



STAMFORD PUBLIC
SCHOOLS

Building a
21st Century
Culture of
Achievement

ANNUAL REPORT
TO THE COMMUNITY
2013-2014



TABLE OF CONTENTS

The Stamford Public Schools: Who We Are..... 03

Report to the Community: Overview..... 05

Teaching and Learning 06

Building Capacity 14

Building Community 18

Policy and Management 24



Message from the Superintendent of Schools

I am pleased to share the Stamford Public Schools (SPS) 2013-2014 *Annual Report to the Community*. Each year we look back at what we have accomplished over the past year and report on our progress, successes, and challenges.

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

HERE ARE SOME HIGHLIGHTS:

- The Lone Pine Foundation, a not-for-profit organization that supports area education and youth development programs, named Hart Magnet Elementary School as winner and Stillmeadow Elementary School as a finalist of the *Fairfield County Academic Gain Award* for significantly closing the achievement gap in 2013. This was the second year in a row Stamford had a winner and a finalist.
- For the fifth consecutive year, College for Every Student, a national nonprofit that helps underserved students prepare for, gain access to, and succeed in college, recognized Cloonan Middle School as a *School of Distinction*.
- Stamford Public Schools students earned 245 *AP Scholar Awards* in recognition of their exceptional achievement on AP Exams.
- Two Westhill High School students were named *National Merit Scholarship Winners* in the 2014 National Merit Scholarship Program. An additional 15 SPS seniors from across the district were recognized as *Commended Students*, placing them among the top five percent of more than 1.5 million students who entered the competition.
- An AITE teacher was selected to receive the National History Day's *Patricia Behring Teacher of the Year Award*.

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



Winifred Hamilton, Ph.D.
Superintendent
Stamford Public Schools



“

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

”



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

MEET THE FACULTY

Jimmy Sapia



2014-15 Stamford
Teacher of the Year

CURRENT POSITION

Teacher, Fifth Grade Humanities,
Rippowam Middle School

GRADUATE

B.A., Communications,
Western Carolina University

M.A., Elementary Education,
University of Bridgeport

Why do you work in Stamford Public Schools—what makes it your ‘district of choice’?

I chose to teach in the Stamford Public Schools because of the district’s diversity. I love being able to work with many children from different backgrounds and ethnicities. It’s a great situation because you can tie multicultural appreciation into many lessons and activities to develop appreciation for others in both school and global contexts.

“

My main goal is to give students an opportunity to see the world in a broader context. ... Technology has the power to enhance the teacher’s role in ways that were never possible before.

”



MEET THE STUDENTS

Paulomi Rao

“2014 10 Teens to Watch,” *Stamford* magazine

EXTRACURRICULAR ACTIVITIES

- Co-Editor-in Chief, *The Round Table*
- Member, Districtwide Student Advisory Council
- Drum Major, SHS Marching Band

SCHOOLS ATTENDED

Newfield Elementary School
Rippowam Middle School
Stamford High School Class of 2015

FUTURE PLANS

Attend college/university to study Political Science, Public Policy, International Relations, or Psychology

What would you say to someone considering attending SPS?

Stamford is an exceptionally unique place. We are as much a large urban center, home to Fortune 500 companies, as we are a community of neighborhoods and weekend soccer games. Stamford Public Schools directly showcases these distinct dynamics.

“

A public school education gives you an advantage later on in life. Experiencing this community prepares students for the real world and is absolutely priceless.

”



Who We Are

OUR MISSION

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

OUR DISTRICT

In the 2013-14 school year, SPS comprised approximately 15,800 students, more than 1,400 professional staff members, and 20 schools including six magnet and two International Baccalaureate (IB) schools. SPS has a total of 12 elementary schools, five middle schools, and three high schools.

OUR STUDENTS

SPS is proud that our district is as rich in diversity as it is in talent. We have students from many cultural and socioeconomic backgrounds, and geographic locations. In 2013-14, some 13% of our students were English Language Learners (ELL), and 73 different languages were spoken in the homes of our families. Additionally, 49% of our students qualified for the free/reduced lunch program. SPS offers our students a learning experience rich in cultural diversity and reflective of the global society in which they will work and live.

PROFILE OF PUBLIC SCHOOLS 2013-14

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

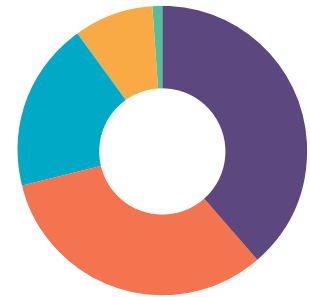
PROGRAM INFORMATION

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

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

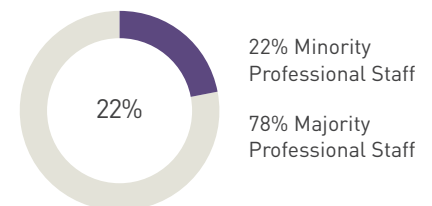
Note: This chart excludes those students who were registered in alternative and out-of-district programs. You may learn more about each school by accessing the district website, www.StamfordPublicSchools.org, or the individual school's website.

SCHOOL DISTRICT DIVERSITY



- 39% Hispanic
 - 33% White
 - 19% American Black
 - 9% Asian American
 - 1% Other*
- *Other includes American Indian and two or more races

PERCENTAGE MINORITY STAFF



OUR SUPERINTENDENT

Winifred Hamilton, Ph.D.

OUR 2014-15 BOARD

Jackie Heftman, President

Lorraine Olson, Vice President

Dolores Burgess, Secretary

John Leydon, Jr.,
Assistant Secretary

Betsy Allyn

Geoff Alswanger

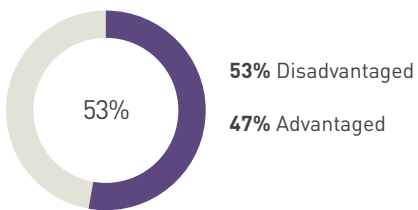
Jerry Pia

Dr. Polly Rauh

Julia Wade

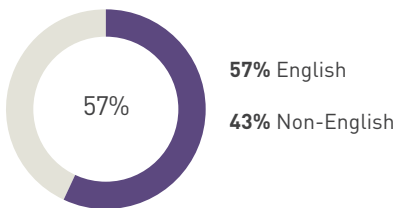
Mayor David R. Martin (non-voting)

SOCIOECONOMIC STATUS



More than half of our students come from disadvantaged families.

HOME LANGUAGE



Some 43% of our students (excluding pre-K) come from homes where English is not the primary language.

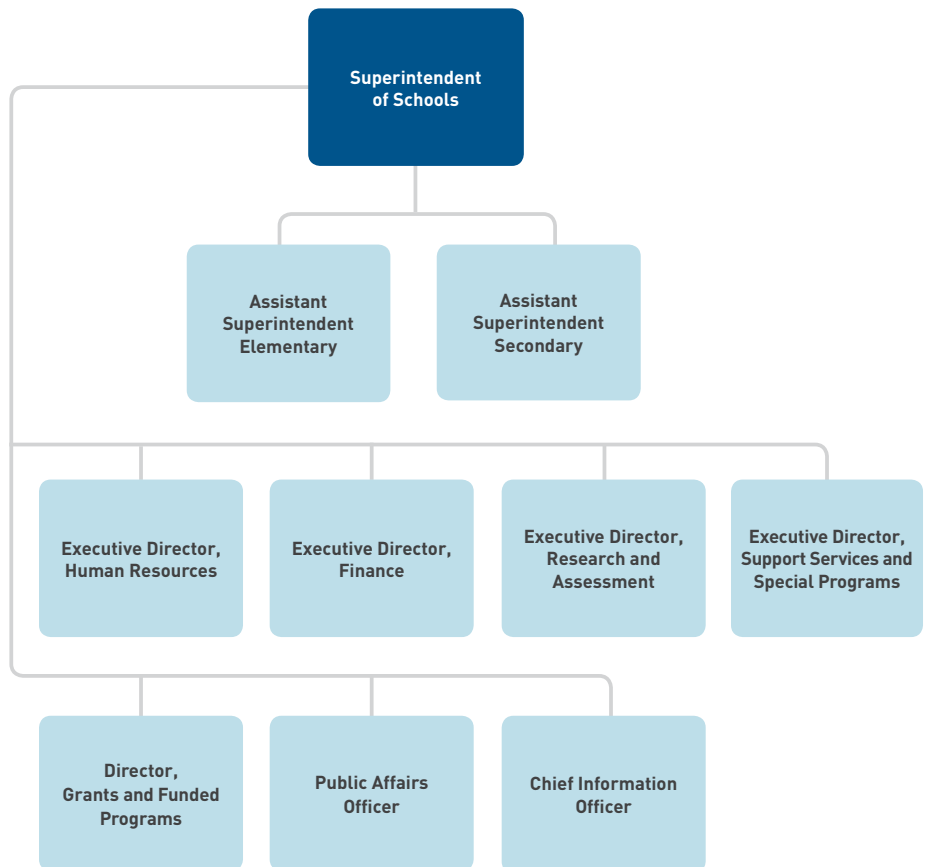
OUR STAFF

In the 2013-14 school year, the SPS staff comprised 1,264 teachers, 393 paraprofessionals, and 100 counselors, social workers, and school psychologists. More than 94% of our teachers and instructors have a master's degree or higher.

OUR PARTNERS

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

STAMFORD PUBLIC SCHOOLS ORGANIZATION CHART



Overview

The 2013-2014 SPS *Annual Report to the Community* is intended to provide a comprehensive look at the work of the school district for the Board of Education, city officials, parents, teachers, community members, and prospective residents. Initiated in 2008-09, this annual report has become an important tradition and reflects Stamford Public Schools' commitment to accountability.

The mission of the SPS is: "To prepare each and every child for higher education and success in the 21st century." To accomplish our mission, the school district establishes an annual series of tiered goals. We work with goals set at three levels:

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

For the 2013-14 school year, the superintendent's goals for SPS were categorized in four areas. These areas reflect the performance expectations adopted by the Connecticut State Department of Education that define effective leadership practices.

SECTION 01

Teaching and Learning

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

SECTION 02

Building Capacity

Increase Central Office support to promote accountability for student achievement.

The 2013-14 *Annual Report to the Community* describes the work of the school district in each of the four areas and provides data to demonstrate the positive impact of its initiatives. SPS strives for continuous improvement and relies on data to demonstrate progress.

SECTION 03

Building Community

Inform and engage the Stamford community in the success of SPS.

SECTION 04

Policy and Management

Improve the efficient management of the Central Office and schools.



Teaching and Learning

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

2013-14 ALLIANCE STRATEGIC DISTRICT IMPROVEMENT PLAN

The Alliance Program is Connecticut's targeted investment in 30 school districts in the state with the greatest academic challenges. Alliance funding is conditional upon a district's submission and the Commission of Education's approval of an Alliance District Improvement Plan (ADIP) to improve academic achievement. The Year Two Alliance Grant Application was written by a 20-member committee of principals and Central Office staff in the summer of 2013. The SPS ADIP incorporates the goals of the Board of Education (BOE) and the superintendent, and serves as the blueprint for the work of the district. The ADIP is monitored by the 40-member District Data Team. Priorities for the Year Two Plan were:

- Promote the implementation of Common Core State Standards (CCSS)
- Implement new educator evaluations for teachers and administrators
- Provide intervention for struggling students
- Ensure a safe, orderly, and positive social and emotional environment at all schools
- Promote college readiness for high school students and reduce achievement gaps

In October 2013, the Year Two Alliance Grant was awarded to SPS in the amount of \$1.86 million, \$900,000 more than the 2012-13 grant award.

IMPLEMENTATION OF CCSS

The CCSS initiative is a state-led effort to establish clear educational standards that are uniform, state to state. These standards were developed by educators and curriculum experts to ensure that each and every student is prepared to succeed in a globally competitive world.

MEET THE FACULTY

Emily Korn

2014-15 Finalist,
Stamford Teacher of the Year

CURRENT POSITION

Sixth Grade Language Arts Teacher,
Cloonan Middle School

GRADUATE

B.S., English and Elementary
Education, Lesley College

M.A., Teaching,
Manhattanville College

What are your personal goals for your students, your school, or the district?

It is my personal goal to ensure that every student who arrives at Cloonan feels a sense of belonging through their education and social surroundings. ... Every student can learn, every student can be successful, and I believe that working together, as a district, we can make that happen.

MEET THE STUDENTS

Natalie Skigen

Finalist, 60th Annual National Merit Scholarship Program

SCHOOLS ATTENDED

Northeast Elementary School
Turn of River Middle School
Westhill Class of 2015

EXTRACURRICULAR ACTIVITIES

- Student Executive Board
- Managing Editor, Westword Online
- National Honor Society
- Tri-M Honor Society
- Girl Scout Ambassador

FUTURE PLANS

Attend Washington University, St. Louis, to study Pre-Med, with a major in Mathematics

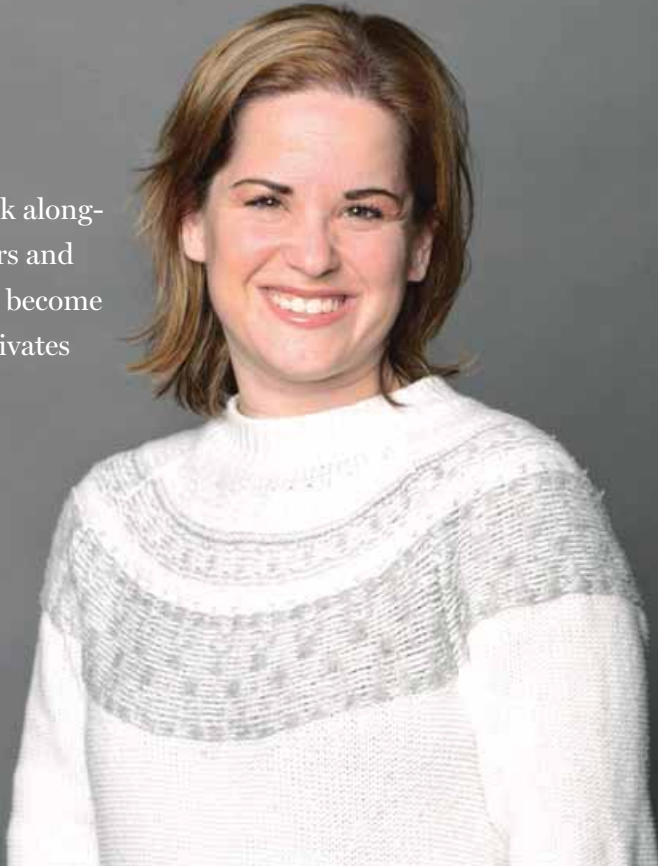
How do you think attending SPS is helping prepare you for your future?

Thanks to the stellar education I received in elementary and middle school, I was prepared for the rigor and challenge that honors and AP classes would present in high school ... I believe that attending Stamford Public Schools provided me with the challenge and support needed to pursue success in college.

“

Knowing that I work alongside strong educators and get to help students become strong learners motivates me every morning.

”



“

I can say with confidence that I have found more opportunities in Stamford than many of my friends (from across the nation) have.

”



DID YOU KNOW?



A WHS senior was the second highest scorer in the Fairfield County Math League and tied as the top scorer at the Connecticut State Mathematics Competition.



Rippowam Middle School students earned six awards in the Connecticut State Science and Engineering Fair.



Two AITE teams were named People's Choice Winners in the NFTE World Series of Innovation competition.



DID YOU KNOW?



Artwork by both a Cloonan student and a Rippowam student was selected by Creative Connections' Art Link jury for their 2014 "Food for Thought" International Children's Art Exhibit.



Six seventh-grade students from Cloonan were selected to participate in a four-day STEM workshop at the U.S. Military Academy at West Point.



Scofield students earned second place in the 2013 GIS Day People's Choice Poster Contest.



In 2011-12, SPS developed a three-year Action Plan to implement CCSS. The plan addresses curriculum, professional development, assessments, interventions, and materials in English/language arts (ELA) and math for the elementary, middle, and high school grades.

In 2013-14, curriculum committees continued to revise the ELA and math curricula and assessments to align to the CCSS. Professional development for administrators, teachers, and paraprofessionals focused on instructional strategies to implement the new curricula and assessments. Stamford's work around the CCSS has been recognized by the Connecticut Commissioner of Education. Student Achievement Partners, a not-for-profit organization founded by the lead writers of the CCSS, plans to spotlight Stamford's ELA curriculum nationally because it illustrates rigorous standards for instruction and assessment tied to CCSS.

NEW EDUCATOR EVALUATIONS FOR TEACHERS AND ADMINISTRATORS

All 65 district principals, assistant principals, and administrators were trained to implement the new teacher performance evaluation process. Administrators were provided with tablets or laptop computers on which they recorded teacher observations. The evaluation plans for teachers and administrators were implemented according to state guidelines.

INTERVENTIONS FOR STRUGGLING STUDENTS

In an effort to raise student achievement and reduce the achievement gaps among student groups, several proven programs continued and a number of new initiatives were launched in 2013-14.

- (New) Summer school was expanded to include 106 incoming kindergartners and 245 incoming first graders.
- (New) A six-week, six-hour-a-day summer school program was provided for 60 incoming kindergartners from Davenport and Roxbury. The program is intended for students who do not have the advantage of preschool. Davenport and Roxbury are Stamford's two Focus Schools. The Alliance Grant requires that intensive instructional assistance be provided to students at these two elementary schools.
- (New) In 2014-15, Davenport and Roxbury each have one pre-K class.
- At Davenport and Roxbury, the School-Wide Enrichment Model (SEM) initiated in 2012-13 continued. This enrichment model was developed by Drs. Joseph Renzulli and Sally Reiss at the University of Connecticut. It is an outgrowth of their work on gifted education. Currently, SEM is nationally recognized as an exemplary compilation of enrichment strategies and activities for all students that promote higher-order thinking and provide the opportunity for students to pursue individual interests. One early indicator of the success of the SEM program at Davenport is the first-place prize awarded to a group of Davenport students who participated in the Solarize Stamford program, organized by a local solar energy company. The Davenport students' entry was judged and rated on quality, creativity, and quantity/accuracy of facts.

- Plans to strengthen the English Language Learner (ELL) program continued to be developed to meet Department of Justice requirements. To effect these programmatic modifications, eight ELL teachers and 18 paraprofessionals were added.
- At the middle school level, regrouping assessments in math and ELL continued in grades 6, 7, and 8 to advance students from College Prep to Honors. A total of 168 students advanced in 2013-14.



A SAFE, ORDERLY, AND POSITIVE SOCIAL AND EMOTIONAL ENVIRONMENT AT ALL SCHOOLS

A high school think tank, called the *High School Call to Action Committee (HSCAC)*, was initiated in early 2013 to identify ways to improve our high schools through a focus on school climate.

- Approximately 100 members, including high school principals, teachers, guidance counselors, parents, community members, students, and Central Office staff, participated in 2012-13.
- The work of the HSCAC continued in 2013-14 with three subcommittees focused on personalizing the high school experience for ninth graders.
- The committee made a number of recommendations to be launched at Stamford High School and Westhill High School in 2014-15. These include:
 - Teaming ninth graders with a common set of teachers
 - Creating a Connections Program (Advisory) to help personalize the high school experience for students
 - Introducing a tutorial program for ninth graders in Algebra I at Stamford High School

DID YOU KNOW?



A Hart third grader was named the state's Doodle 4 Google 2014 winner.



Four Turn of River students earned first-place awards at the district level of the National History Day Competition.



Teams from Turn of River, Westover, Stillmeadow, and Hart qualified for the Odyssey of the Mind World Finals.

COLLEGE READINESS FOR MIDDLE AND HIGH SCHOOL STUDENTS

SPS strives to prepare each and every student for higher education and success in the 21st century. Preparation for higher education and success in the workplace begins in kindergarten. Curricula are organized as K-12 progressions. In the middle and high schools, specific programs are in place to promote college readiness and include the following:

- *Advancement Via Individual Determination (AVID)*, a program that encourages first-generation college enrollees, continues in several middle and high schools and reaches nearly 400 students across the district.
- Westhill High School promotes enrollment in Advanced Placement (AP) classes through *Project Opening Doors*. In the 2012-13 and 2013-14 school years, approximately 550 Westhill students in grades 9-12 participated in at least one AP course. AP courses provide willing and academically prepared high school students with the opportunity to study and learn at the college level. College and university faculty play a vital role in ensuring AP courses align with college-level standards.



DID YOU KNOW?



Two of the three WHS students who were named National Merit Semifinalists advanced to National Merit Finalists.



Two SHS students participated in the 2014 Connecticut DECA State Career Development Conference, earning a first-place award and a finalist medal.

- With assistance from a competitive federal grant, Stamford High School is continuing its implementation of *Project Upward Bound* to increase college attendance by first-generation college applicants. A total of 65 students participated in 2013-14.
- Student Success Plans are continuing at the middle and high school levels to help students set academic goals with support from teachers, counselors and parents. With funding from SPEF (Stamford Public Education Foundation), the district offers Naviance, a software application to manage data regarding Student Success Plans.

NEW STATE ASSESSMENTS FROM SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

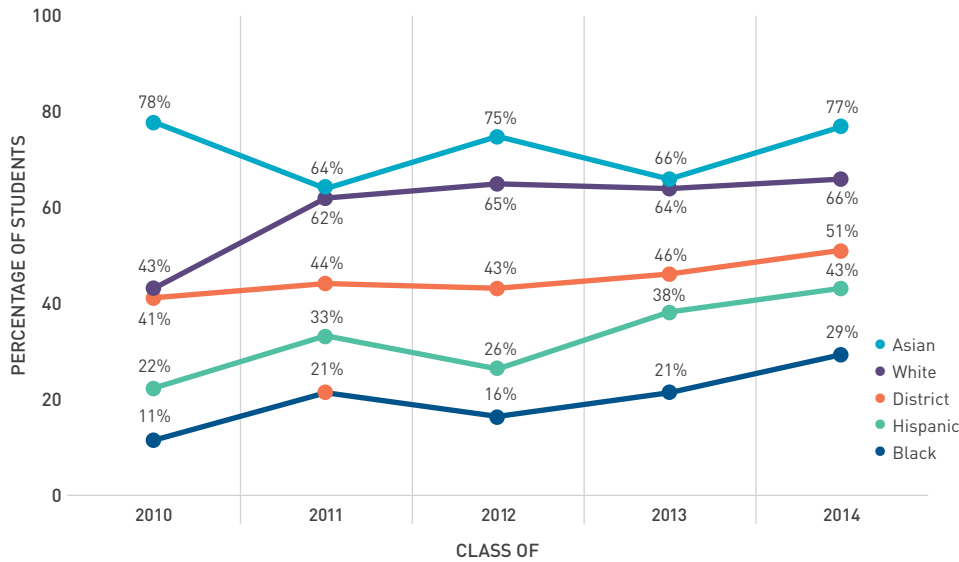
Achievement data for 2013-14 is limited because, like many states across the country, Connecticut's testing program is in transition.

For many years, the achievement of students and schools in Connecticut was evaluated by the Connecticut Mastery Tests (CMTs) in grades 3-8 and the Connecticut Academic Performance Test (CAPT) in grade 11. These tests assessed student and school performance in math, reading, writing, and science. Spring 2013 was the last year in which the CMTs and CAPT were administered in Stamford.

In Spring 2014, SPS introduced SBAC testing. The tests assess achievement in English language arts and math for students in grades 3 through 8, and 11. Baseline achievement data will be gathered in Spring 2015.

Following are college readiness measures around AP courses, SAT participation, and graduation statistics.

PERCENTAGE OF SPS STUDENTS TAKING AP COURSES*



*Includes all graduates who had an AP final grade recorded.

The percentage of SPS students taking AP courses increased from 41% in 2010 to 51% in 2014. The percentage of Black and Hispanic students participating in AP courses doubled across these years.

ADVANCED PLACEMENT SCHOLARS: MAY 2014 BY HIGH SCHOOL

School	AP Scholars	AP Scholars with Honors	AP Scholars with Distinction	Total Number
AITE	9	6	7	22
Stamford High	41	15	25	81
Westhill High	61	25	56	142
Total	111	46	88	245

AP Scholar Award Levels

AP Scholar - Students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honors - Students with an average score of at least 3.25 on all AP Exams and a score of 3 or higher on four or more of these exams.

AP Scholar with Distinction - Students with an average of at least 3.5 on all AP Exams and scores of 3 or higher on five or more of these exams.

SPS students earned a total of 245 AP Scholar awards for exceptionally high achievement on AP Exams.

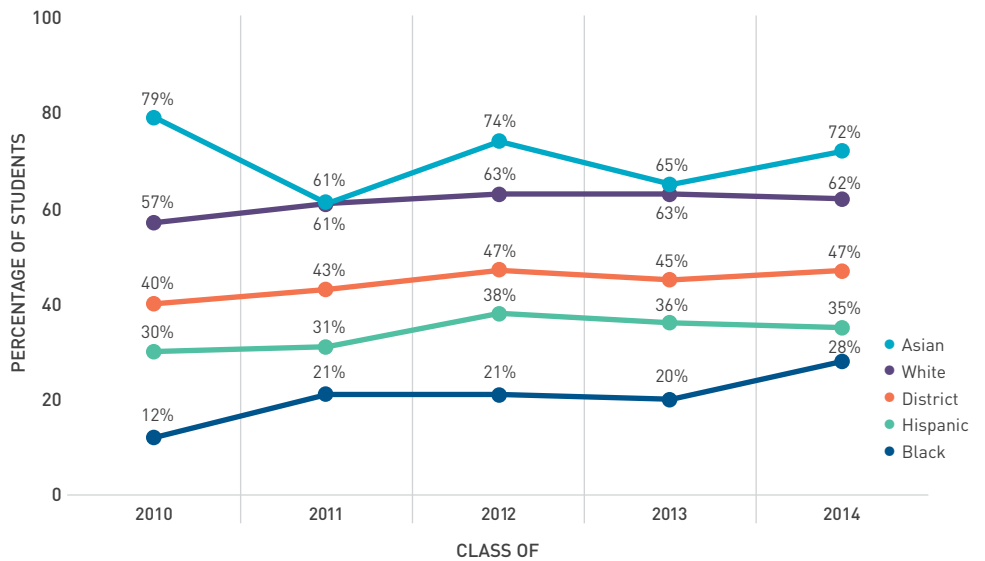
AP PARTICIPATION AND OUTCOMES BY HIGH SCHOOL

	AITE			SHS			WHS		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Total AP Students	90	116	141	256	332	367	548	482	483
Total AP Exams	155	188	243	497	602	652	1202	988	948
AP Students with Scores of 3+	57	69	95	186	222	248	371	341	359
% of AP Students with Scores of 3+	63.3	59.5	67.4	72.7	66.9	67.6	67.7	70.7	74.3



AP Exams are developed by the College Board and are nationally administered assessments at a high level of rigor. While the participation rate has increased from 2012 to 2014, the percentage of students achieving scores of 3 or higher on an AP Exam (eligible for college credit) has also increased at both AITE and WHS, and declined only slightly at SHS.

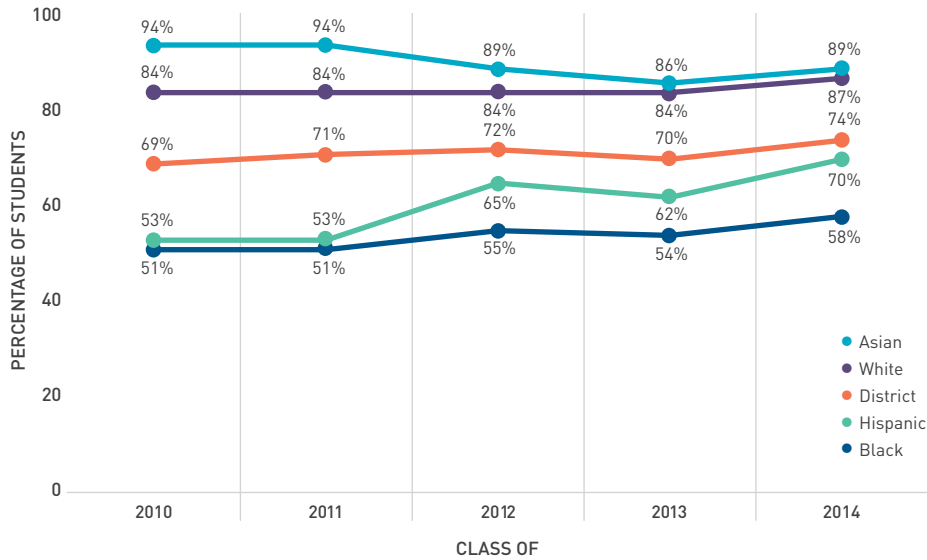
PERCENTAGE OF SPS GRADUATES ELIGIBLE FOR COLLEGE CREDIT*



*Requirements to receive credit vary by institution. Data based on students who took one or more AP courses, took one or more AP Exams, and passed one or more AP courses.

The percentage of SPS seniors eligible to receive college credit has increased from 40% for the Class of 2010 to 47% for the Class of 2014. The percentage of Black students eligible for college credit more than doubled, from 12% for the Class of 2010 to 28% for the Class of 2014.

PERCENTAGE OF SPS STUDENTS TAKING THE SAT*

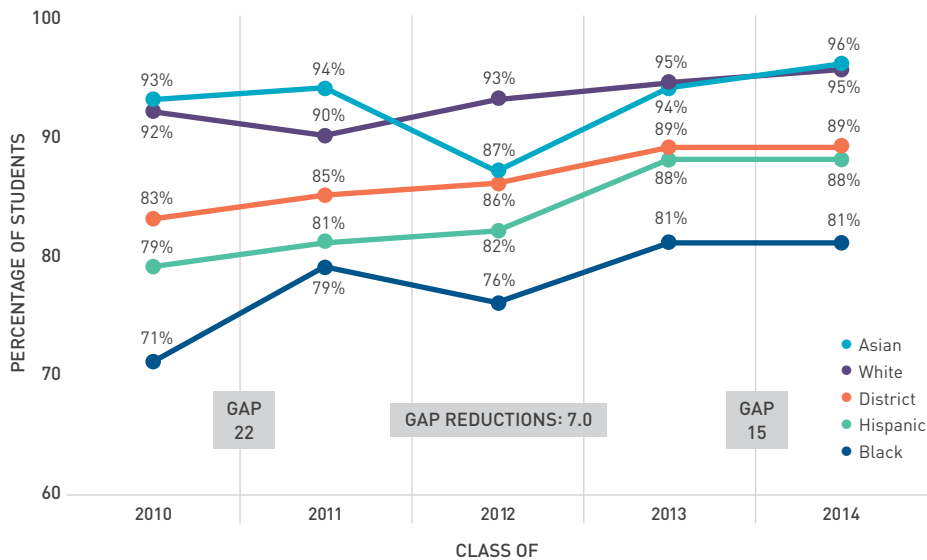


*Includes grade 12 participation in the SAT among students who graduated.

The percentage of SPS students participating in the SATs has increased from 69% for the Class of 2010, to 74% for the Class of 2014.

SAT participation by Black and Hispanic students has risen by approximately 20%.

GRADUATION RATES IN STAMFORD PUBLIC SCHOOLS CLASSES OF 2010, 2011, 2012, 2013, AND 2014 BY RACE/ETHNICITY



The percentage of SPS students graduating from high school in four years has increased from 83% for the Class of 2010 to 89% for the Class of 2014, reflecting gains by all student groups.

Building Capacity

Increase Central Office support to promote accountability for student achievement.

IMPLEMENT A REORGANIZATION PLAN FOR LEADERSHIP SUCCESS

The capacity of staff depends on solid organizational management and the effective facilitation of day-to-day operations, along with solid knowledge of teaching and learning.

The reorganization of the Central Office included the addition of two Assistant Superintendents and a second Director of School Improvement. This change strengthened support to schools from the Central Office. The new leaders spend much of their time in schools working regularly with building principals around School Improvement Plans and the new evaluation requirements for teachers and administrators.

Professional support and guidance were provided to the new Senior Leadership Team. Regular meetings facilitated by the superintendent were scheduled, each with a specific focus. Some examples:

- Weekly *Senior Leadership Team* meetings provided the team with the opportunity to discuss plans for the week, debrief Board of Education meetings, and discuss timely issues and concerns.
- Friday “*One-on-One*” meetings with the superintendent allowed the new leaders to reflect on the week and receive formative feedback and guidance.
- During the 2013-14 school year, the Senior Leadership Team:
 - Worked with principals and the Directors of School Improvement to develop, implement, and monitor strong School Improvement Plans
 - Facilitated monthly elementary and secondary principal meetings
 - Supervised professional development
 - Facilitated the Administrative Retreat
 - Facilitated monthly administrator meetings
 - Evaluated principals and directors using the new procedures for administrator evaluation as required by the Connecticut State Department of Education

MEET THE FACULTY

Miriam Gonzerelli

2014 Winner, Barnes and Noble,
My Favorite Teacher Contest

CURRENT POSITION

Language Arts Teacher, Bilingual Program, Turn of River Middle School

GRADUATE

B.A., Language Arts, Hunter College, City University of New York

M.S., Bilingual Education and ESL, Hunter College, City University of New York

What stands out for you in your role?

The sense of family and community in my classroom is quite evident as students work cooperatively, helping each other and celebrating each other's accomplishments. The relationships that are formed are sometimes magical. It is so heartwarming to see them get so excited as they learn a new language.

MEET THE FACULTY

Isaac K. Odom

2014-15 Finalist,
Stamford Teacher of the Year

CURRENT POSITION

Math Teacher, Stamford High School

GRADUATE

B.S., Geodetic Engineering, Kwame Nkrumah University of Science and Technology, Ghana

M.S., Education, Secondary Math, University of Bridgeport

What gets you up in the morning?
What motivates you?

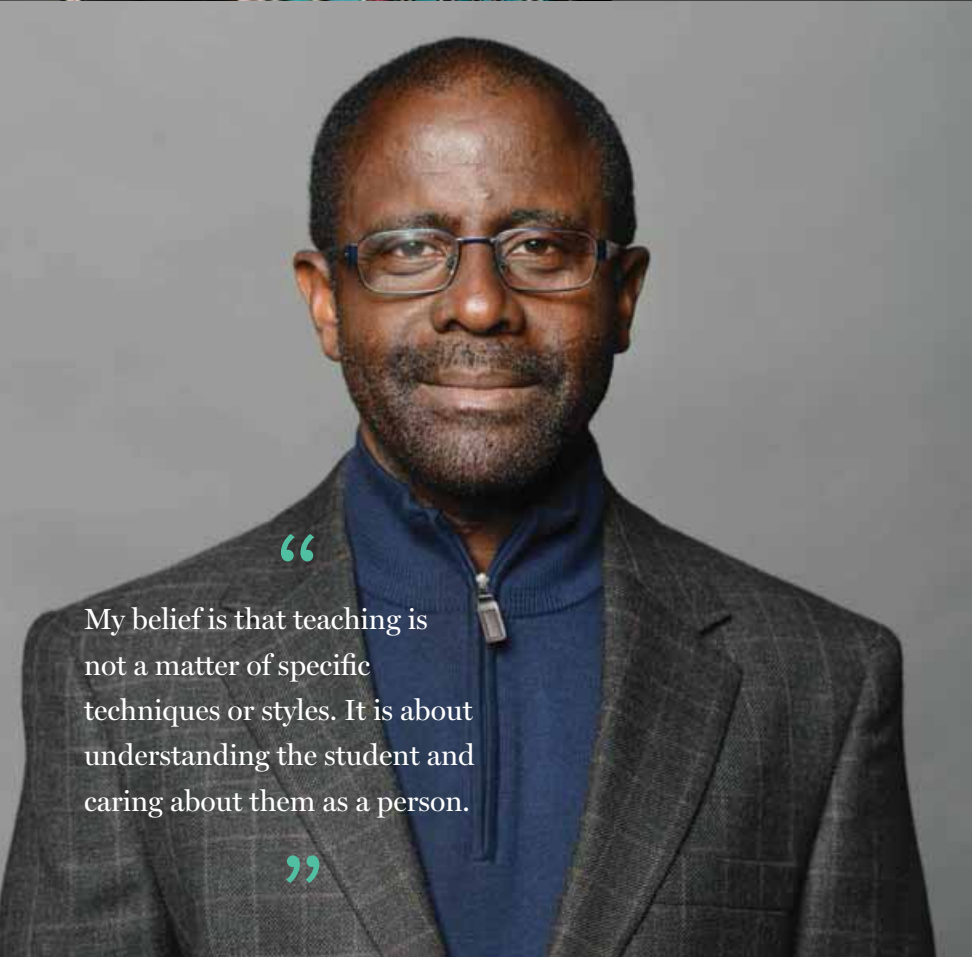
My love for children and my desire and commitment to make a difference in children's lives are what get me up every morning. Knowing that I am shaping young people's minds is what has motivated me to continue to do what I love most – to teach.



“

My students know how important they are to me and how much I love being their teacher. I want them to feel like they can come to me and trust me to help them and support them.

”



“

My belief is that teaching is not a matter of specific techniques or styles. It is about understanding the student and caring about them as a person.

”



DID YOU KNOW?



Two AITE students earned awards from the National Center for Women in Technology (NCWIT) for Aspirations in Computing.



An AITE guidance counselor received the 2013 Yale Educator Award.

MEET THE STUDENTS

Thomas Miller

Semifinalist, 51st National Achievement Scholarship Program

SCHOOLS ATTENDED

Academy of Information Technology & Engineering Class of 2015*

EXTRACURRICULAR ACTIVITIES

- State Championship Qualified Indoor and Outdoor Varsity Track Athlete (runner, sprinter, hurdler, and jumper)

FUTURE PLANS

Attend college/university to obtain a bachelor's degree in Forensic Science with a focus in Chemistry.

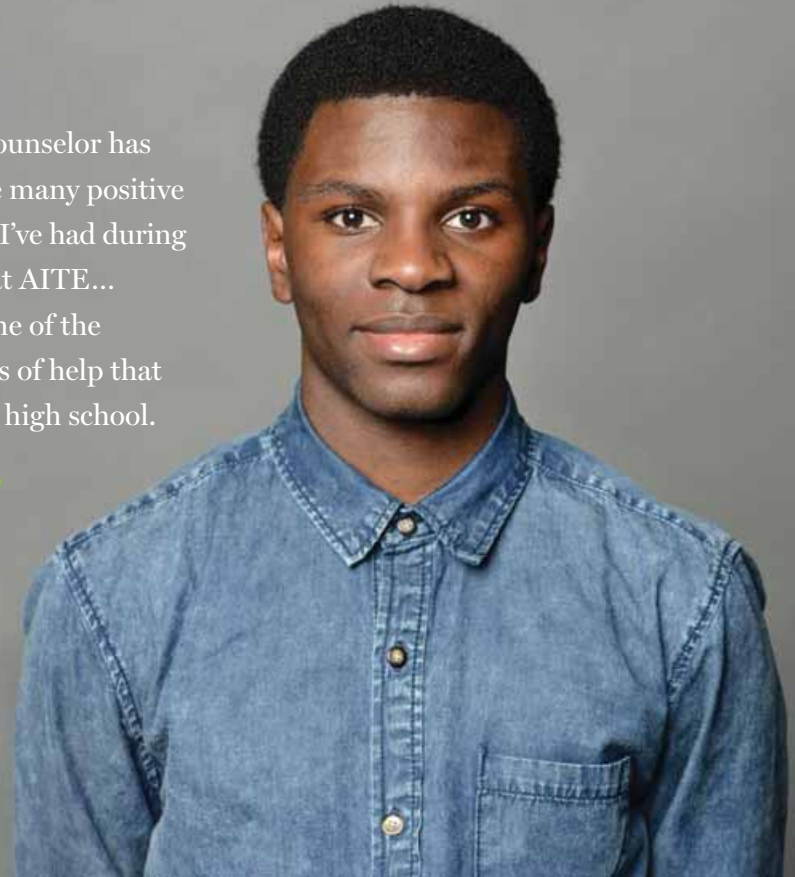
Public school has made me much more independent than private schooling did. For anyone on the fence about whether or not to enroll in Stamford Public Schools, all you have to do is relate to them your time and experience in the system and they're sold. Once they hear about the amazing classes you've taken and the wide array of choices they have, they'll be sold.

**attends from out of district*

“

My guidance counselor has been one of the many positive influences that I've had during my four years at AITE... she has been one of the greatest sources of help that I've received in high school.

”



MEET THE STUDENTS

Michelle Printsev

"2014 10 Teens to Watch," Stamford magazine

SCHOOLS ATTENDED

Northeast Elementary
Scotfield Magnet Middle School
Academy of Information Technology & Engineering Class of 2015

EXTRACURRICULAR ACTIVITIES

- Co-Captain AITE Debate Team
- Secretary Spanish National Honor Society
- Member Science National Honor Society

FUTURE PLANS

Attend a university to study Political Science/Government and Economics

What would you say to someone considering attending SPS?

I would say that the most important thing in attending SPS is to be a proactive student – to seek out academic and extracurricular opportunities on one's own. If one simply "goes with the flow" and does not seek out these opportunities, the person might miss out on the hidden treasures SPS has to offer.

“

Attending a public school system has helped me gain experience with a variety of people – of all backgrounds, behaviors, work ethics, and characters – this experience will be quite valuable for future education and career opportunities.

”



ESTABLISH A COMPREHENSIVE DEVELOPMENT PLAN RESPONSIVE TO DISTRICT AND INDIVIDUAL STAFF NEEDS

Professional development (PD) workshops were provided to staff in areas including curriculum CCSS, ELL, mental health, teacher/administrator evaluation, and technology. The vast array of professional development workshops developed and presented in 2013-14 is a credit to the creative and collaborative efforts of staff.

- More than 50 varied PD sessions were held on each of the two district PD days. Nearly all sessions focused on instruction around CCSS.
- A total of 545 teachers received from 10-15 hours of training in "Best Instructional Practices for ELL English Language Learners," conducted by Southern Connecticut State University.
- PD in the area of mental health included the following:
 - Some 100 support staff (psychologists, social workers, counselors, and security guards) participated in up to three days of training in PrePARE, a program designed to establish uniform protocols and procedures to manage crisis situations.
 - Approximately 50 students, social workers, and security guards, in conjunction with the Mayor's Youth Leadership Council, received Mental Health First Aid Training.
 - Crisis Prevention and Intervention (CPI) – This program is designed to de-escalate crises. CPI Response Teams have been established at nearly all schools.
 - Nearly 80 members of Response Teams participated in up to eight hours of CPI training in 2013-14.
- Over five days, 65 administrators were provided PD on the new teacher evaluation procedures.
- Training on Stamford's new student information system, Power School, began in August 2013.
 - All OSS (secretarial) staff learned the registration and attendance features.
 - All teachers are taking attendance online on Power School.
 - Schedulers in the middle and high schools had nine days of training on scheduling students into courses.
 - All middle and high school teachers received Power School Grade Book training, so grades are now maintained electronically, rather than on paper.
 - The Parent Portal, which allows parents to access student grades and attendance online, was launched in November 2014.

DID YOU KNOW?



Four members of the AITE community were honored by the Volunteer Center of United Way of Western Connecticut.



15 SPS students were named Commended Students.



Two SHS students were selected for the 41st Annual Student Art Show, earning first- and third-place awards.



DID YOU KNOW?



A WHS senior was awarded the UCAN Inspire Award by Generation UCAN and the Walter Camp Football Foundation.



An AITE junior won third place in the 29th Annual Stamford Literary Competition.

Building Community

Inform and engage the Stamford community in the success of SPS.

ENGAGE STAFF, PARENTS, AND COMMUNITY MEMBERS THROUGH VARIED COMMUNICATION CHANNELS

Ongoing, regular communication with stakeholders is critical to the success and perception of our district. Board of Education (BOE) meetings to address day-to-day business, regular interviews with local media outlets to raise awareness or bring clarity to education issues, ongoing communications and established meetings with staff members, and established relationships with parent and community organizations are just some of the many ways the superintendent builds community every day.

BOARD OF EDUCATION MEETINGS

The BOE holds regular monthly meetings at which committees—Curriculum, Operations, Fiscal, Labor, and Policy—report on their work during the prior month. Through her Superintendent’s Report, the superintendent shares accomplishments, events, and successes achieved across the district. The BOE and members of the public recognize students and staff members who excel in academics, athletics, and/or extracurriculars. Here is a sampling of successes in 2013-14:

- National Merit Program Finalists, Semifinalists, and Commended Students
- AP Scholars
- Network for Teaching Entrepreneurship World Series of Innovation Awards
- Learner of the Year by Connecticut Association of Adult and Continuing Education
- Connecticut State Network of Educators Selection
- Ayn Rand Anthem Essay Contest Finalist
- 2013 Sports Person of the Year
- 2013 Yale Educator of the Year Award
- Odyssey of the Mind World Qualifiers
- FCIAC Diving Record Holders
- UCAN Inspire Award
- Semper Fidelis Coach
- Stamford Art Association Student Art Show Awards
- National History Day Winners
- Connecticut State Science and Engineering Fair Awards

MEET THE ALUMNI

Alfred Thomas Jr.

SCHOOLS ATTENDED

Westover Elementary School
Ryle Elementary School
Turn of River Middle School (Junior High)
Rippowam High School Class of 1976

GRADUATE

B.S., Communications,
Southern Connecticut State University
M.S., Urban Studies (coursework completed), Southern Connecticut State University

CURRENT

Admissions Counselor and
Adjunct Professor, Communications,
Norwalk Community College

How has attending SPS prepared you for your future?

Stamford Public Schools provided me with a great educational foundation in a very diverse environment. As an educator myself for the past 30-plus years, I tell students that education is twofold: what takes place in the classroom and what takes place outside of the classroom. I was able to take advantage of both.

MEET THE ALUMNI

Amanda Contento

SCHOOLS ATTENDED

Davenport Ridge Elementary School
Scofield Magnet Middle School
Stamford High School Class of 2011

GRADUATE

B.A., Psychology, Sacred Heart University
(received degree in 3½ years)

CURRENT

Fairfield University, Master’s Candidate,
Marriage and Family Therapy Program

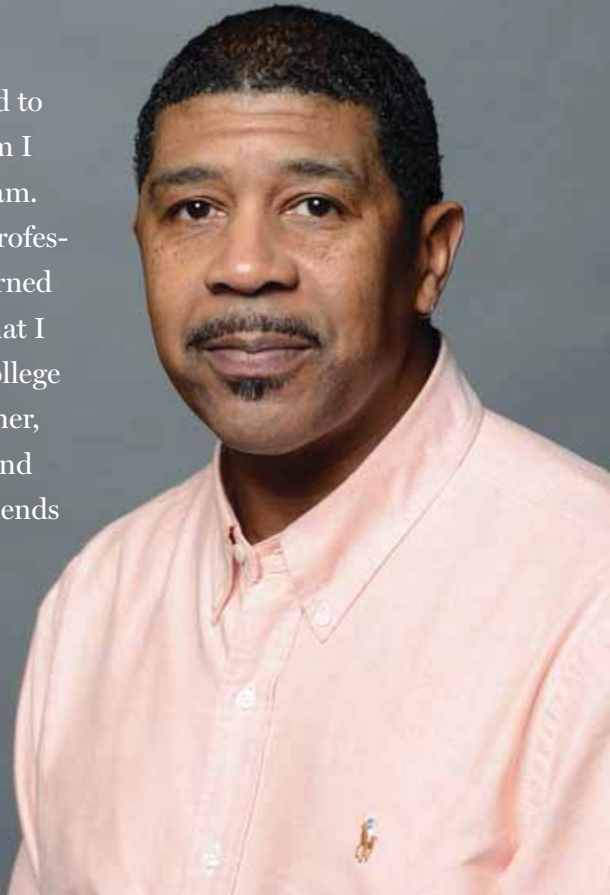
How has attending SPS prepared you for your future?

Attending Stamford Public Schools truly prepared me for my future. I was always up to date with the newest equipment from the Bureau of Education and Services for the Blind and ... most importantly, I learned to be my own self-advocate . . . by the time I was off to Sacred Heart, I was experienced and motivated to make sure all of my accommodations were addressed.

“

I will forever be indebted to Mr. Bruce Monroe whom I encountered at Rippowam. A music teacher and a professional musician ... he turned the light on for me, in that I was a first-generation college student ... he was a teacher, a coach, and a mentor, and to this day we remain friends and fraternity brothers.

”



“

During my senior year at SHS I took an AP Psychology course that for sure shaped my future career path. This AP course was not a breeze for me ... I had to put a lot of time and effort into it. I was really interested in the course and the topics we discussed, which helped me decide to go on to college to graduate with a bachelor's degree in Psychology.

”



DID YOU KNOW?



A Rippowam student had a successful run on "Shark Tank," the reality TV show, and received financial backing for his business.



A 2014 graduate of the SPS Stamford Adult Education program was recently named Learner of the Year by the Connecticut Association of Adult and Continuing Education.



Four AITE students earned the CT COLT Award for Excellence in World Language.





DID YOU KNOW?



The WHS head football coach and business teacher was named a Semper Fidelis Coach by the U.S. Marine Corps and Glazier Football Clinics.



A Scofield eighth grader placed third in the Food Network's competition, *Rachel vs. Guy Kid's Cookoff*.



A WHS cross country and track athlete was named 2013 Sports Person of the Year by the Fairfield County Sports Commission.



STAFF ENGAGEMENT

In the superintendent's keynote address to staff members at the September 2013 Opening Convocation, Dr. Hamilton charged attendees with embracing "grit" as the key to success for themselves and their students.

Throughout the year, the superintendent, administrators, and teachers engage collaboratively in multiple ways. Some examples:

- Weekly Senior Leadership and Cabinet meetings
- Monthly District Administrative meetings
- Communication in the online newsletter, *Administrator's Weekly*
- Monthly principals' meetings
- Monthly meetings with the teachers' and administrators' unions
- Regular school visits
- Participation on the board of the School Readiness Advisory

Honoring outstanding teachers in our district is an important part of our district tradition. In addition to recognizing staff members at the monthly BOE meetings, the district celebrates its teachers and teams of teachers through a districtwide Teacher of the Year and Spotlight on Teachers recognition program.

In 2013-14, we recognized 25 teachers and awarded the 2014-15 Teacher of the Year title to Jimmy Sapia, an elementary school teacher. He was recognized for his ability to incorporate technology into his teaching and make learning fun. He is also lauded for keeping parents informed and engaged. As Stamford Teacher of the Year, Jimmy represented the district at the Connecticut state competition.

PARENT AND COMMUNITY MEMBER COMMUNICATIONS

The district keeps parents and community members informed through a variety of means:

SPS Website – The newly designed SPS website was launched in October 2013 in an effort to improve communication to parents, the media, and the community. The new website features include customized content to which users can subscribe such as District Alerts, District News and Announcements, and Important Events. The website received an "Honorable Mention" in the 2014 Awards of Excellence for Communications Programs from the Connecticut Association of Boards of Education (CABE).

District Alerts - These refer to critical and time-sensitive information, such as school closings and delays. **District News and Announcements** include information on personnel appointments, student successes, and important events, such as budget hearings and Board of Education meeting information with posted agendas and minutes. By June 2014, more than 4,000 individuals had subscribed to receive District Alerts and nearly 1,700 were registered to receive District News and Announcements.

Twitter Posts – The superintendent’s Twitter posts include reminders of upcoming BOE meetings, photographs of school events, and emergency information postings.

Parent Link – An automated calling system is used to inform parents of important district information. Schools utilize the same system for notifying families of school-specific information.

Community Breakfasts – Three community breakfasts were hosted by the superintendent to share successes and challenges, as well as introduce staff members to key community members, including leaders from religious organizations, local and state government, real estate agencies, neighborhood associations, and community organizations.

Community Forums – A Community Forum on CCSS was held to inform parents of instructional shifts in English language arts and math as a result of CCSS. More than 100 parents attended the two-hour event, which included an overview of CCSS, as well as small teacher-led breakout sessions by grade and subject area. Feedback was overwhelmingly positive.

Media Outreach – Media advisories, press releases, and by-lined and op-ed articles are issued regularly to local media outlets with the goal of generating publicity.

Community Events – To inform constituents about SPS or to support local causes that have a positive impact on children and families in Stamford, the superintendent attended and/or presented at numerous community events or organizations, such as:

- STEMfest 2014 – A first-of-its-kind community math/science festival was held at a downtown Stamford park with approximately 2,000 children and parents attending to participate in hands-on exhibits and displays created by SPS staff, as well as by students in local colleges, universities, and businesses
- Stamford Partnership
- Coming Out to Open Arms (LGBT Event)
- Autism Awareness Day
- Mental Health Summit
- Public Hearing on Charter School Application
- Local Parades
- Kiwanis Club Luncheon
- Stamford Public Education Foundation
- Parent Teacher Council (monthly)
- School Governance Council
- High School Call to Action Meetings
- Teen Dating Violence Press Conference
- YMCA
- Community Conversations (Stamford Early Childhood Collaborative)
- MLK Day of Service
- Great American Smoke Out Contest
- Boys & Girls Club
- NAACP Freedom Fund Dinner
- MarcUS for Change
- School Readiness Council
- WEE-ACT



DID YOU KNOW?



A WHS sophomore won the FCIAC, State Class LL, and State Open diving titles, establishing both new WHS and Connecticut state records for 11 dives.



Springdale received three out of five awards in the annual Secretary of State’s 2014 PowerPoint Contest.



A Newfield third grader was the winner of the CHET Dream Big! Drawing and Essay Competition.

MEET THE FACULTY

Amy Beldotti

CURRENT POSITION

Principal, Toquam Magnet Elementary School

SCHOOLS ATTENDED

Newfield Elementary
Turn of River Middle School
Stamford High School Class of 1989

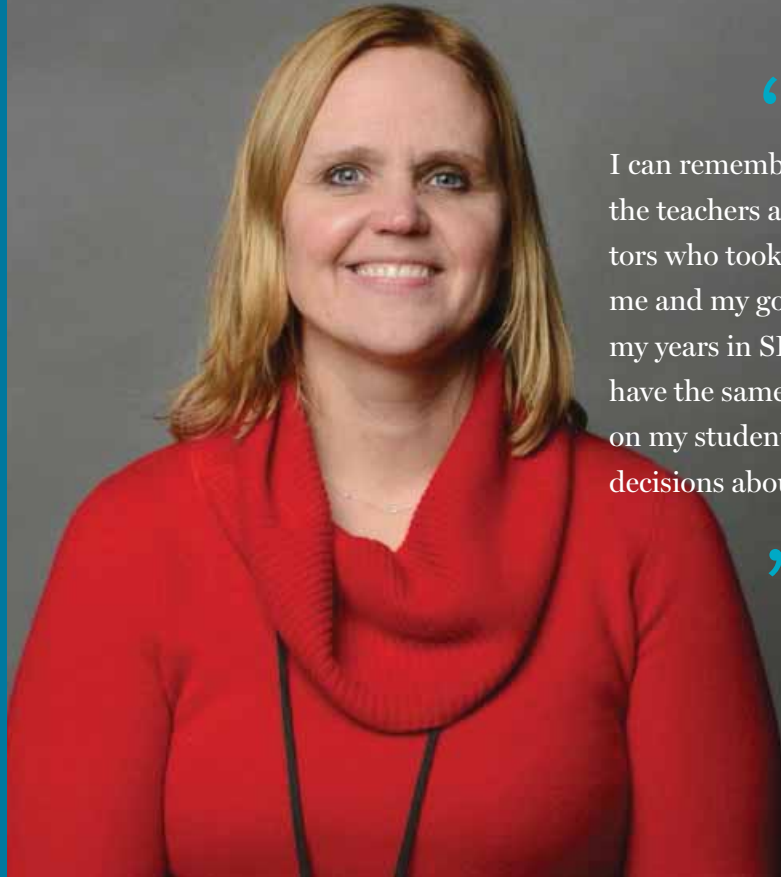
GRADUATE

B.A., Speech/English,
Wittenberg University

M.S., Communication Disorders,
Southern Connecticut State University

What makes SPS your district of choice?

I work here because Stamford is my home. I am a proud graduate of the Stamford Public Schools, and our four children currently attend school in Stamford. For me, being a teacher and now an administrator in Stamford allows me to contribute positively to my community. As a working mom, it is the perfect job because it also allows me to be very knowledgeable about the education of my own children.



“

I can remember so many of the teachers and administrators who took an interest in me and my goals throughout my years in SPS, and I hope to have the same positive impact on my students as they make decisions about their futures.

”

MEET THE ALUMNI

Ryan Oakes

SCHOOLS ATTENDED

Westhill High School Class of 1996

GRADUATE

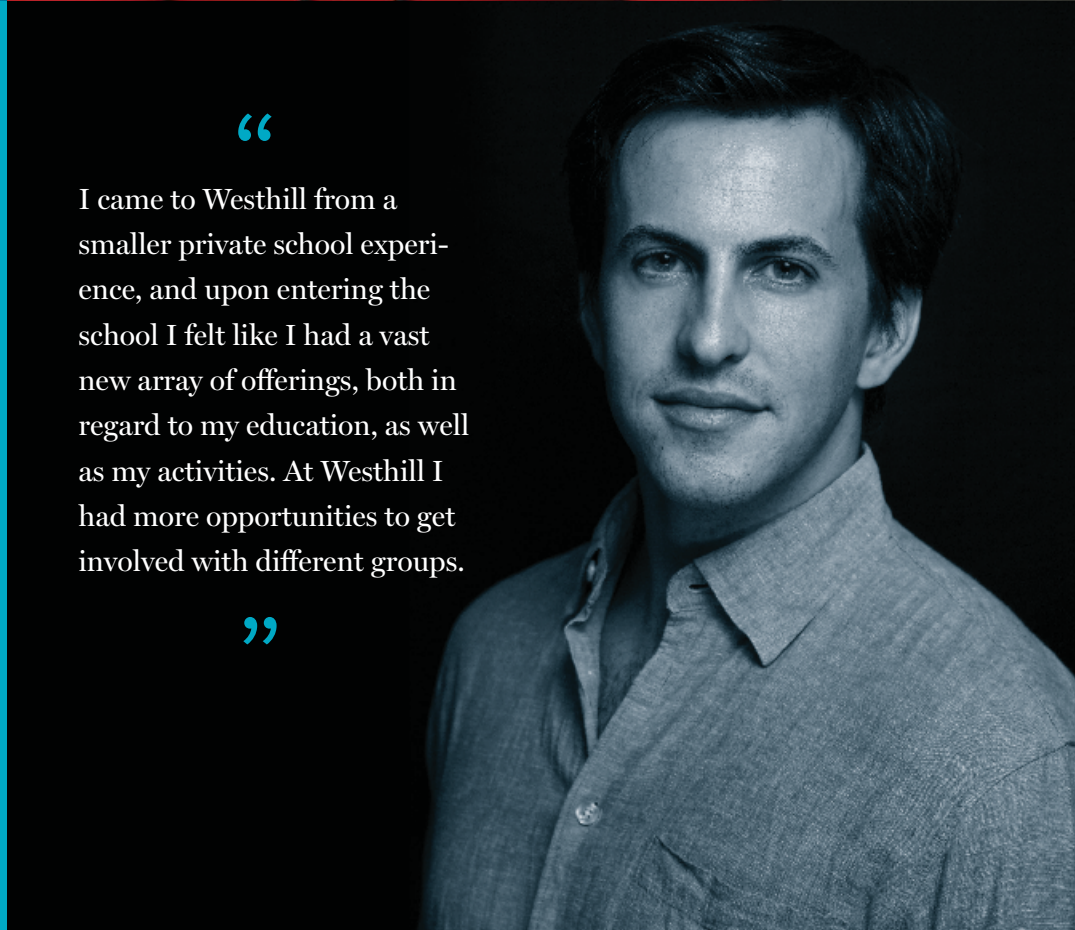
B.A., Psychology,
University of Pennsylvania

CURRENT

Professional Entertainer
(magician and mentalist)
and Consultant (15 years)

How has attending SPS prepared you for your future?

Westhill helped teach me to be a self-starter. You only get out of your education what you put in. Westhill is full of opportunities, but it's up to the individual to take advantage of them.



“

I came to Westhill from a smaller private school experience, and upon entering the school I felt like I had a vast new array of offerings, both in regard to my education, as well as my activities. At Westhill I had more opportunities to get involved with different groups.

”

Community Outreach – In January 2014, SPS held a first-of-its-kind, month-long, districtwide food drive to benefit the Food Bank of Lower Fairfield County. The district collected 7,645 items of canned, boxed, and other non-perishable food for the Stamford community. In appreciation of the district’s commitment, the Food Bank chose the superintendent as the honoree of its yearly benefit dinner. SPS also took part in a districtwide fundraising project for “Sandy Ground: Where Angels Play Foundation.” Over three weeks, the district raised more than \$21,000 for the Sandy Hook Foundation to build a playground in Stamford in honor of one of the victims of the tragedy.

BUDGET PROCESS

In an effort to inform and solicit feedback during the annual budget process, the superintendent invites interested community members to participate on a Citizens Budget Advisory Council (CBAC). Members learn about the budget process and provide feedback and suggestions for budget additions and/or efficiencies. Additionally, the district holds an open public hearing to enable residents to voice their support or concerns about the newly proposed budget.

PUBLISHED MATERIALS AND FEEDBACK

An important role of the district is to keep the community informed of successes of SPS. The *Annual Report to the Community* is one way SPS describes its work and successes. For the past four years, CAFE has recognized Stamford’s *Annual Report to the Community* for effective school communication.

Annually, the district publishes materials to keep parents informed. The *Middle School Reference Guide* helps parents understand the many facets of the middle school experience. The guide is posted in both English and Spanish on the district website and is available at all middle schools. The district also prints an abridged version of our policies, geared to families. Each fall, *The Policy Guide for Families* is posted on the website, and a copy is mailed to all families. The guide serves as a handy reference to student policies for families.

SURVEYS

To gauge the climate in our schools, we conduct annual surveys with administrators, teachers, parents, and students. The results of the survey are analyzed and used for school improvement planning.

Survey results are also part of the teacher and administrator growth and evaluation plan.

DID YOU KNOW?



An AITE junior won first place in the SIFMA (Securities Industry and Financial Markets Association) Stock Market Game.



An AITE student was named a finalist in the Ayn Rand Anthem Essay Contest.

Policy and Management

Improve the efficient management of the Central Office and schools.

SPS is proud of its record in meeting all federal, state, and local reporting deadlines. We have been recognized by the Connecticut State Department of Education for the quality of our work relative to management of administrative responsibilities. We continue to ensure that all our employees are evaluated on a regular basis. As in past years, SPS was in full compliance for the 2013-14 school year with regard to education certifications.

PREPARE AN ANNUAL BUDGET THAT ADDRESSES DISTRICT GOALS

Preparation of the 2014-15 proposed operating budget began in early fall 2013 with input from staff, the BOE, and the community through the CBAC and a public forum. To develop the budget, the district:

- Identified budget “drivers”
- Defined budget principles
- Considered enrollment projections and projected number of teachers
- Selected budget cost savings across district accounts in 39 program areas
- Evaluated programmatic successes to describe SPS's “return on investment”

DEVELOP AND EXECUTE AN ACTION PLAN TO ADDRESS THE LONG-TERM ENROLLMENT/FACILITIES STUDY AND SURVEYS

The superintendent, in conjunction with the Board of Education, coordinated efforts to deal with enrollment increases and the capacity of school facilities for the student population. As part of the process, a parent survey was conducted in Spring 2013, which indicated parental interest in “school choice.” An extensive study of enrollment, school capacity, and housing expansion in the city, conducted by an outside consultant in August 2013, highlighted the fact that many of Stamford’s schools, particularly the elementary schools, are operating at or above capacity. The superintendent also met with a Parent Advisory Group to explore alternatives. In October 2013, a Facilities Study Group was initiated by Stamford’s mayor and included representatives from the Board of Education, SPS staff, and city government.

MEET THE ADMINISTRATORS

Frank Rodriguez

CURRENT POSITION

Principal, K.T. Murphy
Elementary School

SCHOOLS ATTENDED

Westhill High School Class of 1991

GRADUATE

B.S., Finance & Business
Management, Sacred Heart University

6th Year Special Education,
Fairfield University

What makes SPS your district of choice?

I work in Stamford Public Schools because it is my home district. I was born and raised here in Stamford and feel like I have grown with this city and this school district. I feel we are an increasingly progressive and forward-thinking district. I enjoy working in a district that is proud of its diversity and accomplishments.

MEET THE ADMINISTRATORS

Crystal C. Perry

CURRENT POSITION

Assistant Principal,
Dolan Middle School

SCHOOLS ATTENDED

Cloonan Middle School
Rippowam High School Class of 1982

GRADUATE

B.F.A., Howard University

M.S., Education,
University of Bridgeport

6th Year, School of Administration,
University of Bridgeport

What makes SPS your district of choice?

As a product of Stamford Public Schools, I feel personally connected to the curriculum, schools, staff, and parents. Making an investment in the education of my family, the children of my classmates and friends, the children of my former students, and the grandchildren of my former teachers makes this wonderfully diverse district my district of choice.



“

Our district's focus on academics, as well as social emotional learning, is one of the reasons Stamford Public Schools is one of the best small urban school districts.

”



“

One of the most rewarding experiences I've had as an educator is seeing many of my former students join the ranks of Stamford's outstanding teaching staff ... it certainly makes me proud!

”



DID YOU KNOW?



SPS Director, School Improvement & Professional Development – Secondary was selected to participate in the Connecticut State Network of Educators.



The superintendent received the Dorothy Height Award for outstanding contributions to the Stamford community from the Stamford NAACP.

DID YOU KNOW?



Steppers from Cloonan Steppers took first place at the Sixth Annual Step Up for Education Step Show Competition.



An AITE junior was winner of the School of Fashion Design in Boston's Rendering Style competition.

The Facilities Study Group:

- Established alternatives for managing student enrollment increases, including the purchase and/or leasing of properties in Stamford.
- Collected data regarding enrollment and school capacity.
- Visited all elementary schools and recorded use of space.
- Produced a report summarizing needs and evaluating each of five alternative scenarios, including costs, both operating and capital.
- Presented findings to selected members of the Board of Finance at two meetings in April 2014.

To address school capacity in the short term, namely for the 2014-15 school year, the superintendent implemented two initiatives:

- Four additional kindergarten classes were added at three of Stamford's magnet elementary schools. Utilizing the lottery process, preference was given to incoming kindergartners from the most crowded elementary schools in the district.
- A fifth-grade program was established at two of Stamford's middle schools. Fifth graders were primarily recruited from the most crowded schools.

PROVIDE OPPORTUNITIES FOR OPEN AND HONEST COMMUNICATION AND COLLABORATION WITH EMPLOYEE ASSOCIATES

To build on the climate of open communication and collaboration with employee associates, during the 2013-14 school year, the superintendent continued her practice of engaging in the following:

- Regular school visits
- Meetings with individual principals
- PT Council meetings
- Monthly meetings with SAU presidents
- Monthly meetings with SEA president
- Presentations at monthly district administrative meetings
- Presentations at monthly principals' meetings
- Messages in *Administrative Weekly*, the online newsletter for administrators

UPDATE BOARD OF EDUCATION POLICIES

In the 2013-14 school year, the BOE added two new policies to address current issues:

- **Social Responsibility and School Climate** –The purpose of this policy is to promote a healthy, positive, and safe workplace in which every individual is able to contribute fully with dignity and respect.
- **Concussion and Head Injury Awareness and Prevention** – The purpose of this policy and its associated regulation is to ensure that head injuries of students are managed carefully through the proper education of coaches, physical educators, school personnel, parents/guardians, and student athletes.

A number of policies were also amended in 2013-14. All BOE policies can be found on the SPS website.

Going forward, CABE will review all BOE policies and regulations to update those that are outdated and to add policies that may be necessary.

TRANSPORTATION

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

In 2013-14, the SPS Transportation Department:

- Provided bus service to more than 10,333 eligible in-district public school students.
- Achieved an on-time rate of 99.1%, maintaining an on-time rate of nearly 99% or better over the past four years.
- Provided additional services throughout the year for:
 - Twelve school marching bands to participate in four city parades
 - Complimentary bus for Annual Staff Food Drive



DID YOU KNOW?



The SPS Benefits Manager was awarded a 2014 Fairfield County HR People of the Year Award by the Southern Connecticut Chapter of the Society for Human Resources Management.



Two Dolan students were winners of the What Stamford Means to Me art contest, sponsored by State Representative Michael Molgano.



The SHS Drama Club won the Outstanding Production award at the Connecticut Drama Association Festival and represented the State of Connecticut at the New England Drama

MEET THE STUDENTS

Daniel Getman

"2014 10 Teens to Watch," Stamford magazine

SCHOOLS ATTENDED

Northeast Elementary School

Turn of River Middle School

Westhill Class of 2015

EXTRACURRICULAR ACTIVITIES

- National Honor Society
- National Spanish Honor Society
- Helping Heroes

FUTURE PLANS

Duke University
Statistics or Cognitive Science

How do you think attending SPS is helping to prepare you for your future?

I've achieved success in academics, but I've also accumulated many of the skills necessary for success in college. My writing, reading, problem solving, and studying skills have significantly improved over the years, and I feel very prepared moving on to college. Over the previous two summers I took courses at Harvard University ... I can attribute my achievement to the excellent teachers and programs at SPS.

“

I found SPS offers a lot of variety so no matter who you are, you will always find something you like. The many honors courses and 28 AP college courses offer a great challenge to prepare oneself for college. There are so many extracurricular activities to choose from ... you're nearly guaranteed to find yourself somewhere.

”



MEET THE ALUMNI

John Martin

SCHOOLS ATTENDED

Newfield Elementary School

Turn of River Middle School

Rippowam High School Class of 1978

GRADUATE

B.S., Applied Mathematics and Cognitive Psychology, Carnegie-Mellon University

M.S., Computer Science, Brown University

M.B.A., Finance, New York University

CURRENT

Executive Director, IT, Verizon Communications

How has attending SPS prepared you for your future?

SPS prepared me to get degrees from three great universities. I was able to build upon programming skills, economics knowledge, and good writing habits that I learned at Rippowam High School. I am eternally grateful for that, and that's why I am on the board of the Stamford Public Education Foundation.

“

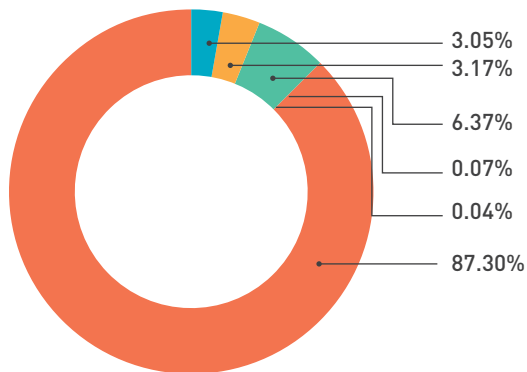
My two children went to Stamford Public Schools K-12, and they both received wonderful educations. It prepared them well for college, and they formed great friendships that they still maintain.

”



WHERE THE MONEY COMES FROM

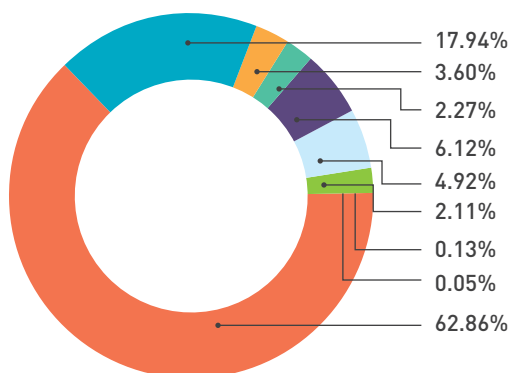
2013-14 Budget of SPS



● State Entitlements	8,264,011
● Federal Grants	8,599,223
● State Grants.....	17,279,367
○ Private Grants*	183,628
○ Other Income*.....	102,000
● City of Stamford.....	236,706,948
Total Operation/ Grant Budget.....	\$271,135,177

* Less than 1%

WHERE THE MONEY GOES



● Employee Benefits	44,740,149
● Educational, Rehabilitative, and Legal Services.....	7,588,290
● Building Upkeep and Repairs	5,958,555
● Transportation	14,368,945
● Out-of-District Tuition and Other Services.....	12,856,976
● Supplies, Materials, and Heating Fuels.....	5,156,070
○ Equipment*.....	302,688
○ Dues and Fees*.....	119,415
● Salaries	153,981,871

* Less than 1%

District	2013-2014 Cost Per Pupil
Greenwich.....	\$20,847
Weston.....	\$19,384
Westport.....	\$18,864
New Canaan.....	\$18,032
Darien.....	\$17,542
Wilton.....	\$17,337
Stamford.....	\$17,139
Norwalk.....	\$16,575
Fairfield.....	\$15,185

Cost per pupil for Stamford is \$17,139, which falls nearly in the middle of Fairfield County towns and cities.

Our Graduates Are on the Road to Success.

And they can be found across the United States and beyond, pursuing their goals.

Adelphi University	Fairleigh Dickinson University	Monmouth University	St. Edward's University	University of Connecticut at Avery Point
Albertus Magnus College	Fashion Institute of Technology	Monroe College	St. John's University	University of Connecticut at Stamford
American International College	Flagler College	Muskingum University	Stanford University	University of Dayton
Arizona State University	Florida Southern College	Nassau Community College	Sterling College	University of Delaware
Auburn University	Florida State University	Naugatuck Valley Community College	Stony Brook University (SUNY)	University of Florida
Babson College	Fordham University	New Jersey Institute of Technology	Syracuse University	University of Hartford
Belmont University	Franklin Pierce University	New York Institute of Technology	Temple University	University of Illinois at Urbana-Champaign
Berkeley College White Plains	Gateway Community College	New York University	Texas A&M University at Galveston	University of Maryland
Berklee College of Music	George Mason University	Newbury College	Texas Tech University	University of Massachusetts Amherst
Blinn College	Georgia Institute of Technology	Nichols College	The Citadel	University of Massachusetts Dartmouth
Boston College	Gettysburg College	Northeastern University	The College of Westchester	University of Miami
Boston University	Gordon College	Norwalk Community College	The Cooper Union for the Advancement of Science & Art	University of Michigan
Broward College	Hampton University	Norwich University	The Culinary Institute of America	University of Mississippi
Brown University	Hartwick College	Nyack College	The George Washington University	University of New England
Bryant University	Harvey Mudd College	Oswego (SUNY)	The Ohio State University	University of New Hampshire
Central Connecticut State University	High Point University	Pace University	The University of Arizona	University of North Carolina at Charlotte
Central Piedmont Community College	Hobart and William Smith Colleges	Parsons The New School for Design	The University of Chicago	University of North Carolina at Wilmington
Champlain College	Hofstra University	Paul Mitchell The School Danbury	The University of Georgia	University of Notre Dame
Cheyney University of Pennsylvania	Hostos Community College of the CUNY	Pennsylvania College of Technology	The University of Maine	University of Pennsylvania
Colgate University	Housatonic Community College	Pennsylvania State University, University Park	The University of Maine at Farmington	University of Pittsburgh
College of New Rochelle	Howard University	Porter and Chester Institute	The University of North Carolina at Chapel Hill	University of Rhode Island
College of the Holy Cross	Indiana University at Bloomington	Post University	The University of Scranton	University of Rochester
Community College of Vermont	Iona College	Pratt Institute	The University of Texas at Austin	University of Saint Joseph
Cornell University	Ithaca College	Providence College	The University of Vermont	University of South Carolina
Curry College	Johnson & Wales University	Purchase College (SUNY)	Towson University	University of Virginia
Daniel Webster College	Keene State College	Purdue University	Trinity College	University of Wisconsin-Madison
Delaware State University	Keiser College	Quinnipiac University	Tufts University	Virginia State University
DePaul University	Lafayette College	Rensselaer Polytechnic Institute	Union College	Wake Forest University
Drexel University	LaSalle College	Rhode Island School of Design	United States Air Force	Washington University in St. Louis
Duke University	Lehigh University	Rider University	United States Army	Wentworth Institute of Technology
Dutchess Community College	Lincoln College of New England	Rochester Institute of Technology	United States Marine Corps	Wesleyan University
East Carolina University	Lincoln Technical Institute	Rockland Boces	Universal Technical Institute/Motorcycle Mechanics Institute Campus	West Virginia University
Eastern Connecticut State University	Manhattanville College	Roger Williams University	Université de Sherbrooke	Westchester Community College
Eastern Nazarene College	Marinello Schools of Beauty	Rutgers, The State University of New Jersey	University at Albany (SUNY)	Western Connecticut State University
Elmira College	Marist College	Sacred Heart University	University of Bridgeport	Western New England University
Elon University	Marymount Manhattan College	Salve Regina University	University of California at Berkeley	Wilmington University
Embry-Riddle Aeronautical University	Massachusetts College of Art and Design	Santa Clara University	University of California at Santa Barbara	Worcester Polytechnic Institute
Emerson College	Miami Dade College	Seattle Central Community College	University of Connecticut	
Endicott College	Miami University	Snow College		
Evangel University	Michigan State University	Southern Connecticut State University		
Fairfield University	Mitchell College			



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