Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stamford Charter School for Excellence District

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

District Information

Grade Range	PK-3
Number of Schools/Programs	1
Enrollment	273
Per Pupil Expenditures[1]	$8,554
Total Expenditures[1]	$1,856,115

[1]*Expenditure data reflect the 2016-17 year.*
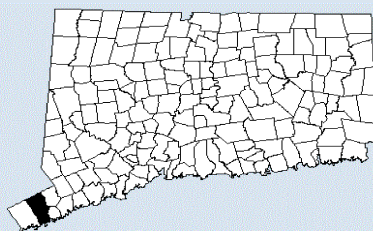
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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.](#)

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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	142	52.0	48.4
Male	131	48.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	79	28.9	5.1
Black or African American	125	45.8	12.8
Hispanic or Latino	62	22.7	24.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	3.3
White	*	*	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	166	60.8	36.7
Students with Disabilities[1]	11	4.0	14.8

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	13	12.6	*	*
Male	12	11.9	*	*
Black or African American	14	13.3	*	*
Hispanic or Latino	*	*	0	0.0
White	0	*	0	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	13	9.6	*	*
Students with Disabilities	*	*	*	*
District	25	12.3	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

[2]A student is chronically absent if he/she misses 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	1.0

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	3	18.8	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	13	81.3	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.8	10.5

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	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		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	1,063,192	4,900	9,847
Instructional Supplies and Equipment	100,105	461	287
Improvement of Instruction and Educational Media Services	148,686	685	589
Student Support Services	29,466	136	1,120
Administration and Support Services	358,403	1,652	1,905
Plant Operation and Maintenance	129,138	595	1,648
Transportation	0	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	27,125	125	208
Total	1,856,115	8,554	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	129,953	599	1,393

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

Special Education Expenditures: 2016-17

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	85.4	84.3
Federal	14.6	15.7
Tuition & Other	0.0	0.0

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	9	*	9	*
Black or African American	24	78.8	24	81.4
Hispanic or Latino	15	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	0	N/A	0	N/A
English Learners	8	*	8	*
Non-English Learners	41	80.0	41	84.0
Eligible for Free or Reduced-Price Meals	41	78.4	41	83.2
Not Eligible for Free or Reduced-Price Meals	8	*	8	*
Students with Disabilities	*	*	*	*
Students without Disabilities	44	80.4	44	83.6
High Needs	43	78.9	43	83.3
Non-High Needs	6	*	6	*
District	49	80.0	49	84.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	32%
National Public	40%	33%	25%

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

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

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.

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Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.0	75	100.0	100	100.0	67.6
	High Needs Students	78.9	75	100.0	100	100.0	57.5
Math Performance Index	All Students	84.2	75	100.0	100	100.0	62.7
	High Needs Students	83.3	75	100.0	100	100.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	12.3%	<=5%	35.5	50	71.0	10.7%
	High Needs Students	11.6%	<=5%	36.8	50	73.6	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		N/A | N/A	75%	0.0	0	0.0	96.6% | 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				**472.3**	**500**	**94.5**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	78.9	.	15.9	
Math Performance Index Gap	.	83.3	.	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

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

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

	Subject/Subgroup	Participation Rate (%)[3]
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	.

[3]Minimum participation standard is 95%.

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

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**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Charter School for Excellence has made several adjustments to our School District Improvement Plans. First off, we Increased/modified our sacred reading block, adding a day on to our reading cycle to review where the scholars struggled the most on the test. Also, we increased/modified our math block, adding "math talk" 3 times a week for 30 min in addition to the hour of math the scholars get daily. Our teachers have weekly meetings to discuss lesson plans and go over student data. Lastly, we have "Push in" and "Pull out" sessions for the scholars that need more of an intervention.

We have made several adjustments to improve or special education programs and services for students with disabilities. We hired a director of student services who is Special Ed certified. She helped guide our special education teachers at the school with implementing the right strategies to further help our scholars with disabilities. Such strategies and programs that were implemented were, Fundations, Wilsons, ELL testing, and a Reading Comprehension group. Another way our special education program improved was by hiring staff to work directly with our scholars making sure all of their needs were met (OT, Speech, Counseling).

If a student is absent ten times in a year, the student is considered a truant. At this point, the student is at risk of not being promoted to the next grade because of habitual absences. Attendance is a part of the promotional criteria. The parent/guardian will be called to the school to meet with the Principal. In addition, the Principal is required by law to file a report with the Department of Children and Families if a child misses an excessive amount of school days (educational neglect).

At Stamford Excellence we highly encourage engaging our families in our scholars' learning. Throughout the school year we hold a variety of events that require our families' involvement. Events include, multicultural day, our winter and spring concerts, Dr. Seuss Day, Curriculum Night, the school art show, Pre-K stepping up ceremony, Parent Teacher Conferences and Family Fitness Night. Furthermore, when we accept new families into our school we host a "family chat" . Family chats are to welcome the new families and let them ask any questions they might have as well as taking a tour of our building and classrooms. Our weekly homework sheets have a newsletter attached to them. In that newsletter our families are reminded of what their scholars' are learning in school and way that they can help them at home. Lastly, we use an APP called Remind App where our teachers and parents are in constant communication.

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 help 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.

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.