

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

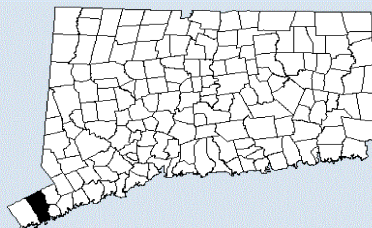


## Stamford Charter School for Excellence District

203-989-0000 • <http://www.stamfordexcellence.org/>

### District Information

Grade Range	PK-4
Number of Schools/Programs	1
Enrollment	339
Per Pupil Expenditures <sup>1</sup>	\$8,537
Total Expenditures <sup>1</sup>	\$2,330,524

<sup>1</sup>Expenditure data reflect the 2017-18 school year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

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

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

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

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	178	52.5	48.4
Male	161	47.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	97	28.6	5.2
Black or African American	163	48.1	12.8
Hispanic or Latino of any race	72	21.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	*	*	52.4
English Learners	12	3.5	7.6
Eligible for Free or Reduced-Price Meals	156	46.0	42.1
Students with Disabilities <sup>3</sup>	20	5.9	15.4

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

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

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	14	10.4	0	0.0
Male	11	8.7	*	*
Black or African American	16	12.5	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	0	*	0	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	6.1	*	*
Students with Disabilities	*	*	*	*
District	25	9.6	*	*
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

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

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

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	6.0
<b>Special Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	0.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	8.0

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

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	8.3	1.1
Black or African American	2	16.7	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	9	75.0	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.3	10.0

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.6

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

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

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

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,389,426	\$5,089	\$10,545
Support services - students	\$17,669	\$65	\$1,373
Support services - instruction	\$19,299	\$71	\$644
Support services - general administration	.	.	\$462
Support services - school based administration	\$378,813	\$1,388	\$1,007
Central and other support services	.	.	\$671
Operation and maintenance of plant	\$525,318	\$1,924	\$1,629
Student transportation services	.	.	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$2,330,524	\$8,537	\$17,153

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

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$75,144	81.1	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$15,434	16.7	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	\$2,029	2.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$92,607	100.0	100.0
Percent of Total Expenditures Used for Special Education		4.0	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	4.0
State	90.6
Federal	5.4
Tuition & Other	.

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

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	23	98.2	23	98.6	0	N/A
Black or African American	48	81.4	48	79.1	0	N/A
Hispanic or Latino of any race	31	87.2	31	87.6	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	0	N/A	0	N/A	0	N/A
English Learners	23	89.4	23	87.3	0	N/A
Non-English Learners	79	86.2	79	85.7	0	N/A
Eligible for Free or Reduced-Price Meals	53	84.1	53	82.6	0	N/A
Not Eligible for Free or Reduced-Price Meals	49	89.9	49	89.9	0	N/A
Students with Disabilities	12	*	12	*	0	N/A
Students without Disabilities	90	89.1	90	87.4	0	N/A
High Needs	66	85.0	66	83.7	0	N/A
Non-High Needs	36	90.5	36	90.4	0	N/A
District	102	86.9	102	86.1	0	N/A

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	62.0	N/A	N/A	N/A	50	62.0
Curl Up	82.0	N/A	N/A	N/A	50	82.0
Push Up	74.0	N/A	N/A	N/A	50	74.0
Mile Run/PACER	84.0	N/A	N/A	N/A	50	84.0
All Tests - District	44.0	N/A	N/A	N/A	50	44.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	86.9	75	50.0	50	100.0	67.7
	High Needs Students	85.0	75	50.0	50	100.0	58.1
Math Performance Index	All Students	86.1	75	50.0	50	100.0	63.1
	High Needs Students	83.7	75	50.0	50	100.0	52.7
Science Performance Index	All Students	.	75	.	.	.	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	89.8%	100%	89.8	100	89.8	59.9%
	High Needs Students	82.6%	100%	82.6	100	82.6	55.1%
Math Academic Growth	All Students	74.1%	100%	74.1	100	74.1	62.5%
	High Needs Students	65.6%	100%	65.6	100	65.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	9.6%	<=5%	40.8	50	81.7	10.4%
	High Needs Students	7.0%	<=5%	45.9	50	91.8	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.0%   44.0%	75%	29.3	50	58.7	96.4%   52.9%
Arts Access		.	60%	.	.	.	51.9%
<b>Accountability Index</b>				<b>628.2</b>	<b>750</b>	<b>83.8</b>	

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

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	85.0	-10.0	15.4	
Math Performance Index Gap	75.0	83.7	-8.7	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

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

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	.
	High Needs Students	.

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Stamford Excellence has been working closely with the Stamford Public School District to improve our Special Education program. We have met with the Director of Special Ed as well as their team of IEP compliance officers to create best practices that will allow our students to receive the best education possible. We have established monthly meetings to check in and continue our progress. We have two of our employees recently become certified special education teachers which has allowed for us to increase intervention and instruction even more than recommended on the students IEP. We have created a daily intervention calendar by utilizing pull out and push in instruction. We will continue to work closely with the district and their special education department to increase our services for students with disabilities.

Stamford Excellence has implemented an attendance tracking system as well as an attendance policy in our handbook. Consequences are given out based on total number of absences and or lates. Progress reports are sent home with a students attendance on it as well as monthly check in letters sent to parents. Attendance is constantly checked and reported to parents to stay on top of it.

Stamford Excellence has a dedicated Parent Association who works closely with fellow parents to listen and bring their ideas to the Principal. They host multiple events throughout the year for the school community and its families. School administrators and the PA meet bi-monthly to plan and discuss concerns and ideas of parents in the school.

Stamford Excellence has a contract with the State Education Resource Center for 6 trainings for our school community. Notices and flyers were sent home to parents to respond with their interest in the trainings and which they wish to attend. Reminders are sent out days prior to the trainings being held at the school.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Since the opening of Stamford Charter School for Excellence, our scholars are accepted through a blind lottery. Every year, families apply for their scholar to enroll in Stamford Excellence and in April the families are notified as to if their scholar was accepted. The blind lottery is based off numbers. Each applicant (family) is given a number, and if that number is called, their child is accepted.

Stamford Excellence applies for a variety of grants each year. Our grants are used to further help our scholars and our scholars' families gain a better understanding of what goes on in schools. For example, this year we had a grant that provided our families and scholars with free educational workshop that were held at our school.

In addition, each year Stamford Excellence hosts a Multicultural Day where our families come in and teach our scholars about their cultures. During this day there is an abundance of foods from each culture as well as different activities. Within each of our classrooms there is a variety of Multicultural Books within the libraries. Lastly, our teachers are trained to implement a Positive Behavior Chart in their classrooms as well.

# District Profile and Performance Report for School Year 2018-19

## Stamford Charter School for Excellence District

### **Equitable Allocation of Resources among District Schools**

Stamford Excellence holds a wide variety of Professional Developments for our teachers and staff. These PDs give our teachers the necessary resources they need to help our scholars' succeed in their education.

Other resources we have are our school coaches. Our coaches provide our teacher with immediate feedback which in turn helps our schools advance in school. We have an ELA coach, a Math coach, and a Science coach.