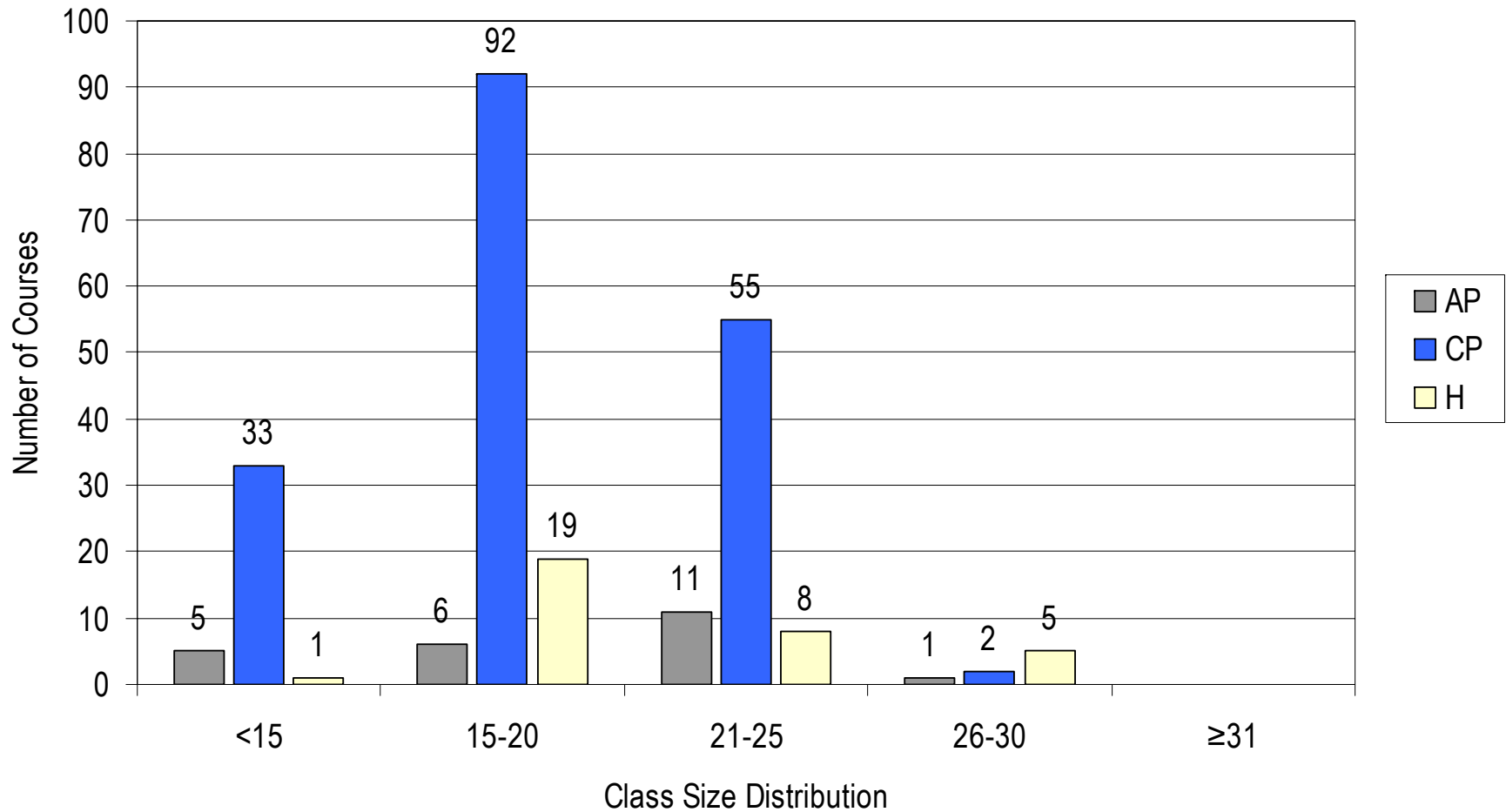


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School	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Total	
	N students	N Classes	Avg Class Size	N students	N Classes	Avg Class Size	N students	N Classes	Avg Class Size	N students	N Classes	Avg Class Size	N students	N Classes	Avg Class Size	N students	N Classes	Avg Class Size	N students	N Classes
Davenport	89	5	17.8	84	5	16.8	94	4	23.5	76	4	19.0	83	4	20.8	89	5	17.8	515	27
Hart	63	4	15.75	65	4	16.3	80	4	20.0	71	4	17.8	69	4	17.3	71	4	17.8	419	24
Toquam	77	4	19.3	87	4	21.8	82	4	20.5	72	4	18.0	67	4	16.8	68	4	17.0	453	24
K.T. Murphy	92	5	18.4	95	5	19.0	98	5	19.6	84	4	21.0	88	4	22.0	91	4	22.8	548	27
Newfield	116	5	23.2	115	6	19.2	97	5	19.4	105	5	21.0	96	5	19.2	102	5	20.4	631	31
Northeast	126	7	18.0	156	6.5	24.0	145	6.5	22.3	136	6.5	20.9	123	6.5	18.9	128	7	18.3	814	40
Rogers	92	6	15.3	89	6	14.8	88	5	17.6	83	4	20.8	103	5	20.6	70	4	17.5	525	30
Roxbury	131	7	18.7	110	7	15.7	106	6	17.7	121	6	20.2	89	4	22.3	96	5	19.2	653	35
Springdale	91	5	18.2	105	5	21.0	100	5	20.0	86	4	21.5	98	5	19.6	86	4	21.5	566	28
Stark	107	6	17.8	119	5	23.8	77	5	15.4	102	5	20.4	97	5	19.4	99	5	19.8	601	31
Stillmeadow	108	5	21.6	95	5	19.0	95	5	19.0	106	5	21.2	97	5	19.4	86	4	21.5	587	29
Westover	121	6	20.2	120	6	20.0	116	6	19.3	104	5	20.8	87	4	21.8	90	5	18.0	638	32
Total	1,213	65	18.7	1,240	64.5	19.2	1,178	60.5	19.5	1,146	56.5	20.3	1,097	55.5	19.8	1,076	56	19.2	6,950	358

2007-08 SHS Class Size Distribution: Advanced Placement, College Prep and Honors



Notes:

1. Honors, College Prep, and Advanced Placement courses are categorized based on course designations in the Program of Studies.

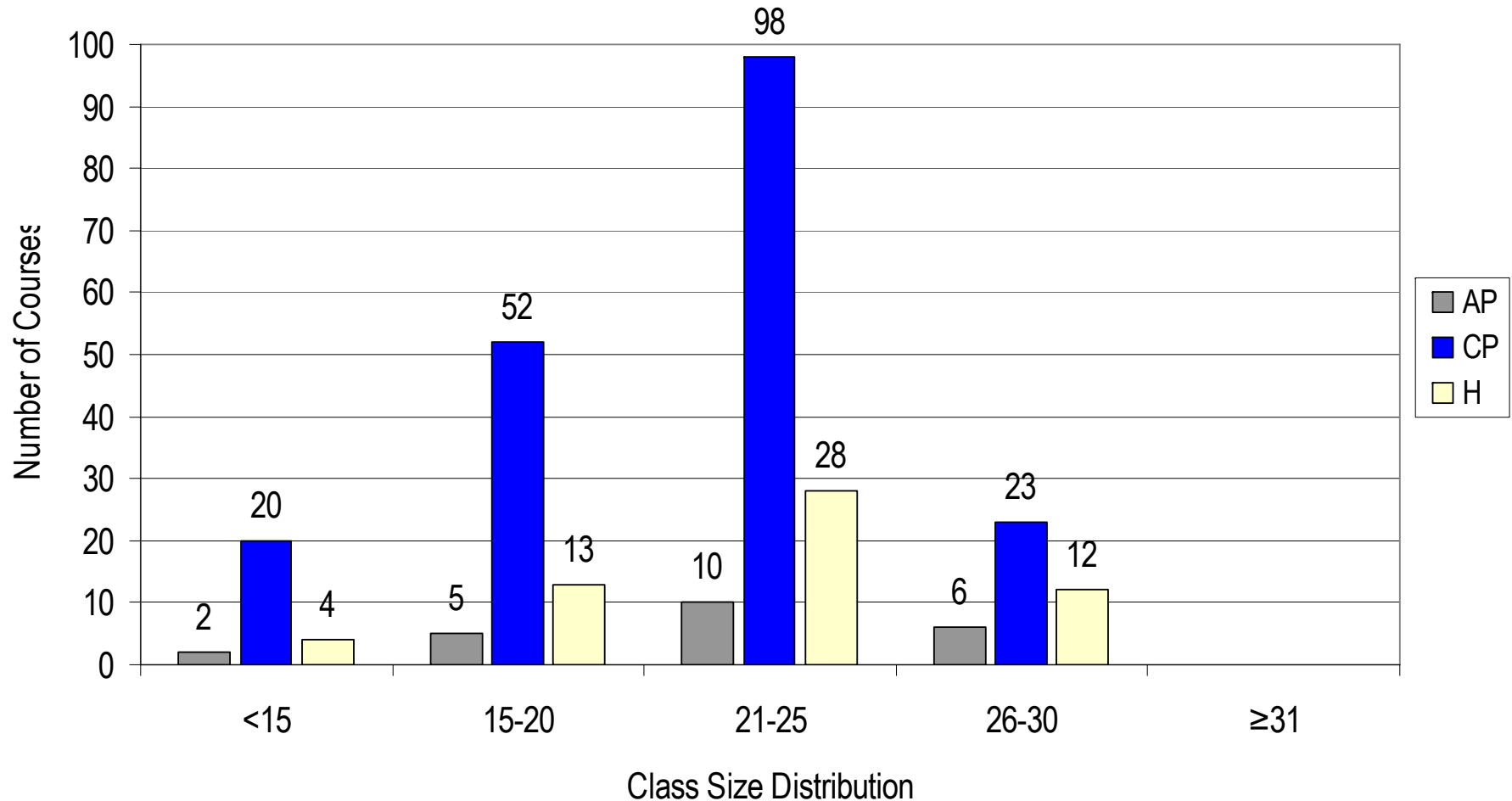
2007-08 WHS Class Size Distribution:

Advanced Placement, College Prep and Honors



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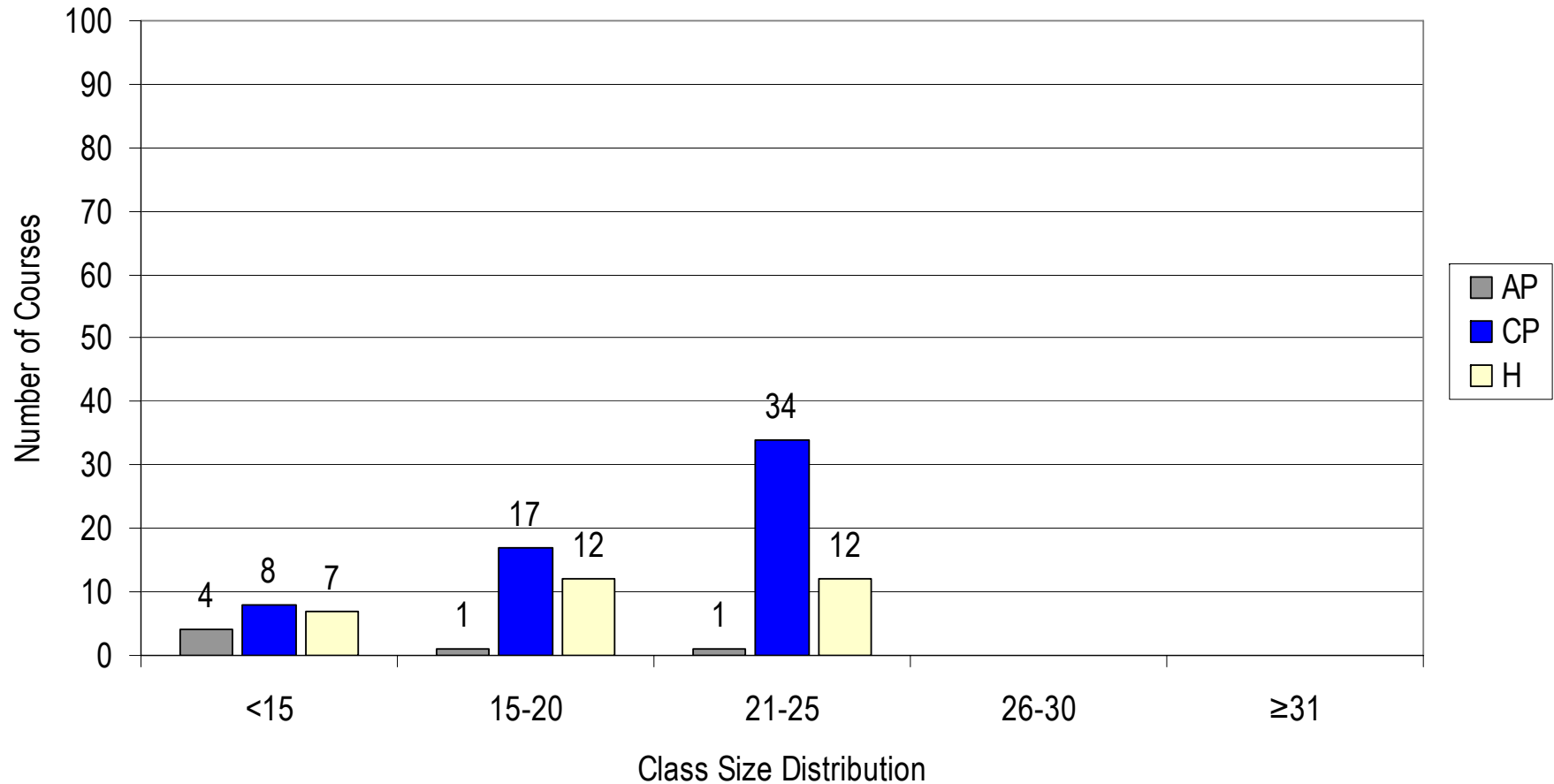
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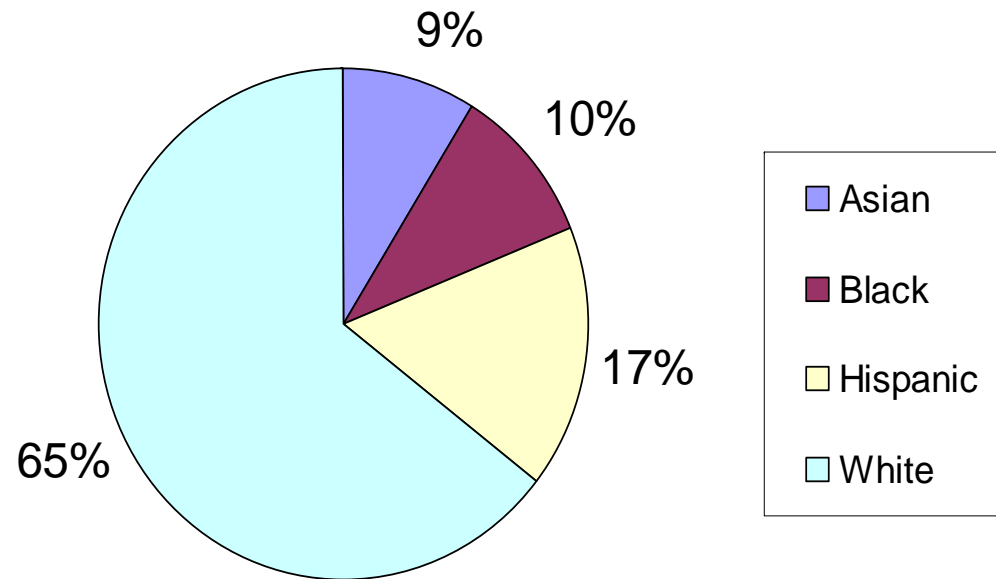
2007-08 AITE Class Size Distribution: Advanced Placement, College Prep and Honors



Notes:

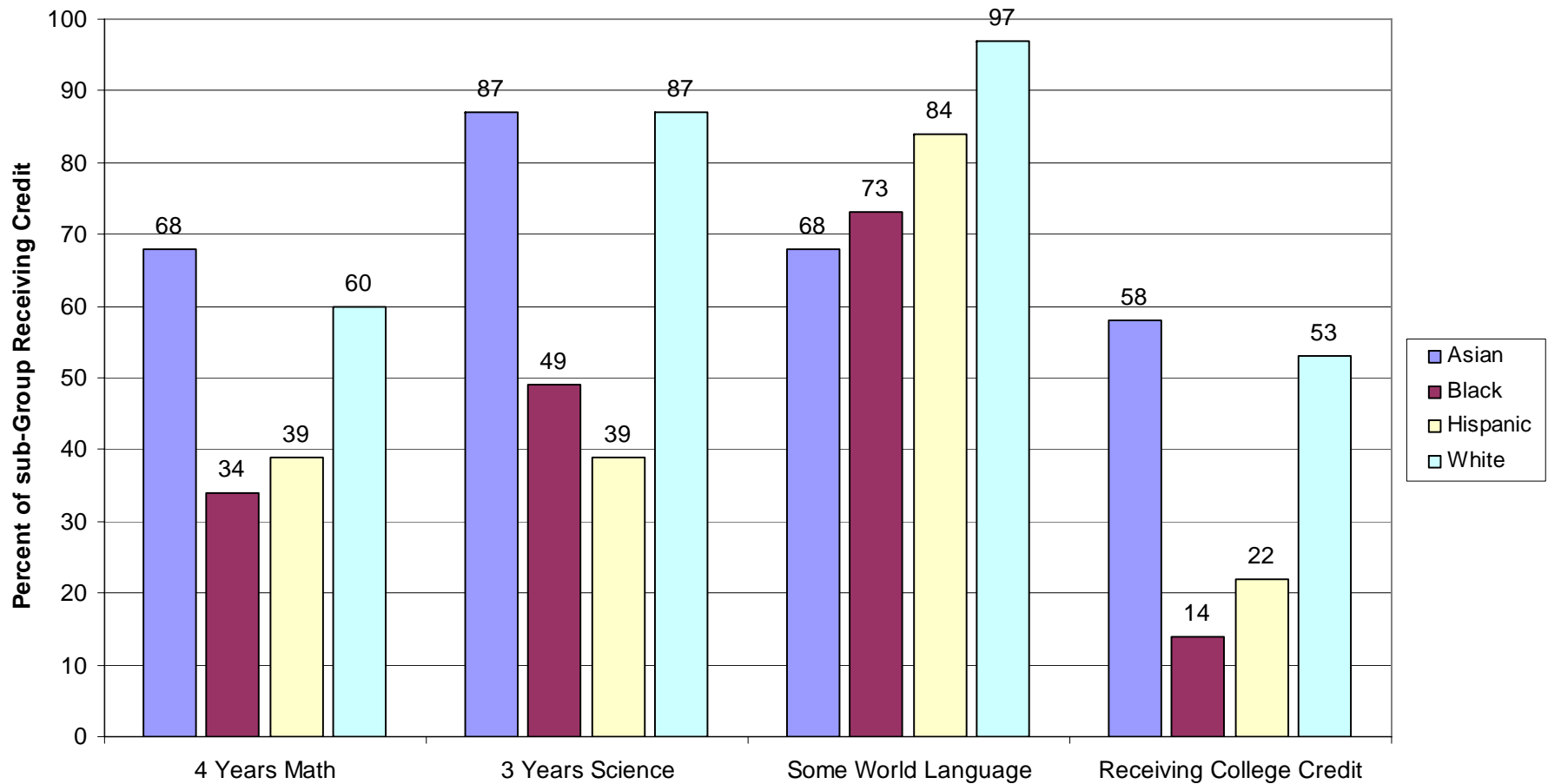
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2007-08 AP/Honors Enrollment, by Ethnicity



Total Student = 1,643

2007 Graduates: Course Taking Patterns, by Ethnicity



Student Achievement



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The 2008-09 Superintendent's Budget Proposal is directly aligned to the academic needs of our students and schools, as measured by State tests (CMT and CAPT).

Student Achievement: Traditionally Lower Performing Schools (Elementary)



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LOWER PERFORMANCE PATTERNS ON THE CONNECTICUT MASTERY TEST*
Percent of Elementary Whole School Below Basic & Basic

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Davenport Ridge	41.0%	30.2%	33.8%	33.3%	33.7%	22.7%	24.4%	21.9%
Hart Magnet School	30.4%	32.9%	41.6%	44.1%	20.0%	23.4%	27.9%	26.1%
Julia A. Stark	55.6%	48.8%	40.0%	45.1%	40.4%	55.1%	30.6%	35.5%
K. T. Murphy	46.4%	40.0%	43.1%	52.4%	31.8%	29.3%	33.2%	34.0%
Newfield	33.7%	39.1%	27.2%	33.1%	24.8%	22.6%	27.6%	27.3%
Northeast	35.1%	27.5%	24.8%	27.6%	20.0%	21.2%	15.2%	19.5%
Rogers Magnet School	42.7%	41.1%	39.4%	29.0%	24.3%	28.3%	30.3%	12.3%
Roxbury	33.1%	39.1%	30.5%	32.6%	26.5%	28.2%	26.7%	29.5%
Springdale	35.9%	36.5%	37.5%	39.1%	22.8%	27.3%	26.1%	26.1%
Stillmeadow	26.8%	26.3%	32.7%	35.5%	17.5%	25.0%	20.3%	24.2%
Toquam Magnet School	19.6%	20.5%	27.4%	23.6%	10.7%	12.3%	21.3%	17.2%
Westover Magnet School	9.0%	11.5%	13.4%	14.0%	16.0%	1.1%	11.3%	5.3%

Percent of Black & Hispanic Students Below Basic & Basic

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Davenport Ridge	68.8%	46.7%	54.5%	49.2%	63.8%	39.6%	40.0%	32.6%
Hart Magnet School	44.9%	45.5%	59.2%	54.9%	32.0%	35.6%	37.8%	34.0%
Julia A. Stark	66.2%	62.5%	48.5%	50.8%	48.7%	72.5%	36.0%	39.5%
K. T. Murphy	50.0%	43.6%	47.8%	57.6%	37.0%	36.8%	38.2%	39.4%
Newfield	60.0%	55.0%	48.3%	60.5%	45.7%	32.5%	48.4%	47.0%
Northeast	64.2%	62.0%	49.7%	54.5%	40.6%	43.1%	30.2%	40.0%
Rogers Magnet School	57.6%	53.8%	50.6%	38.2%	37.3%	33.3%	37.0%	17.8%
Roxbury	68.9%	68.8%	55.0%	56.2%	60.9%	51.0%	46.2%	54.5%
Springdale	57.1%	43.2%	55.6%	62.8%	42.9%	37.0%	38.9%	37.7%
Stillmeadow	39.0%	36.7%	44.2%	47.6%	28.8%	34.0%	26.2%	35.2%
Toquam Magnet School	23.5%	38.2%	45.9%	36.4%	17.6%	23.5%	38.2%	27.3%
Westover Magnet School	17.5%	22.2%	26.6%	29.1%	30.0%	2.7%	23.5%	10.6%

* "Lower performance patterns" are identified in schools that repeatedly had higher percentages of students scoring Below Basic or Basic over four years (all tested grades) on the reading & math CMT. For each year, the four schools with the highest rates are highlighted in yellow, for reading and for math.

Student Achievement: Traditionally Lower Performing Schools (Middle)



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LOWER PERFORMANCE PATTERNS ON THE CONNECTICUT MASTERY TEST* Percent of Middle Whole School Below Basic & Basic

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Cloonan Middle School	26.9%	30.9%	28.7%	32.8%	27.1%	30.7%	28.8%	29.9%
Dolan Middle School	29.2%	29.8%	28.2%	30.2%	27.5%	33.0%	28.5%	26.2%
Rippowam Middle School	34.3%	34.0%	33.7%	31.2%	32.3%	37.0%	36.3%	29.1%
Scofield Middle Magnet	15.6%	19.4%	16.6%	16.6%	15.0%	24.1%	19.6%	15.4%
Turn of River Middle	38.3%	31.4%	30.8%	35.2%	35.4%	35.6%	34.6%	31.6%

Percent of Black & Hispanic Students Below Basic & Basic

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Cloonan	45.2%	48.0%	47.5%	52.2%	47.6%	49.2%	49.8%	46.9%
Dolan	40.3%	43.5%	42.0%	45.6%	40.7%	48.8%	40.8%	39.3%
Rippowam	51.6%	52.0%	54.5%	48.5%	51.8%	58.6%	56.4%	44.0%
Scofield	26.8%	28.0%	27.3%	28.3%	27.2%	35.8%	28.7%	25.2%
Turn Of River	65.4%	51.6%	49.4%	54.3%	58.9%	57.8%	55.4%	49.7%

* "Lower performance patterns" are identified in schools that repeatedly had higher percentages of students scoring Below Basic or Basic over four years (all tested grades) on the reading & math CMT. For each year, the two schools with the highest rates are highlighted in yellow, for reading and for math.

Student Achievement: Traditionally Higher Performing Schools (Elementary)



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HIGHER PERFORMANCE PATTERNS ON THE CONNECTICUT MASTERY TEST*
Percent of Elementary Whole School at Goal & Advanced

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Davenport Ridge	46.7%	58.5%	55.4%	49.5%	47.1%	57.3%	49.8%	56.5%
Hart Magnet School	54.4%	47.4%	42.0%	40.3%	58.8%	54.5%	49.8%	47.4%
Julia A. Stark	29.6%	32.3%	43.0%	35.9%	33.9%	25.2%	43.2%	41.7%
K. T. Murphy	33.3%	41.3%	41.4%	29.7%	40.9%	40.2%	39.8%	32.8%
Newfield	47.1%	47.8%	54.3%	53.4%	53.3%	54.8%	52.4%	52.9%
Northeast	51.4%	63.0%	62.3%	57.9%	54.0%	65.8%	70.8%	65.0%
Rogers Magnet School	43.7%	49.5%	41.7%	55.6%	54.4%	54.5%	48.9%	75.4%
Roxbury	55.9%	48.7%	57.0%	54.6%	58.1%	52.1%	53.0%	53.1%
Springdale	52.2%	49.4%	49.6%	44.8%	55.4%	47.7%	52.6%	54.2%
Stillmeadow	56.7%	64.2%	53.2%	49.6%	57.7%	49.0%	57.1%	57.2%
Toquam Magnet School	71.4%	67.1%	61.2%	61.1%	76.8%	72.6%	62.9%	67.9%
Westover Magnet School	75.0%	79.3%	78.1%	77.0%	74.0%	74.7%	75.3%	81.1%

Percent of Black & Hispanic Students at Goal & Advanced

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Davenport Ridge	14.6%	37.8%	31.5%	31.1%	10.6%	29.2%	26.9%	40.3%
Hart Magnet School	34.7%	31.8%	26.1%	26.4%	38.0%	35.6%	35.0%	32.6%
Julia A. Stark	19.5%	15.0%	32.7%	29.9%	30.8%	10.0%	35.0%	36.5%
K. T. Murphy	28.0%	34.5%	34.0%	24.8%	33.3%	33.3%	32.9%	26.9%
Newfield	17.1%	30.0%	30.8%	26.3%	22.9%	40.0%	27.9%	25.2%
Northeast	17.9%	32.0%	33.5%	27.9%	23.2%	36.2%	47.1%	35.8%
Rogers Magnet School	25.4%	35.4%	29.3%	43.0%	35.6%	44.9%	38.1%	68.6%
Roxbury	15.6%	16.7%	27.1%	24.8%	17.4%	26.5%	25.4%	25.6%
Springdale	22.9%	38.6%	30.6%	22.8%	31.4%	34.8%	37.3%	33.6%
Stillmeadow	42.4%	46.9%	41.3%	35.0%	47.5%	38.0%	41.8%	42.8%
Toquam Magnet School	64.7%	50.0%	36.7%	41.8%	64.7%	50.0%	40.9%	51.8%
Westover Magnet School	57.5%	63.9%	57.8%	57.3%	50.0%	54.1%	52.2%	65.5%

* Higher performance patterns* are identified in schools that repeatedly had higher percentages of students scoring Goal or Advanced over four years (all tested grades) on the reading & math CMT. For each year, the four schools with the highest rates are highlighted in green, for reading and for math.

Student Achievement: Traditionally Higher Performing Schools (Middle)



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HIGHER PERFORMANCE PATTERNS ON THE CONNECTICUT MASTERY TEST*
Percent of Middle Whole School at Goal & Advanced

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Cloonan	62.2%	57.3%	62.1%	55.4%	55.1%	49.8%	48.5%	48.4%
Dolan	58.6%	56.0%	60.0%	56.9%	52.5%	48.1%	47.9%	52.5%
Rippowam	53.3%	53.8%	57.3%	56.8%	47.5%	41.6%	43.9%	46.6%
Scofield	69.8%	68.1%	73.2%	72.7%	63.0%	53.9%	55.0%	60.4%
Turn Of River	52.3%	58.9%	56.7%	56.8%	45.8%	44.7%	42.8%	46.7%

Percent of Black & Hispanic Students at Goal & Advanced

SCHOOL	READING				MATH			
	2003-2004	2004-2005	2005-2006	2006-2007	2003-2004	2004-2005	2005-2006	2006-2007
Cloonan	40.5%	35.4%	38.8%	32.2%	30.3%	27.6%	21.8%	23.4%
Dolan	42.5%	39.7%	41.0%	38.4%	33.5%	25.1%	31.3%	34.1%
Rippowam	33.7%	32.3%	34.8%	33.7%	26.4%	19.3%	18.3%	23.8%
Scofield	54.1%	58.1%	58.8%	60.4%	43.7%	41.6%	39.7%	45.9%
Turn Of River	22.9%	36.3%	33.5%	34.2%	17.7%	17.5%	16.7%	22.7%

* Higher performance patterns" are identified in schools that repeatedly had higher percentages of students scoring Goal or Advanced over four years (all tested grades) on the reading & math CMT. For each year, the two schools with the highest rates are highlighted in green, for reading and for math.

Higher Performance Patterns: Matched Students (Elementary)



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Matched Student Results* for Elementary Schools, 2006 to 2007 CMTs in Reading and Math

SCHOOL	Percent of Students Who Moved Up One or More Level(s)**				2006 Level 5 Students Who Scored Level 5 Again in 2007***			
	READING		MATH		READING		MATH	
	N	%	N	%	N	%	N	%
Davenport Ridge	29	20.1%	65	48.1%	19	79.2%	27	84.4%
Hart Magnet School	31	27.0%	22	21.6%	7	77.8%	14	63.6%
Julia A. Stark	48	31.4%	66	45.5%	3	33.3%	17	100.0%
K. T. Murphy	28	21.9%	41	32.5%	4	57.1%	7	58.3%
Newfield	33	20.2%	46	28.8%	14	60.9%	17	60.7%
Northeast	42	23.2%	34	22.2%	43	79.6%	65	80.2%
Rogers Magnet School	61	49.6%	68	65.4%	11	100.0%	25	83.3%
Roxbury	28	18.9%	31	22.0%	21	63.6%	31	75.6%
Springdale	26	19.0%	43	35.0%	10	52.6%	19	57.6%
Stillmeadow	34	26.0%	42	36.5%	10	55.6%	26	76.5%
Toquam Magnet School	32	29.6%	26	28.9%	18	85.7%	34	85.0%
Westover Magnet School	27	23.5%	51	51.0%	47	70.1%	71	86.6%

* Includes students tested in the indicated school in 2007 who were also tested in that school or another Stamford public school in 2006. Matched pairs include grade 3 to grade 4 and grade 4 to grade 5.

** Includes students who scored in Levels 1-4 in 2006 and moved up one or more performance levels in 2007. The four schools with the highest rate are highlighted in green for reading and math.

*** Includes the number/percent of students who scored Level 5 in 2007 out of all students who scored Level 5 in 2006. The four schools with the highest rate are highlighted in green for reading and math.

Higher Performance Patterns: Matched Students (Middle)



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Matched Student Results* for Middle Schools, 2006 to 2007 CMTs in Reading and Math

SCHOOL	Percent of Students Who Moved Up One or More Level(s)**				2006 Level 5 Students Who Scored Level 5 Again in 2007***			
	READING		MATH		READING		MATH	
Cloonan	40	17.7%	36	15.4%	68	81.9%	70	80.5%
Dolan	68	21.3%	61	15.4%	45	80.4%	53	80.5%
Rippowam	101	25.3%	114	28.4%	65	80.2%	76	88.4%
Scofield	76	22.1%	107	30.7%	64	75.3%	74	90.2%
Turn Of River	66	22.2%	59	19.9%	42	62.7%	55	84.6%

* Includes students tested in the indicated school in 2007 who were also tested in that school or another Stamford public school in 2006. Matched pairs include grade 6 to grade 7 and grade 7 to grade 8.

** Includes students who scored in Levels 1-4 in 2006 and moved up one or more performance levels in 2007. The two schools with the highest rate are highlighted in green for reading and math.

*** Includes the number/percent of students who scored Level 5 in 2007 out of all students who scored Level 5 in 2006. The two schools with the highest rate are highlighted in green for reading and math.

NCLB Status for 2007-08

Based on Spring 2007 CMT/CAPT Results



Stamford Public Schools

EXCELLENCE IS THE POINT.

School	All Clear	AYP Year I	In Need of Improvement			
			Year I	Year II	Year III	Year IV
Davenport	All Clear		Year I (R)	Year II (Safe Harbor)	Year III (R)	
Hart						
Toquam						
K.T. Murphy						
Newfield						
Northeast Rogers						
Roxbury						
Springdale						
Stark						
Stillmeadow						
Westover	All Clear		Year I (M/R)	Year II (M/R)	Year III (M/R)	
Cloonan						
Dolan						
Rippowam						
Scotfield						
Turn of River	All Clear			Year II (M/R)	Year III (M/R)	Year IV (M/R)
AITE						
SHS						
WHS	All Clear				Year III (M)	Year IV (M/R)

M = Math R = Reading



Stamford Public Schools

EXCELLENCE IS THE POINT.

**Percent of Students at/above Proficiency in MATH
by School and NCLB Subgroups with Confidence Intervals Added
Based on Spring 2007 CMT's/CAPT**

School	Whole School	AYP Target Met	Asian	AYP Target Met	Black	AYP Target Met	Hispanic	AYP Target Met	White	AYP Target Met	Students with Disabilities	AYP Target Met	ELL	AYP Target Met	Economically Disadvantaged	AYP Target Met
Davenport	87	Green	x		74	Green	97	Green	96	Green	x		x		79	Green
Hart	81	Green	x		77	Green	82	Green	99	Green	x		x		77	Green
Toquam	89	Green	x		79	Green	95	Green	99	Green	x		x		80	Green
K.T. Murphy	75	Green	x		68	Red	80	Green	87	Green	x		75	Green	75	Green
Newfield	79	Green	x		64	Red	73	Red	90	Green	x		x		62	Red
Northeast	88	Green	x		80	Green	75	Green	99	Green	x		76	Green	75	Green
Rogers	93	Green	x		90	Green	93	Green	100	Green	x		91	Green	91	Green
Roxbury	78	Green	x		49	Red	77	Green	94	Green	52	Red	x		57	Red
Springdale	80	Green	x		x	Yellow	74	Green	92	Green	x		66	Red	69	Red
Stark	73	Green	x		61	Red	86	Green	83	Green	x		x		69	Red
Stillmeadow	81	Green	x		78	Green	77	Green	92	Green	49	Red	x		70	Red
Westover	98	Green	x		99	Green	99	Green	100	Green	x		x		96	Green
Cloonan	75	Green	x		55	Red	71	Red	93	Green	33	Red	69	Red	61	Red
Dolan	80	Green	x		70	Red	72	Red	93	Green	39	Red	63	Red	68	Red
Rippowam	76	Green	92	Green	59	Red	70	Red	93	Green	42	Red	59	Red	60	Red
Scofield	89	Green	99	Green	80	Green	88	Green	97	Green	x		x		81	Green
Turn of River	76	Green	x		56	Red	66	Red	94	Green	45	Red	61	Red	61	Red
AITE	76	Green	x		x	Yellow	x	Yellow	85	Green	x		x		x	Yellow
SHS	67	Red	x		47	Red	61	Red	88	Green	41	Red	53	Red	52	Red
WHS	71	Green	x		48	Red	65	Red	92	Green	49	Red	x		56	Red

Notes:

1. Green = AYP Target Met; Red = AYP Target not Met; Yellow = Safe Harbor; x = Not Evaluated because group size is below 40.
2. The NCLB targets for Spring 2007 in Math are 74% at/above Proficient on CMT's; 69% at/above Proficient on CAPT.

Percent of Students at/above Proficiency in READING
by School and NCLB Subgroups with Confidence Intervals Added
Based on Spring 2007 CMT's/CAPT

School	Whole School	AYP Target Met	Asian	AYP Target Met	Black	AYP Target Met	Hispanic	AYP Target Met	White	AYP Target Met	Students with Disabilities	AYP Target Met	ELL	AYP Target Met	Economically Disadvantaged	AYP Target Met
Davenport	74		x		59		75		90		x		x		59	
Hart	64		x		57		61		89		x		x		52	
Toquam	83		x		68		90		97		x		x		68	
K.T. Murphy	56		x		50		58		75		x		43		50	
Newfield	74		x		55		56		90		x		x		42	
Northeast	78		x		62		58		94		x		60		61	
Rogers	78		x		76		73		100		x		63		70	
Roxbury	73		x		48		70		90		30		x		48	
Springdale	68		x		x		48		92		x		39		46	
Stark	63		x		50		71		80		x		x		56	
Stillmeadow	71		x		65		66		87		47		x		59	
Westover	91		x		85		85		100		x		x		75	
Cloonan	72		x		49		67		93		33		57		59	
Dolan	75		x		69		61		91		39		54		61	
Rippowam	73		88		57		62		93		42		41		54	
Scofield	87		100		83		79		96		x		x		74	
Turn of River	70		x		65		52		90		41		37		49	
AITE	88		x		x		x		90		x		x		x	
SHS	87		x		72		86		99		x		78		74	
WHS	88		x		75		82		100		46		x		76	

Notes:

1. Green = AYP Target Met; Red = AYP Target not Met; Yellow = Safe Harbor; x = Not Evaluated because group size is below 40.
2. The NCLB targets for Spring 2007 Reading are 68% at/above Proficient on CMT's; 72% at/above Proficient on CAPT.

The Path to Excellence...



Stamford Public Schools

EXCELLENCE IS THE POINT.

- Core curriculum in every school for every child
- Explicit expectations for adults to use best practices
- Instructional support for teachers and administrators
- Continuation of professional learning communities
- Direct intervention with struggling students

Elementary: New Initiatives and Interventions



- All Elementary:
 - Elimination of Curriculum Associate for Staff Development (CASD)
 - Elimination of Cornerstone Initiative at Hart, Stillmeadow, Stark and Springdale (ERS grant funded)
 - Creation of Literacy Support Specialist who will work directly with children
 - Continued implementation of Core Curriculum
 - Everyday Mathematics expanding to grades 3 and 4
 - Science expanding to grades K- 4
 - Phonics support in literacy for K-2
 - Elimination of K DRA
 - Non-fiction writing, grades 3-5
 - Approximately 1:50 ESL teacher to student ratio
 - Formula-based SPED staffing
 - Enrichment programs
- Traditionally lower performing elementary schools – Stark, Roxbury, KT Murphy (in addition to the above):
 - Class sizes of approximately 15 in K, 1 and 2
 - Support from experts in literacy, mathematics, science, technology and leadership (Stamford Excellence Team)
- Magnet Schools (in addition to the above):
 - Hart will have a planning year to revitalize the magnet program

Changes in Elementary Positions



Stamford Public Schools

EXCELLENCE IS THE POINT.

2007-08

- Curriculum Associates for Staff Development (CASDs) are funded by State Priority School District grant
- Early Literacy Coaches are funded by State Early Reading Success grant
- Every school has a Developmental Reading teacher funded by BOE Operating budget

2008-09

- CASDs are eliminated by BOE
- Priority School District grant will fund a Literacy Support Specialist at every school
- State cut Early Reading Success grant
- BOE operating budget will continue to fund Developmental Reading teachers
- Every school will have two teachers who provide direct literacy support to students

Middle School: New Initiatives and Interventions



- All:
 - ❑ 90-minute literacy block – move from separate English and Reading periods to one English Language Arts period
 - ❑ 90-minute mathematics block for 6th grade
 - ❑ Standard number of minutes for Art, PE, Music
 - ❑ Approximately 1:50 ESL teacher to student ratio
 - ❑ Formula-based SPED staffing
 - ❑ Enrichment programs
- Traditionally Lower Performing, TOR (including the above):
 - ❑ Support from experts in literacy, mathematics, science, technology and leadership (Stamford Excellence Team)
 - ❑ Ratio of 1:22 in core classes
 - ❑ Reading and Math labs for Special Education students

High School: New Initiatives and Interventions



- SHS, WHS and AITE:
 - Move closer to standard ratio of class size distribution
 - Shift of teacher positions from SHS to WHS due to enrollment
 - Approximately 1:50 ESL teacher to student ratio
 - Formula-based SPED staffing
 - Addition of chemistry labs for all students
- WHS, traditionally lower performing, (in addition to the above):
 - Support from experts in literacy, mathematics, science, technology and leadership (Stamford Excellence Team)
 - Core classes ratio of 1:22
 - Extended advisories to 10th grade
 - Reading and Math labs for Special Education students

Instructional Support: Teacher Focus Group Findings



- Resounding support for additional instructional support was expressed. Coaches are needed to observe teachers and offer feedback, model lessons, share information and build collective knowledge among teachers, and share best practices and new strategies with teachers.
 - Meeting this need is especially critical at our traditionally lower performing schools. The Stamford Excellence Team will begin to provide this support.
- A clear curriculum is needed in literacy before coaches can be effective in helping teachers teach.
 - We are developing a standardized literacy curricula. We need to fund this work as well as fund coaches to help implement the new curricula.
- Administrators indicated that coaches need to also spend time working with students, either teaching or supporting small groups, in order to gain teacher support and trust.
 - The Literacy Support Specialists will meet this need by spending the majority of their time providing direct instructional support to kids, but also spending some time coaching and modeling for teachers.

Instructional Support Model



Stamford Public Schools

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	Class Size	Instructional Support in Math and Literacy	PD and Monitoring	Additional Resources
All Elementary Schools		<ul style="list-style-type: none"> -Math liaisons (may change with new curriculum implementation) -Two reading specialists who provide instructional intervention to children. 	Reading specialists will receive professional development in literacy instruction from the district.	10 hours Family Resource Coordinator per week (to be tentatively funded out of grants)
Lower Performing Elementary Schools	<ul style="list-style-type: none"> -Class sizes K-2 of < 15 students -Class sizes in Grades 3-5 of < 23 students. 		Coaching and support from the Stamford Excellence Team.	20 hours Family Resource Coordinator per week (to be tentatively funded out of grants)
All Secondary Schools		Full-time math coaches at all middle schools (requiring a change to the current model).	Training and support for subject area department heads to assume more instructional support responsibilities.	Teacher leaders at all middle schools in major core areas (stipended positions).
Lower Performing Secondary Schools	Class sizes in language arts and math classes of < 22 students.		Coaching and support from the Stamford Excellence Team.	Full-time Family Resource Coordinator (to be tentatively funded out of grants).

Stamford Excellence Team



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<u>Elementary</u>	<u>Secondary</u>	<u>K-12</u>
Literacy Specialist	Literacy Specialist	Science Specialist
Math Specialist	Math Specialist	Technology Specialist
Part-time consulting principal	Part-time consulting principal	

Superintendent's 2008-09 Operating Budget Request



\$222,990,540

6.9%

5.19% = Current Program

1.52% = Unfunded Mandates

and Project Implementation

.22% = Program Enhancement



Stamford Public Schools

EXCELLENCE IS THE POINT.

The 2008-09 Superintendent's Operating Budget Request represents difficult choices that we must make in order to ensure that the Stamford Public Schools continues to make progress towards excellence. It represents movement towards increased equity of resources between schools and targeted interventions at schools that are lower-performing. New State legislation and unfunded State and Federal mandates have placed an additional burden on the local taxpayer and have forced us to confront longstanding issues of student achievement. The Stamford Public Schools continues to be a very strong school system that provides 15,000 students with world-class programs and committed teachers, administrators and staff. The continued support of the Stamford community will enable us to bring the Stamford Public Schools into the 21st Century and we will soon be the highest performing small urban school district in the nation.