

VIA.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

February 6, 2020

RESOLVED, That the State Board of Education, pursuant to subsection (g) of Section 10-66bb of the Connecticut General Statutes, renews the charter of Stamford Charter School for Excellence from July 1, 2020, through June 30, 2025, subject to the Commissioner's February 6, 2020, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of February, Two Thousand Twenty.

Signed: _____
Dr. Miguel A. Cardona, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: February 6, 2020

SUBJECT: Renewal of State Charter – Stamford Charter School for Excellence, Stamford

Executive Summary

Introduction

In accordance with subsection (g) of Section 10-66bb of the Connecticut General Statutes (C.G.S.), charters may be renewed, upon application, in accordance with the provisions for the granting of new charters. The State Board of Education (SBE) may renew a charter for a period of up to five years. The SBE makes renewal decisions based on evidence of the following performance standards:

1. *School Performance:* Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. *Stewardship, Governance and Management:* Is the school financially and organizationally healthy and viable?
3. *Student Population:* Is the school promoting equity by effectively attracting, enrolling and retaining students, particularly among targeted populations?
4. *Legal Compliance:* Is the school acting in compliance with applicable laws and regulations?

The Connecticut State Department of Education (CSDE) and the SBE carefully evaluate qualitative and quantitative evidence, and longitudinal data aligned to the four performance standards outlined above when making charter renewal decisions. The charter performance framework drives the CSDE's charter school accountability systems and processes, including initial approval decisions, annual monitoring and renewal determinations. From inception to renewal, charter schools must abide by the CSDE's charter school accountability procedures and performance framework. Charter monitoring takes place through annual reporting, meetings, correspondence and site visits, as appropriate. In accordance with C.G.S. § 10-66bb(g), a charter may be renewed upon application, if the charter school has demonstrated satisfactory performance relative to the four performance standards.

History/Background

Stamford Charter School for Excellence (SCSE) opened in the fall of 2015 and is completing its fifth year in operation. The latest CSDE audited student enrollment data from 2018-19 reported 339 students in Grades PK-4 with 99.9 percent residing in Stamford (the host district). SCSE has a maximum approved student enrollment of 392 seats. Table 1, on page 11, of the attached Charter Renewal Report provides 2018-19 student enrollment and demographic data. Forty-six percent of SCSE students qualify for free or reduced price meals and 5.9 percent of the students receive special education services. The mission of SCSE “is to prepare young people from Stamford to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development.”

Charter Renewal Process

Application for Renewal of Charter: The CSDE accepted an application for the renewal of SCSE’s charter on September 6, 2019. The application detailed the charter school’s progress, operations, and achievement in relation to the CSDE’s charter school performance standards: (a) school performance; (b) stewardship, governance and management; (c) student population; and (d) legal compliance. SCSE submitted data and evidence to substantiate the charter school’s written responses.

A renewal team comprised of the CSDE staff with expertise in curriculum, assessments, special education, English learners (ELs), school management, finance, and school governance reviewed the renewal application and requested clarification and additional information, where necessary.

Renewal Site Visit: On September 18, 2019, the CSDE renewal team conducted an on-site visit at SCSE. The purpose of the on-site visit was to observe SCSE’s programs, policies, practices, and procedures to assess their efficacy and fidelity to the school’s charter and aligned operating systems. Evidence was collected through the on-site visit observations, document reviews, interviews, and focus groups. The team spoke with board members, administrators, staff, parents, and community members. The team used this process to ensure that the school is functioning in compliance with the law and the school’s mission. The team verified the responses detailed in the renewal application regarding compliance with the law and the CSDE’s performance framework and accountability plan.

Invitation for Written Comment: The CSDE solicited written comments on the renewal of SCSE from the Superintendent of Stamford Public Schools and from contiguous school districts: Darien, Greenwich and New Canaan. The CSDE received a letter from the Superintendent of Greenwich indicating that the district has no affiliation with the charter school; and therefore, have no comments regarding the schools potential charter renewal (see Attachment A).

Public Hearing: Erik Clemons, member of the SBE, and the CSDE staff held a public hearing on September 26, 2019, in the city of Stamford, and heard from individuals on the potential charter renewal of SCSE and the impact it is having on the community. Public hearing participants included members of the SCSE community, including family members, students, school staff and community members. Over 120 people attended the public hearing. Forty-nine individuals offered testimony supporting the school's efforts and the renewal of the charter. No one spoke against the renewal of the school's charter.

Site Visit Findings

The most recent available data and information contained in the Charter Renewal Report and the Next Generation Accountability Report 2017-18 (page 6), indicates SCSE's performance according to the four performance standards. The report highlights school strengths and areas for continued growth.

Strengths include:

- No significant findings, conditions, or internal weaknesses were uncovered in SCSE's last two certified financial audits.
- The school demonstrates strong community support as evidenced by testimony provided by individuals at the public hearing and interviews with parents during the site visit.
- School website and Governing Board documents demonstrate that the Governing Board meetings are open and accessible to the public.
- Overall, the student body reflects the demographics of the surrounding community.
- SCSE's 2018-19 school culture and climate data reports a chronic absenteeism rate of 9.6 percent which is below the state rate of 10.4 percent, and average daily attendance rate of 95.9 percent, which is above the CSDE's goal of 95 percent.
- This school is recognized as a School of Distinction based on high student performance per the Connecticut Next Generation Accountability 2017-18.
- The 2017-18 SCSE Accountability Index of 94.5 percent is above average when compared to the state school Accountability Index of 74.9 percent.
- The school has exceeded the state testing participation rate of 95 percent, with 100 percent of students tested in English Language Arts (ELA) and mathematics for all students and high needs students in 2018-19.
- The 2017-18 and 2018-19 Smarter Balanced percentage of SCSE students achieving at or above proficiency (level 3 and 4) in ELA and mathematics for all students, (Table 4) well exceeded Stamford, the host district and the state.
- The 2018-19 Smarter Balanced Assessment percentage of SCSE students achieving at or above proficiency (level 3 and 4) in ELA for Grades 3 and 4 (Table 4) is 88.2 percent and 82.4 percent respectively, well above the state averages of 54.3 percent and 54.6 percent.
- The 2018-19 Smarter Balanced Assessment percentage of SCSE students achieving at or above proficiency (level 3 and 4) in mathematics for Grade 3 (Table 4) is 100 percent, well above the state average of 55 percent.

- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved of SCSE students in ELA is 89.8 percent for all students exceeding the state's 59.9 percent by 29.9 percentage points, and 82.6 percent for high-needs students exceeding the state's 55.1 percent by 27.5 percentage points.
- The 2018-19 Smarter Balanced Assessment average percentage of growth target achieved of SCSE students in mathematics is 74.1 percent for all students exceeding the state's 62.5 percent by 11.6 percentage points, and 65.6 percent for high-needs students exceeding the state's 55.2 percent by 10.4 percentage points.

Areas of Concern:

- SCSE does not have a contract agreement to secure the services it receives from the CMO Excellence Community Schools (ECS) which include administrative and instructional support, assistance with human resource functions, organizing professional development and financial analysis. The school and the CMO are in the process of preparing a contract. The contract will be negotiated by the school and the ECS with the assistance of legal counsel and shared with the CSDE and the CSDE legal counsel for approval. If the resulting contract is determined by the CSDE to be a whole school management agreement, the agreement will be presented to the SBE for its review and approval.

Charter Renewal Recommendation

SCSE is recognized as a school of distinction based on high student performance. The student daily attendance rate at the school has exceeded the state goal of 95 percent. The school's 2018-19 Smarter Balanced percentage of students achieving at or above proficiency in ELA and mathematics exceeded both Stamford and the state. No significant audit findings have been identified in the school's last two certified financial audits. Based on SCSE's performance indicators, together with the CSDE's evaluation of the charter, the CSDE recommends that the SBE renew the school's charter for the period July 1, 2020, through June 30, 2025.

The CSDE will notify SCSE of action taken by the SBE following its meeting on February 6, 2020. The school will be advised of relevant technical assistance opportunities designed to improve its educational program. The CSDE will conduct follow-up visits to ensure SCSE is addressing the issues raised in this memorandum.

Prepared by: Robert E. Kelly, Charter School Program Manager
Turnaround Office

Reviewed by: Lisa Lamenzo, Bureau Chief
Turnaround Office

Approved by: Desi D. Nesmith, Deputy Commissioner

CHARTER RENEWAL REPORT | 2020

Charter School Information:		
Charter School Name:	Stamford Charter School For Excellence	
School Director:	Kevin Fischer	
School Board Chairperson:	Chris Shumway	
Location (City/Town):	Stamford	
Rating Key:		
Meets	The school demonstrates effective policies and practices, resulting in positive outcomes.	
Pending Action	The school requires minor modifications to its policies and/or practices. The school is taking satisfactory measures to remedy and address these issues in a timely manner.	
Does Not Meet	The schools falls below performance expectations with significant concerns noted, which require immediate attention and intervention.	
Standard 1: School Performance Indicators	Points/Max	% Points Earned
Accountability Index:	472.3/500	94.5
Notes and Evidence:		
<p>The 2017-18 Stamford Charter School For Excellence Accountability Index of 94.5 is above average when compared to the state school Accountability Index of 74.9 percent. Schools that meet Standard 1: are schools earning an accountability index from 85 to 100. Stamford Charter School For Excellence’s Accountability Index score of 94.5 percent places its performance in the range, which meets Standard 1. Stamford Charter School For Excellence’s 2017-18 Next Generation Accountability Report shown in detail on the next page.</p>		

Next Generation Accountability, 2017-18

Stamford Charter School for Excellence District, Stamford Charter School for Excellence (Grades: PK-3)



School Category: 1

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	80.0	75	100.0	100	100.0	90.1
1b. ELA Performance Index - High Needs Students	78.9	75	100.0	100	100.0	76.7
1c. Math Performance Index - All Students	84.2	75	100.0	100	100.0	83.6
1d. Math Performance Index - High Needs Students	83.3	75	100.0	100	100.0	69.3
1e. Science Performance Index - All Students	.	75
1f. Science Performance Index - High Needs Students	.	75
2a. ELA Academic Growth - All Students	.	100%	.	.	.	60.7
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	55.6
2c. Math Academic Growth - All Students	.	100%	.	.	.	61.9
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.4
4a. Chronic Absenteeism - All Students	12.3%	<=5%	35.5	50	71.0	77.2
4b. Chronic Absenteeism - High Needs Students	11.6%	<=5%	36.8	50	73.6	53.6
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	99.7
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.7
7. On-track to High School Graduation	.	94%	.	.	.	93.1
8. 4-year Graduation: All Students (2017 Cohort)	.	94%	.	.	.	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	.	94%	.	.	.	87.0
10. Postsecondary Entrance (Graduating Class 2017)	.	75%	.	.	.	94.5
11. Physical Fitness (estimated participation rate = .)	.	75%	.	.	.	66.8
12. Arts Access	.	60%	.	.	.	85.3
Accountability Index	.	.	472.3	500	94.5	74.9

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Standard Deviation	Is Gap an Outlier?
ELA Performance Index Gap	.	78.9	.	15.9	
Math Performance Index Gap	.	83.3	.	18.2	
Science Performance Index Gap	
Graduation Rate Gap (2015 Cohort)	

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.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	.
Science - High Needs Students	.

Minimum participation standard is 95%.

Standard 2: Stewardship, Governance and Management Indicators:	Rating
2.1. Fiscal Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.2. Financial Reporting and Compliance	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.3. Financial Viability	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
2.4. Governance and Management	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
2.5. School Facility	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 2.1:** CSDE site visit staff reviewed Stamford Charter School for Excellence’s (SCSE) last two certified financial audits and uncovered no significant findings, conditions or internal control weakness.
- Indicator 2.2:** CSDE site visit staff reviewed SCSE’s last two certified financial audits, Accounting Policies and Procedures Manual (APPM) and budgets, and interviewed the school principal and governing board members. Staff from the CSDE’s Office of Internal Audit determined the APPM lacks standard sections of an APPM. The missing items include check signing authorizations and thresholds, bank and credit card statement reconciliations, contract approval thresholds, purchasing and bidding approval thresholds. The reviewers determined SCSE completed on-time submission of certified audits and annual budgets. The school is in the process of amending the APPM.

SCSE does not have a contract agreement to secure the services it receives from the CMO Excellence Community Schools (ECS) which include administrative and instructional support, assistance with human resource functions, organizing professional development and financial analysis. The school and the CMO are in the process of preparing a contract. The contract will be negotiated by the school and ECS with the assistance of legal counsel and shared with the CSDE and CSDE legal counsel for approval. If the resulting contract is determined by the CSDE to be a whole school management agreement the agreement will be presented to the SBE for its review and approval.
- Indicator 2.3:** Staff from CSDE’s Office of Internal Audit reviewed SCSE’s latest certified financial audits and determined SCSE’s debt to asset ratio (total liabilities/total assets), total margin (net income/revenue), current asset ratio (current assets / current liabilities), days of unrestricted cash (unrestricted cash / ((total expenditures – depreciation) / 365 days)) and cash flow meets or exceeds the ranges recommended by the National Association of Charter School Authorizers (NACSA), signifying overall financial health.
- Indicator 2.4:** A review of SCSE’s school policies regarding conflict of interest were found to not be in compliance with the CSDE administrative oversight guidelines. The school is in the process of amending the conflict of interest policies as necessary. The school’s nepotism policy is in compliance with the CSDE administrative oversight guidelines. The SCSE’s policies and procedures regarding background checks of staff and board members, open board meetings and board membership training were reviewed and found to comply with state and federal laws, rules and regulations. This finding is supported by a review of background checks, board training records, school’s website and governing board meeting minutes.
- Indicator 2.5:** As evidenced during the site visit, SCSE has a safe and well-maintained school facility to support teaching and learning. The facility has been approved by the Stamford Fire Marshal and Building Department. The school has proof of property insurance.

Standard 3: Student Population Indicators	Rating
3.1. Recruitment and Enrollment Process	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.2. Waitlist and Enrollment Data	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.3. Demographic Representation	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
3.4. Family and Community Support	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
3.5. School Culture and Climate	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 3.1:** The latest CSDE audited student enrollment data from 2018-19 reported 339 students in Grades PK-4 with 99.9 percent residing in Stamford (the host district). A review of the school’s student enrollment policy, and interviews with school staff, board members and parents determined all students are admitted through a blind lottery.
- Indicator 3.2:** A review of SCSE’s waitlist information (Table 3, page 11) determined it maintains a waitlist of families beyond the available number of seats. In 2018-19, 218 students were on the waiting list. The waitlist has included more than 155 students each year for the past three years.
- Indicator 3.3:** A review of SCSE’s 2018-19 Public School Information System (PSIS) data reports students of color represent 97.9 percent of SCSE’s student population and 46.0 percent of the students qualify for free and reduced-price meals. SCSE’s EL population is 3.5 percent compared to 12.8 percent in Stamford. The percentage of special education students at SCSE is 5.9 percent. To better reflect the demographics of the surrounding community, the school must seek to enroll more students who are English learners.
- Indicator 3.4:** SCSE demonstrates strong community support, as evidenced by parent interviews conducted by the CSDE’s renewal team. Parent focus groups described the communication between the school and families as strong. All expressed support for what they perceive is a strong curriculum and the school’s dedication to ensuring that each child’s needs are met. Parents reported satisfaction with the school’s commitment to serving students with diverse needs. Students testified during the public hearing that they are happy with the educational choice opportunity that the school provides. Over 120 individuals attended the September 26, 2019, renewal public hearing, and 49 individuals offered testimony supporting the school’s efforts and the renewal of its charter. No one spoke out against the renewal of the school’s charter.
- Indicator 3.5:** School culture and climate policies reviewed by the CSDE’s site visit staff were clear and concise. Classroom observations revealed consistent implementation of behavior management model. A review of SCSE’s 2018-19 school culture and climate data reports a chronic absenteeism rate of 9.6 percent which is below the state rate of 10.4 percent, and an average daily attendance rate of 95.9 percent is above the CSDE’s goal of 95 percent. SCSE’s 2017-18 student suspension rate are suppressed to ensure student confidentiality.

Standard 4: Legal Compliance Indicators	Rating
4.1. Open Meetings/Information Management	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.2. Students with Disabilities	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.3. English Learners	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.4. Rights of Students	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM
4.5. Teacher/Staff Credentials	<input type="checkbox"/> M <input checked="" type="checkbox"/> PA <input type="checkbox"/> DNM
4.6. Employee Rights	<input checked="" type="checkbox"/> M <input type="checkbox"/> PA <input type="checkbox"/> DNM

Notes and Evidence:

- Indicator 4.1:** The school website and Governing Board documents demonstrate that Governing Board meetings are open and accessible to the public. The Governing Board meeting schedule for the year and meeting agendas are posted on the school’s website. Education records and testing data are secured in locked file cabinets in the school director’s office.

- Indicator 4.2:** A review of SCSE 2018-19 Public School Information System (PSIS) data reports the percentage of special education students at the school is 5.9 percent. To address student needs, SCSE employs two full-time special education teachers which provide instruction and individualized services to identified students.

SCSE provides special education supports and services within the least restrictive environment continuum as determined by the identified student’s Individualized Education Plan (IEP). Classes with students on IEPs are co-taught by a special education and general education teacher. Staff interviewed during the site visit indicated that IEPs written to require 1:1 para educators and additional classroom supports were not being provided by the district. In response the school is providing the 1:1 services and billing the district for the cost of the service. Related services including speech and language, psychology and social work services are being provided by the district. The school is working with the district to ensure that the required hours of service are provided and any compensatory services are delivered.

Student education files are kept in locked file cabinets. All files reviewed had individual sign-in access sheets. The reviewed files were well organized and maintained. Planning and Placement Team (PPT) meetings are held by the school district in which the student resides. Parents/Guardians, students (as appropriate) and required PPT members from SCSE are invited to participate in the meeting. The PPT develops, reviews, and revises the IEP based upon the student’s individualized needs. It was noted to the school that training and technical assistance would benefit the new teaching staff with regard to their effective participation in the PPT process. Teachers should also receive training in the new restraint and seclusion legislation, as well as maintaining a restraint and seclusion log. The school is currently in the process of arranging training in these areas with the State Education Resource Center (SERC) facilitated by the CSDE Bureau of Special Education.

- Indicator 4.3:** A review of SCSE’s 2018-19 PSIS data reports the percentage of students identified as ELs at the school is 3.5 percent. The school is not required to provide a bilingual program as it does not enroll 20 or more ELs with the same non-English native language. The school meets its obligation to provide supports to ELs through differentiated instruction provided by the classroom teacher and teacher support staff in the general education classroom. The school has developed an EL plan. The plan contains sections including: EL identification, serving EL students, parent communication and rights, annual assessment and exit criteria. The school is required to make some policy changes to its EL identification process which it is in the process of doing. The school has added the LAS Links annual English language proficiency test to the assessment calendar. SCSE ensures that translation/interpretation continues to be available to families as needed, as it is the parents’ right to receive information in a language that they understand.

- **Indicator 4.4:** SCSE student rights policies and procedures include admissions, handling of student information, due process protections and state nondiscrimination laws. Interviews with parents and staff at the school supported the proper implementation and use of the policies.
- **Indicator 4.5:** Staff from the CSDE Bureau of Educator Standards and Certification reviewed the state certified staff file and the school’s employee roster. A review of SCSE’s staff file of November 26, 2019, reports 100 percent of the staff is in compliance with certification.

SCSE is in compliance with the Teacher Education and Mentoring (TEAM) Program.

SCSE, Educator Evaluation and Support Plan (EESP) was reviewed and found not to be in compliance with the Connecticut Guidelines for Educator Evaluation 2017. The school has attempted to comply and submitted the SEED Handbook as its EESP. The school must revise the original EESP to align with the state guidelines or submit an EESP Checklist with the SEED Handbook. The school is in the process of deciding which option it will choose and will inform the CSDE shortly.

- **Indicator 4.6:** A review of legal actions brought against SCSE determined that no government agency alleged the violation of any law by the school, or undertaken any investigation of any violation of law by the school.

Prepared by:	Reviewed by:	Approved by:
Robert Kelly Charter School Program Manager	Lisa Lamenzo Turnaround Office, Bureau Chief	Desi D. Nesmith Deputy Commissioner

STAMFORD CHARTER SCHOOL FOR EXCELLENCE DATA

Table 1: 2018-19 Student Enrollment and Demographic Information (latest audited student data)

Grades served:	PK-4
Total enrollment:	339
Percentage of students qualifying for free or reduced price meals:	46.0
Percentage of special education students:	5.9
Percentage of students with limited English proficiency:	3.5
Percentage American Indian or Alaska Native:	*
Percentage of Asian students:	28.6
Percentage of Black students:	48.1
Percentage of Hispanic students:	21.2
Percentage of Two or More Races:	*
Percentage of Caucasian students:	*

*N<=5. Data suppressed to ensure student data privacy.

Table 2: School Culture and Climate Data

Performance Metric:	School 2016-17:	School 2017-18:	School 2018-19:	State 2018-19:
Average daily attendance rate:	95.7%	95.1%	95.9%	
Chronic absenteeism rate:	9.7%	12.3%	9.6%	10.4%
Number of in-school suspensions:	*	*	0	
Number of out-of-school suspensions:	*	*	*	
Suspension rate (% students with 1+ suspension):	*	*	*	6.7%
Number of expulsions:	0	0	0	
Cohort graduation rate (if applicable):	N/A	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A	N/A

Table 3: Student Waitlist and Mobility Information

Performance Metric:	2017-18:	2018-19:	2019-20:
Waitlist number:	155	218	270
Number of enrolled students who left during the school year, or who did not re-enroll the next school year and did not complete the highest grade at the school:	171	173	N/A

STAMFORD CHARTER SCHOOL FOR EXCELLENCE SMARTER BALANCED ASSESSMENT

Table 4: Grades 3-8 Smarter Balanced Assessment - Percentage of students at level 3 and 4 (met/exceeded)								
	ELA				MATH			
GRADE	School 2017-18	School 2018-19	District 2018-19	State 2018-19	School 2017-18	School 2018-19	District 2018-19	State 2018-19
All Grades Combined	81.6	85.3	47.8	55.7	93.9	*	42.8	48.1
3	**81.6	88.2	48.9	54.3	**93.9	100	51.8	55.0
4	***	82.4	46.9	54.6	***	*	48.2	52.5

*Data suppressed to ensure student data privacy.

**The school served Grade 3 for the first time in 2017-18 school year.

***The school served Grade 4 for the first time in 2018-19 school year.



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203-625-7400
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Dr. Toni Jones
Superintendent of Schools

October 3, 2019

Ms. Lisa Lamenzo
Bureau Chief
Turnaround Office
CT State Dept. of Education
Box 2219
Hartford, CT 06145

Dear Ms. Lamenzo,

Please be advised that the Greenwich Public Schools has no affiliation with the Stamford Charter School for Excellence in Stamford, CT; therefore we do not have any comments to share regarding the potential renewal of Stamford Academy's charter.

Sincerely,

A handwritten signature in cursive script that reads "Toni Jones".

Toni Jones
Superintendent
Greenwich Public Schools