

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Stamford Charter School for Excellence District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	543
Per Pupil Expenditures	\$11,220
Total Expenditures	\$6,058,667

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	308	56.7	48.4
Male	235	43.3	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	118	21.7	5.2
Black or African American	219	40.3	12.4
Hispanic or Latino of any race	170	31.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	2.9	4.8
White	15	2.8	45.1
English Learners/Multilingual Learners	68	12.5	11.3
Eligible for Free or Reduced-Price Meals	302	55.6	44.8
Students with Disabilities	31	5.7	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	23	7.7	*	*
Male	9	4.1	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	15	7.4	*	*
Hispanic or Latino of any race	9	5.4	*	*
White	0	*	0	*
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	6.8	*	*
Students with Disabilities	*	*	*	*
All Students - District	32	6.2	6	1.1
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	19.0
General Education Paraprofessionals	14.0
Special Education Teachers and Instructors	0.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	2.0
School Level Administrators	0.0
Library/Media Specialists (Certified)	0.0
Library/Media 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	23.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	4.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	5	23.8	4.9
Hispanic or Latino of any race	1	4.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	15	71.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	9	36	6.8
Teachers	7	31.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,334,283	\$6,175	\$13,471
Support services - students	\$716,307	\$1,326	\$1,826
Support services - instruction	\$77,639	\$144	\$972
Support services - general administration	\$12,590	\$23	\$568
Support services - school based administration	\$983,516	\$1,821	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$915,526	\$1,695	\$2,125
Student transportation services	\$5,708	\$5,708	\$1,695
Food services	.	.	\$10
Enterprise operations	\$13,098	\$24	\$219
Total	\$6,058,667	\$11,220	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	.	.	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$276,695	81.9	10.5
Employee Benefits	\$60,508	17.9	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	\$527	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$337,730	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	5.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	5.6
State	85.0
Federal	9.4
Tuition & Other	0.0

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	74	94.1	73	99.1	24	95.2
Black or African American	141	79.6	141	76.7	49	64.0
Hispanic or Latino of any race	103	75.2	103	73.4	32	57.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	13	*	13	*	7	*
White	*	*	*	*	0	N/A
English Learners/Multilingual Learners	62	74.6	62	78.5	23	62.0
Non-English Learners/Non-Multilingual Learners	275	82.9	274	81.7	89	71.0
Eligible for Free or Reduced-Price Meals	188	76.5	188	75.2	68	61.6
Not Eligible for Free or Reduced-Price Meals	149	87.5	148	88.6	44	80.9
Students with Disabilities	22	51.8	22	57.7	10	*
Students without Disabilities	315	83.4	314	82.7	102	72.1
High Needs	214	76.0	214	75.6	79	61.6
Non-High Needs	123	90.7	122	90.7	33	87.3
All Students - District	337	81.4	336	81.1	112	69.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	94.9	83.6	85.5	N/A	169	88.2
Curl Up	91.5	92.7	89.1	N/A	169	91.1
Push Up	71.2	76.4	69.1	N/A	169	72.2
Mile Run/PACER	94.9	81.8	76.4	N/A	169	84.6
All Tests - District	64.4	65.5	60.0	N/A	169	63.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	81.4	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	76.0	75	50.0	50	100.0	54.9
Math Performance Index	All Students	81.1	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	75.6	75	50.0	50	100.0	50.6
Science Performance Index	All Students	69.2	75	46.1	50	92.2	62.6
Science Performance Index	High Needs Students	61.6	75	41.1	50	82.1	52.1
ELA Academic Growth	All Students	68.1%	100%	68.1	100	68.1	60.6%
ELA Academic Growth	High Needs Students	66.0%	100%	66.0	100	66.0	55.7%
Math Academic Growth	All Students	74.9%	100%	74.9	100	74.9	62.3%
Math Academic Growth	High Needs Students	69.8%	100%	69.8	100	69.8	55.9%
Progress Toward English Proficiency	Literacy	82.0%	100%	41.0	50	82.0	58.7%
Progress Toward English Proficiency	Oral	66.3%	100%	33.1	50	66.3	55.7%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.3	17.2%
Chronic Absenteeism	High Needs Students	6.6%	<=5%	46.8	50	93.6	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	86.1%	94%	45.8	50	91.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	63.3%	75%	42.2	50	84.4	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				822.5	1000	82.2	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	76.0	-1.0	16.9	N
Math Performance Index Gap	75.0	75.6	-0.6	18.4	N
Science Performance Index Gap	75.0	61.6	13.4	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	99.7
Math	High Needs Students	100.0
Science	All Students	99.1
Science	High Needs Students	100.0

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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Stamford Excellence has fostered partnerships with related service providers to comply with all state and federal regulations pertaining to the education of students with disabilities, as well as scholars' IEPs and Stamford Public School policies. Scholars receive 100% of their required services as well as academic support given by our certified special education teachers. Our teachers attend annual review meetings, PPT meetings and worked with the districts special education team and our families to identify scholars who need to be evaluated. Further, parents are fully informed of their parental rights and due process. Our special education staff receives specialized training from a district level as well as attending state provided training. Workshops have been provided to families and parents to improve their knowledge on special education and their rights as advocates for their scholars.

Stamford Excellence continues to daily monitor scholars attendance. If a scholar is absent there needs to be documentation sent in and uploaded into our school data system. When a notification to the school hasn't been made, office staff call the homes by 9am to inquire as to what is happening. Attendance is reported to parents on bi-weekly progress reports and used in promotion on report cards.

Our parents were engaged in a variety of activities including concerts, curriculum nights, parents workshops, town hall meetings and parent requested meetings. We held specific parent workshops on Google Classroom and a variety of online platforms that we use. At our town hall meetings parents shared suggested ideas and opportunities for our school that we implemented into everyday learning.

We attribute our outcomes to the hard work of our scholars and staff, our partnership with families, and our adherence to our school model that promotes, data-driven, differentiated instruction whether in person or remote.

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a single site equal opportunity employer, Stamford Charter School for Excellence (Stamford Excellence) employs staff on the basis of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All candidates participate in a rigorous screening process and all decisions are based on merit and school needs. In no case does the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Similarly, any form of discrimination or harassment is not tolerated at Stamford Excellence. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination without compensation. Stamford Excellence embraces diversity in its personnel and aims to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds. Similarly, we maintain an open enrollment policy with admissions determined by a third-party blind lottery.

The mission, vision, and programs at Stamford Excellence were specifically designed to provide the necessary supports, challenges, resources, and learning environment to ensure that every child has equitable opportunities for success. The educational program addresses the individualized needs of the students, inclusive of students who receive free or reduced-price lunch, students identified as requiring special education, and students who are English language learners. Key strategies include an inclusive, smaller learning environment with a reduced student-to-teacher ratio; the use of real-time data to inform flexible, differentiated, instructional groupings uniquely tailored to each student; and personalized learning plans that provide evidence of each student's achievements, strengths, areas in need of improvement, goals, and progress. These strategies have proven effective and propelled our scholars to historically attain above-average proficiency in Math and ELA on state SBAC exams.

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Equitable Allocation of Resources among District Schools

Stamford Excellence is a single-site charter school. Therefore, all resources are dedicated to the one school.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.