Connecticut State Department of Education

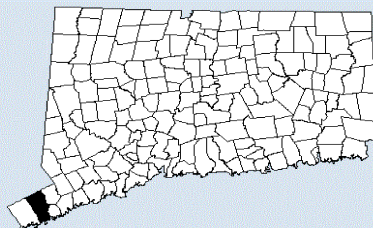# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

Stamford Charter School for Excellence District

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

District Information

Grade Range	PK-5
Number of Schools/Programs	1
Enrollment	395
Per Pupil Expenditures[1]	$11,189
Total Expenditures[1]	$3,793,202

[1] *Expenditure data reflect the 2018-19 school year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	213	53.9	48.4
Male	182	46.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	112	28.4	5.2
Black or African American	179	45.3	12.7
Hispanic or Latino of any race	91	23.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.8
White	6	1.5	51.1
English Learners	49	12.4	8.3
Eligible for Free or Reduced-Price Meals	160	40.5	43.3
Students with Disabilities[3]	26	6.6	16.0

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	11	6.4	*	*
Male	12	7.5	0	0.0
Black or African American	12	7.7	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	0	*	0	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	9	5.8	*	*
Students with Disabilities	*	*	*	*
District	23	6.9	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.0
Library/Media	
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

[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	2	6.9	1.2
Black or African American	2	6.9	4.0
Hispanic or Latino of any race	2	6.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	23	79.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.1	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	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		67.8

[2] 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).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

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

Students with Disabilities Placed Outside of the District[2]

	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

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

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$2,318,914	$6,840	$10,923
Support services - students	$121,758	$359	$1,277
Support services - instruction	$143,189	$422	$682
Support services - general administration	$134,757	$398	$467
Support services - school based administration	$513,718	$1,515	$1,021
Central and other support services	.	.	$679
Operation and maintenance of plant	$559,839	$1,651	$1,718
Student transportation services	$1,027	$1,027	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$3,793,202	$11,189	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$49,993	100.0	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	11.1
Employee Benefits	.	.	13.0
Purchased Services Other Than Transportation	.	.	5.7
Special Education Tuition	.	.	22.5
Supplies	.	.	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$49,993	100.0	100.0
Percent of Total Expenditures Used for Special Education		1.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	1.3
State	94.2
Federal	4.5
Tuition & Other	.

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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	61.4%	100%	60.4%
	Oral	47.4%	100%	57.6%
Chronic Absenteeism	All Students	6.9%	<=5%	12.2%
	High Needs Students	5.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
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.

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.

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.

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https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

1. SCSE has been working closely with the SPS to improve our special education program each day. We collaborate on IEP meetings, annual reviews and triennial meetings to rate goals and create new ones for our scholars. Our school has a special education teacher per grade on a ICT model classroom. That teacher is there to provide mandated academic services to our scholars per their IEP. Our teachers provide small group and individualized instruction for all of our students especially our scholars with disabilities.

2. Our teachers take attendance every morning via Power School. This is a system that allows real time feedback for our administration team. Phone calls are made every morning to parents whose scholars are absent from school. If a scholars is absent, documentation is required when the scholar returns to school. If a scholar is chronically late, a meeting is held with the family to develop a plan to improve their scholars attendance.

3. SCSE has offered a series of parent workshops on a variety of topics provided by CERC. These workshops are on topics the parents chose as well as ones the school feels would be helpful. Our parent association has monthly meetings that allows parents to express concerns or questions to be answered. The PA also organizes events for families and the school community. Teachers hold workshops for parents on our academic program to better adequate them into our instruction.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Since the opening of Stamford Charter School for Excellence in 2015, 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 through an organization called SERC (State Education Resource Center) as well as Town Hall Meetings.

In addition, 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 is a stand along district with one school. A budget is created and approved by the Board of Directors to ensure that student needs are addressed with equitable shares.