

## APPENDIX A: 2015-16 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Stamford Charter School for Excellence	2015
Street Address:	City/Zip Code:
1 Schuyler Avenue	Stamford, CT 06902
School Director:	School Director Contact Information:
Kevin Fischer	<a href="mailto:KFischer@stamfordexcellence.org">KFischer@stamfordexcellence.org</a> /203 548-0194
Grades Authorized to Serve in 2015-16:	Charter Term:
PK-1	2015-2020
<p>1. <b>Executive Summary:</b> Provide a cover letter or executive summary highlighting school progress, performance, accomplishments, and major changes during the 2015-16 school year. Include a brief narrative on the school's unique model and student population.</p> <p>Stamford Charter School for Excellence (SCSE, Stamford Excellence) launched its inaugural year in September 2015 with one principal, 13 teachers, and 166 students on roster. Based on the 2012 National Blue Ribbon award-winning Bronx Charter School for Excellence (BCSE), SCSE adopted BCSE's key design elements, best practices, and strategies to offer a high-quality educational option to the young scholars and families residing in the Stamford community. SCSE opened to grades PK-1 and is growing one grade level per year to capacity of grades PK-5 by the end of the charter term.</p> <p>Stamford Excellence utilizes a holistic approach to cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers. Our twelve key design elements summate the school's model and serve as the cornerstones of our quality instructional program. Our model is designed specifically to address the individualized needs of every student and promote maximum achievement through collaborative and data-driven instruction. We offer courses in the core subjects of language arts, mathematics, social studies, and science, as well as art, music, and physical education.</p> <p>Throughout the 2015-16 school year, Stamford Excellence had some notable achievements that include the following:</p> <ol style="list-style-type: none"> <li>1. Despite an abbreviated planning period from charter funding approval to opening, SCSE successfully identified and renovated a facility and opened the school in a timely manner.</li> <li>2. In alignment with our mission to support student success in high school, college, and chosen careers, our scholars made consistent progress in their first year of instruction towards meeting and exceeding Common Core State Standards based on preliminary assessments.</li> <li>3. Stamford Excellence developed a relationship with Scholastic Books, and a partnership with Stamford Public Library and their Book Mobile to increase literary resources for our scholars and their families.</li> <li>4. Over 25% of our parents were engaged in at least two school-wide voluntary participation events that included Curriculum Night, Bingo Night, and Parent Association meetings.</li> <li>5. We retained 85% of our teaching faculty (11 of 13)</li> <li>6. Our instructional faculty implemented the curriculum and instructional practices with increasing efficacy, and received ongoing professional development throughout the course of the school year.</li> <li>7. Our scholars maintained a 95.3% average daily attendance rate.</li> <li>8. After only 10 months of instruction, 100% of our PK, 81% of our K, and 73% of our first graders were reading at or above grade level recommendations based on our Developmental Reading Assessments. We expect these figures to increase as scholars advance in grade level.</li> </ol> <p>As expected with all start-up schools, we faced some initial challenges and changes:</p> <ol style="list-style-type: none"> <li>1. Due to a limited operating budget, we have had to adjust our staffing model to include one Education Associate (EA) per grade level with the exception of Pre-K, which has one EA per class.</li> <li>2. The school also made some minor staff adjustments in response to the actual student population that</li> </ol>	

enrolled. Specifically, we needed to increase our capacity to serve more children with identified disabilities and hired additional special education certified learning specialists. We are continuing to work with the district's superintendent and Office of Special Education to ensure that our scholars receive the resources they need for a successful academic experience.

3. As with all start up schools, we faced challenges providing full-scale enrichment programs on a limited budget. Going into the 2016-17 school year, we are focusing greater efforts on fundraising and seeking grant opportunities to supplement activities.
4. SCSE is working both with families and with the district transportation services to ensure our scholars arrive to school and to their bus stops at the end of the day in a timely manner. Stamford Excellence is also working with the families to ensure that our scholars are in attendance each day.

## PART 2: SCHOOL PERFORMANCE

2. **School Goals:** State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

Mission Statement:

**The mission of the Stamford Charter School for Excellence 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. The school will accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest of grades will have an eye towards college preparation. To achieve this, we will create a supportive and caring environment that at all times maintains high expectations of our students.**

Goal Statement:

Evidence of Progress toward Goal:

Students will demonstrate adequate achievement throughout the school year in preparation to meeting and exceeding college and career readiness objectives as measured by statewide assessments.

SCSE utilizes the DRA to measure growth in literacy skills, and Curriculum Based Assessments to monitor progress towards mathematical skill acquisition. (See Student Achievement). The school also administers the Iowa Test of Basic Skills and will begin incorporating the Measures of Academic Progress (MAP) tests in 2016-17.

Each year, the school will have a daily attendance rate of at least 95 percent.

Progress towards this measure will be monitored through our daily attendance records. For 2015-16, our average daily attendance rate was 95.3%, just above our target. Every morning, our leadership team calls families of absent scholars. We will continue to emphasize the importance of daily attendance and exercise measures to ensure that our scholars benefit from the daily instruction that we provide.

The school will advance scholarly achievement by creating a culture of positive work habits, safe and appropriate conduct, and opportunities for healthy social-emotional interactions. Students will demonstrate character virtues summarized by the acronym, “RISE UP” (Responsibility, Integrity, Success, Etiquette, Unity, and Pride) and our core values of Respect, Citizenship, Teamwork, and Honesty with a College-Bound Attitude.

SCSE utilizes a variety of measures and means to build and monitor character development. Classrooms utilize a school-wide behavior management system, as well as the Habits of Mind, which teach the essential skills, habits, and positive attitudes for success. Student performance towards these measures is monitored and analyzed through attendance and tardiness, discipline referrals, and suspension rates.

3. **Student Achievement:** Provide data summarizing school performance and academic achievement. Using the blank space provided, include data evidencing student growth and progress toward closing achievement gaps, including an analysis of normed benchmark assessment data.

Performance Metric	*2013-14:	*2014-15:	*2015-16:
Average daily attendance rate:	N/A	N/A	95.3%
Chronic absenteeism rate:	N/A	N/A	8.2%
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	N/A	N/A	0%
Number of in-school suspensions:	N/A	N/A	0
Number of out-of-school suspensions:	N/A	N/A	0

Number of expulsions:	N/A	N/A	0
Four Year Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
2015 Accountability Index charter school:	N/A	N/A	N/A
2015 Accountability Index state:	N/A	N/A	N/A

In 10 short months, our scholars demonstrated notable academic gains that place them on a trajectory for success. SCSE used the Developmental Reading Assessment (DRA) to measure progress in reading skills, and curriculum-based assessments (CBA) for math. The following tables illustrate: student progress from fall to spring administrations of the DRA; performance on the DRA based on the recommended grade level targets versus SCSE’s higher achievement targets; and, math assessments for all students, and disaggregated by subgroup.

The table below shows the percentage of scholars in each grade level who met or exceeded recommended levels of performance in the fall, and recommended levels of performance for the end of the year. For example, a kindergartener might be expected to attain a Level 2 in November, but by the following spring, it is recommended that a student minimally achieve a Level 6.

Developmental Reading Assessment (DRA) – Fall to Spring Comparisons		
Grade	Fall 2015 % Meeting/Exceeding Recommended Target	Spring 2016 % Meeting/Exceeding Recommended Target
PK	91%	100%
K	70%	82%
1	69%	78%

For a school in its first year of operation, we would expect that at least 75% of our scholars would meet or exceed targets. As is evident, every grade level met the recommended targets by the end of the year and demonstrated an increase in the percentage of students achieving this goal. In subsequent years, this target will rise to 80% expected proficiency.

The following tables illustrate scholarly performance in aggregate and disaggregated by subgroup for both reading and math assessments:

Developmental Reading Assessment (DRA) – % Meeting or Exceeding Target								
Grade	Recommended vs. SCSE Target	All	Black/ African American	Hispanic/ Latino	Asian/ Pacific Islander	White	SWD*	FRPL**
PK	Recommended (N/A)	100%	100%	100%	100%	N/A	N/A	100%
	SCSE (Level 3)	79%	77%	77%	100%	N/A	N/A	80%
K	Recommended (Level 6)	81%	82%	70%	100%	100%	100%	76%
	SCSE (Level 8)	72%	72%	60%	100%	100%	100%	65%
1	Recommended (Level 18)	73%	78%	57%	100%	0%	60%	70%
	SCSE (Level 20)	71%	76%	57%	100%	0%	50%	67%

Math Curriculum Based Assessments (CBA)– % Meeting or Exceeding Target							
Grade	All	Black/ African American	Hispanic/ Latino	Asian/ Pacific Islander	White	SWD*	FRPL**

PK	77.2%	76.5%	69.2%	90%	-	-	77.1%
K	92.6%	89.7%	100%	100%	100%	100%	91.2%
1	74.5%	75.7%	71.4%	100%	-	88.9%	69.6%
PK-1	81.3%	80.9%	78.4%	94.1%	100%	90%	78.3%

\*Students With Disabilities

\*\*Students who qualify for Free or Reduced Priced Lunch

In reading, 79% percent of our PK scholars, 72% of our K students, and 71% of our first graders are performing at or above expected level based on our assessments. These figures are based not on the guidelines set by the creators of the assessment themselves, but on the higher benchmark expectation level established by our model, which typically is set at least two levels above norm. Likewise in math, 77%, 93%, and 75% of our scholars, respectively, are achieving proficiency. While these results are only preliminary, they demonstrate tremendous promise as our scholars continue to advance within our program. Of additional importance is the fact that there are already almost no significant achievement gaps between aggregate scholarly performance and subgroup performance, which is crucial as we endeavor to close achievement gaps that have historically persisted in the Stamford community.

In the 2016-17 school year, we will use the Iowa Test of Basic Skills (ITBS) and adopt NWEA's Measures of Academic Progress (MAP) testing, which will allow us to ensure adequate student progress towards standards-based and norm-referenced benchmarks. Data garnered from all of our assessments provide valuable information to ensure that students are making sufficient gains, that our curriculum is promoting academic rigor, and to inform classroom planning for differentiated instruction. This use of data is an important component of our model in supporting the individualized needs of our scholars for success.

\*Source: CSDE analysis based on district submitted and certified data.

\*\*N<= 5. Suppressed to protect student confidentiality.

4. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of academics, instruction, or school climate (e.g. extended instructional time, supports for English learners, positive behavior management, and college access). Describe the concrete strategy and its impact on student learning and/or the school climate referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

SCSE’s program is designed to challenge every student with highly supportive and sophisticated differentiation. Literacy is the core competency that is emphasized, and our model reflects a dedication of time and resources to reading, writing, and math with approximately two hours spent daily on these subjects. Flexible instructional groupings uniquely tailored for every child’s needs are availed daily and based on ongoing real-time data. The Integrated Co-Teaching (ICT) and Grade Cohort Model distinguish our instructional delivery and “the pod.” The teaching pod is essentially a grade-level team of teachers, specialists, and therapists that are collectively responsible for all students in that grade. While each teacher is assigned a classroom of students, they also know the performance of students outside of their rooms since a large percentage of instruction occurs via leveled small groups. Students benefit from individualized instruction that fosters deeper levels of understanding through intensive discussions and interactions. Because our collaborative approach ensures that each grade level “pod” is accountable for the achievement of the entire grade level cohort, differentiation occurs not only within one classroom, but across classrooms in order to address a broader spectrum of needs. The pedagogical tool of the teaching pod and the inherent, intense teacher collaboration, are key ingredients to our model’s academic success. Teachers work in a tight unit to mentor each other, to improve the curriculum, to analyze data, and to address each child’s individual needs. Through this methodology, remediation is offered in real-time with rapid response based on ongoing data collection.

**PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT**

5. **Financial Documents:** (1) As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit FY 2014-15 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form. (3) Provide the FY 2015-16 budget comparing submitted budget versus actual figures, with summary explanations of all major variances (any variance plus or minus 10% or more between budget and actual). (4) Provide a FY 2016-17 board-approved budget, summarizing all assumptions and major variances from FY 2016.

6. **Financial Condition:** Provide the following financial data for FY 2016.

Total margin (net income / total revenue):	0.43
Debt to asset ratio (total liabilities / total assets):	0.05
Debt service coverage ratio ((net income + depreciation + interest expense) / (principal + interest payments)):	2.09
Current asset ratio (current assets / current liabilities):	NA
Days of unrestricted cash ((total expenditures - depreciation) / 365):	3.51
Cash flow (change in cash balance):	\$(31,947.48)

7. **Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and parents and guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Kathy Lathen	Real Estate	President	<a href="mailto:klathen@yahoo.com">klathen@yahoo.com</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Robert Monson	Education		<a href="mailto:Rjm210@tc.columbia.edu">Rjm210@tc.columbia.edu</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Michael Stern	Finance		<a href="mailto:Stern.michael29@me.com">Stern.michael29@me.com</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Chris Shumway	Finance		<a href="mailto:cs@shumwaycapital.com">cs@shumwaycapital.com</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Patrick Barth	Finance		<a href="mailto:pbarth@thirdpoint.com">pbarth@thirdpoint.com</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Charlene Reid	CEO of Excellence Community Schools		<a href="mailto:creid@bronxexcellence.org">creid@bronxexcellence.org</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kevin Fischer	Principal		<a href="mailto:kfischer@stamfordexcellence.org">kfischer@stamfordexcellence.org</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
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**8. Renewal Terms and Other Issues:** Provide a progress update on terms established in the charter school's most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school's last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
4.5. Teacher/Staff Credentials	Bureau of Educator Standards and Certification sent a letter to your school on June 1, 2016 regarding educators for the 2015-16 school year who were identified on the Certification Compliance Report for non-compliance issues.	Some of the individuals originally listed as non-compliant serve as Education Associates, which is a supportive classroom role, and not as lead teachers. Six of eight lead teachers are teaching grade levels in which they are certified or have completed the certification process. Our two Pre-K teachers are certified, but one is certified for grades K-6 and the other for grades 1-6. However, we are now in compliance with the 50% threshold for the percentage of certified teachers instructing in their field of certification. Therefore, this issue has been corrected.

9. **Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of stewardship, governance, and management (e.g., financial management, technology, school operations). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

As a start-up school, we currently do not have any best practices with quantitative data to share related to this topic. However, we believe in continually improving our capacity to serve the scholars and families of Stamford. As the steward of the school's charter, it is ultimately the Board's responsibility to ensure that the school is successfully achieving its mission, vision, and academic/non-academic goals. As such, it is critical that the Board's slate includes dedicated individuals with a broad spectrum of expertise and the capacity to provide effective oversight. Over the next year, the SCSE Board will be participating in intensive board development workshops, retreats, and online programs to build capacity and efficiency in governance. This process began with preliminary steps occurring during the 2015-16 school year and will continue over the next school year. Through our effective oversight, the Board members will ethically and responsibly safeguard the schools' fidelity to its mission, vision, charter, and high quality model.

## PART 4: STUDENT POPULATION

**10. Enrollment and Demographic Data:** Provide 2015-16 student demographic and enrollment information.

Grades Served:	Pre-K, K, 1	Student Enrollment:	166
% Free/Reduced-Price Lunch:	73.2%	% Black:	66.7%
% Special Education:	9%	% Hispanic:	23.2%
% Limited English Proficiency:	6%	% Caucasian:	0.2%

2015-16 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
57	54	55												

**11. Enrollment Efforts:** Summarize the school's efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

Pursuant to the Connecticut General Statutes (C.G.S.) Section 10-15c, SCSE maintains an open enrollment policy and does not discriminate on the basis of race, ethnicity, sex, gender identity, religion, disability, national origin, native language, or sexual orientation. Although the school typically appeals to families and populations in high-needs communities that have been traditionally underserved, the school does not enact enrollment preferences beyond currently enrolled students and siblings of enrolled scholars. SCSE accepts applications from legal guardians of all age and grade eligible students. Applications are provided in English and Spanish, and available for translation online to the prevailing languages of the community. Enrollment is determined by a blind lottery. The school accepts completed applications from mid-January through April 1 for the lottery, and on a rolling basis for our waiting list. Applications are submitted electronically through the school's website, or in hard copy. Once all vacancies are filled through the lottery, the waiting list is created. Applicants who have siblings already attending the school are given preference for any vacancies that occur during the school year. Enrollment packets clearly articulate the documentation that must be submitted, to include appropriate proofs of identification, residency, and health records.

The school deliberately extends its outreach efforts in high needs communities to attract and retain a diverse student body that is reflective of the community it serves, to include comparable or greater enrollment of special populations including minority students, low-income students, English Language Learners, and students with disabilities. SCSE utilizes a variety of strategies to attract a diverse student body with recruitment efforts, which include:

- Attendance and distribution of marketing materials at open houses, public meetings, meet-and-greets, and presentations at various community organizations such as preschools, daycare centers, head start programs, ESL programs for adults with school-aged children, county health centers, doctors' offices, libraries, family service providers, housing authorities and associations, counseling centers and support groups, tutoring groups, and places of worship (churches, mosques, temples, etc.)
- Neighborhood canvassing, especially in areas with higher concentrations of public housing developments and multicultural communities
- Distribution of flyers and mailings in English, Spanish, and prevailing languages
- Local media stations (radio and internet) that target both English and non-English speaking audiences

SCSE engages the community and hosts events such as open houses and meetings with the students, families, and community members. SCSE also includes bilingual staff members to support the recruiting efforts for families whose native language is one other than English.

Because we enroll scholars in grades PK and kindergarten, students of this age typically will not have extensive academic or behavioral records. Some students may have previously received early screening and interventions for academic, social, or behavioral difficulties. We continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model.

Targeted outreach to specific populations such as families with children identified with special needs or English language learners receive more specific information about the programs and services that SCSE has to offer. Finally, the school ensures that comprehensive information is always available on the school's standing marketing materials, such as the school's website. This allows families to access the information at any time.

**12. Waitlist Data:** Provide waitlist totals below, illustrating demand and community support for the school.

2015-16 Waitlist:	2016-17 Waitlist:
Pre-K: 158 applicants K: 89 applicants 1 <sup>st</sup> : 16 applicants 2 <sup>nd</sup> : 12 applicants	Pre-K: 34 applicants K: 31 applicants 1 <sup>st</sup> : 0 applicants 2 <sup>nd</sup> : 0 applicants

**13. Best Practice:** In 250 words or less, summarize an emerging best practice at your school in the areas of student populations (e.g., family and community engagement, recruitment processes, retention strategies). Describe the concrete strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

SCSE is a community school that values family and community engagement. We deliberately provide opportunities for active participation. Our Parent Association (PA) meets monthly and provides direct opportunities for families to ask questions, participate in workshops, and share ideas and resources. More importantly, it invites opportunities for parents to get to know one another and build relationships that are necessary for developing a united school community. It is a parent-led organization that purposefully and strategically allows multiple levels and points of entry for active engagement. Through their activities, our PA:

- Raised over \$2,000 in fundraisers during our first year through activities that included a family bingo night and support from local businesses and restaurants
- Engaged 15% of our families to participate in the primary process for their state representatives
- Supported a Stamford delegation breakfast to meet with local legislators and public officials
- Recruited over 12% of our families to advocate for charter schools at the state capital

Because of our intentional efforts to actively involve our families, we were able to engage 25% of our families in two or more voluntary, parent-led events during our first year of operation. SCSE will continue to build upon this momentum in subsequent years.

## APPENDIX B: 2017-18 PRELIMINARY ENROLLMENT REQUEST

**Directions:** On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the submitted 2017-18 enrollment request requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.

School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14															
2014-15															
2015-16	57	54	55												
2016-17	56	56	56	56											
School Year:	2016-17 Enrollment Request:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	56	56	56	56	56										

2. Based on the request entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.

Yes     No

3. Provide a rationale for the enrollment request, including a synopsis of all relevant assumptions.

The enrollment configuration we are requesting for the 2016-17 school year is aligned to our request in our original charter application. We will have 56 scholars at each grade level with 28 scholars in each class. We are not requesting an enrollment amendment at this time.

4. Summarize the school’s plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).

SCSE will be increasing one grade level per year until it reaches capacity of PK-5 by the end of the charter term. Our current class size is approximately 28 students, but we have requested an increase to 30 students per class in order to accommodate more families. Accordingly, our staffing plan will increase to include one lead teacher for each classroom, one Education Associate for each grade level, and one special education per grade level, as needed. All classrooms will be fully furnished with developmentally appropriate furniture to facilitate instruction and create a positive, learning-conducive environment. We currently occupy the ground and first level of our facility. During the current school year, SCSE will be renovating the second floor to accommodate our expanding grade levels, with construction completed by summer of 2017. Additionally, we will be installing outdoor playground equipment to promote the healthy activity, social interactions, and motor development benefits that are inherent to play activities.

## APPENDIX C: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

### 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?

### Performance Standards:

### Performance Indicators:

1. School Performance	1.1. Academic Achievement <ol style="list-style-type: none"> <li>a. ELA Performance Index – All Students</li> <li>b. ELA Performance Index – High Needs Students</li> <li>c. Math Performance Index – All Students</li> <li>d. Math Performance Index – High Needs Students</li> <li>e. Science Performance Index – All Students</li> <li>f. Science Performance Index – High Needs Students</li> </ol> 1.2. Academic Growth (Longitudinal) (a. All Students, b. High Needs) 1.3. Participation Rates (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses 1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams 1.7. Graduation – On – Track in 9 <sup>th</sup> Grade 1.8. Four Year Graduation - All Students 1.9. Six Year Graduation - High Needs Students 1.10. Postsecondary Entrance Rate (All Students) 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

## APPENDIX D: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Stamford Charter School for Excellence**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal records checks and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at Stamford Charter School for Excellence and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, Stamford Charter School for Excellence’s Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school .
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of Stamford Charter School for Excellence serves on the board of another charter school or CMO.
7. All public funds received by Stamford Charter School for Excellence have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that Stamford Charter School for Excellence has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. Stamford Charter School for Excellence does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.



By signing this Statement of Assurances on behalf of the Governing Board of Stamford Charter School for Excellence, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that Stamford Charter School for Excellence may be subject to random audit by the CSDE to verify these statements.

Signature:

*Kathleen Lathen*

Name of Board Chairperson:

*Kathleen Lathen*

Date:

*9/29/16*

**Stamford Charter School for Excellence  
Budget Comparison Report  
Budget Period: 7/1/2015 - 6/30/2016**

	Year-to-Date Actual	Year-to-Date Budget	Year-to-Date Variance	Notes
<b>Revenue</b>				
State Funding				
Per Pupil Funding - GenEd	1,804,000.00	1,848,000.00	(44,000.00)	4 less students than anticipated
	<hr/>	<hr/>	<hr/>	
State Funding	1,804,000.00	1,848,000.00	(44,000.00)	
Federal Funding				
NCLB - Title I	21,932.00	60,480.00	(38,548.00)	Title I budget was based on an estimate.
NCLB - Title II	60.00	0.00	60.00	
Federal Funding	<hr/>	<hr/>	<hr/>	
Private Contributions and Grants				
Foundation Contributions	376,028.00	400,000.00	(23,972.00)	
Fundraising	3,835.53	0.00	3,835.53	
Private Contributions and Grants	<hr/>	<hr/>	<hr/>	
Local and Other Revenue				
Book Fair Scholastic	447.62	0.00	447.62	No school food program
School Lunch Fees	0.00	115,070.00	(115,070.00)	
Misc Revenue	287.37	0.00	287.37	
Local and Other Revenue	<hr/>	<hr/>	<hr/>	
Interest and Dividends				
Interest-Savings/Short-Term	1.77	0.00	1.77	
Interest and Dividends	<hr/>	<hr/>	<hr/>	
High Quality Schls & Common Core Implem- SCSE	10,000.00	0.00	10,000.00	Part of Title I originally Funding related to buidling renovation
InKind/Grant	994,428.58	0.00	994,428.58	
Revenue	<hr/>	<hr/>	<hr/>	
Revenue	3,211,020.87	2,423,550.00	787,470.87	
<b>Expenses</b>				
Personnel				
Leadership and Development				
Leadership	115,003.45	130,000.00	14,996.55	Counselor not hired due to budgetary restraints
Student Support	0.00	48,000.00	48,000.00	
Leadership and Development	<hr/>	<hr/>	<hr/>	
Leadership and Development	115,003.45	178,000.00	62,996.55	
Finance and Operations				
Operations/Administration	72,058.38	177,000.00	104,941.62	One staff hired due to budgetary restraints
Custodial Staff	0.00	30,000.00	30,000.00	
Finance and Operations	<hr/>	<hr/>	<hr/>	
Finance and Operations	72,058.38	207,000.00	134,941.62	
Instructional Staff				
Lead Teachers	361,348.10	400,000.00	38,651.90	Due to budgetary restraints only required staff hired No
Educational Associates	162,693.96	210,000.00	47,306.04	
Special Education Teachers	58,284.60	54,000.00	(4,284.60)	
Specialty Teachers	119,170.76	0.00	(119,170.76)	

Instructional Staff	701,497.42	664,000.00	(37,497.42)	stan time. no additional services given
Payroll Taxes and Fringe Benefits				
FICA SocSec/Medicare	58,891.36	80,249.00	21,357.64	
Unemployment Insurance	13,437.40	15,735.00	2,297.60	
Disability Insurance	(6.82)	8,392.00	8,398.82	
Worker's Compensation	11,322.00	10,490.00	(832.00)	
Health Benefits	26,334.36	115,390.00	89,055.64	
Pension/Retirement	1,500.00	0.00	(1,500.00)	
LTD/STD/ADD/Life	3,630.16	7,343.00	3,712.84	
Dental Insurance	0.00	15,735.00	15,735.00	
Payroll Taxes and Fringe Benefits	115,108.46	253,334.00	138,225.54	Benefits lower than anticipated
Personnel	1,003,667.71	1,302,334.00	298,666.29	
Programmatic Expenses				
Instructional Supplies and Materials				
Textbooks	54,455.36	25,200.00	(29,255.36)	
Library Books	19,349.05	3,000.00	(16,349.05)	
Student Testing Materials	3,068.87	33,600.00	30,531.13	
Classroom Supplies: General	34,052.01	22,680.00	(11,372.01)	
Classroom Supplies: Uniforms	2,161.92	0.00	(2,161.92)	
Classroom Supplies: Art	704.17	0.00	(704.17)	
Classroom Supplies: Physical	4,265.09	0.00	(4,265.09)	
Instructional Supplies and Materials	118,056.47	84,480.00	(33,576.47)	Purchases made higher than anticipated. Costs related to program initiative.
Office Expense				
Telephone	9,826.36	10,200.00	373.64	
Office Supplies	13,075.23	15,000.00	1,924.77	
Postage	23.74	5,040.00	5,016.26	
Printing and Copying	1,171.37	5,040.00	3,868.63	
Dues and Subscriptions	5,119.00	1,000.00	(4,119.00)	
Office Expense	29,215.70	36,280.00	7,064.30	
Facilities				
Equipment Rental and Maintenance	7,416.85	0.00	(7,416.85)	
Rent	200,000.00	240,000.00	40,000.00	Savings in hiring contracted staff than custodian. Budget for custodian was too low and contracted services deemed less expensive
Utilities	53,021.77	150,000.00	96,978.23	
Maintenance & Repairs	65,319.02	15,000.00	(50,319.02)	
Contracted Janitorial Services	82,470.12	0.00	(82,470.12)	
Janitorial Supplies	14,395.50	0.00	(14,395.50)	
Security Svstems	4,165.92	0.00	(4,165.92)	
Facilities	426,789.18	405,000.00	(21,789.18)	
Insurance				
Director & Officers Insurance	3,298.06	0.00	(3,298.06)	
General Liability Insurance	31,557.62	15,000.00	(16,557.62)	
Insurance	34,855.68	15,000.00	(19,855.68)	Insurance higher due to facility
Other Expenses				
Bank Charges	135.36	0.00	(135.36)	
Parent Associate	0.00	3,360.00	3,360.00	
Special Event Expenses	1,000.00	0.00	(1,000.00)	
Other Expenses	1,135.36	3,360.00	2,224.64	
Non-Capital Expenses				

Non-Capital Expenses	0.00	0.00	0.00	
Contracted Services				
Technology Consultants	11,344.05	29,000.00	17,655.95	
General Consultants	61,882.72	20,000.00	(41,882.72)	
Contracted Administrative	33,807.66	0.00	(33,807.66)	
Payroll Processing Fees	2,549.17	0.00	(2,549.17)	Services rendered were
Legal Fees	30,215.31	0.00	(30,215.31)	not budgeted or over
Accounting Fees	25,179.95	0.00	(25,179.95)	budget due to school
Audit Fees	2,300.00	18,000.00	15,700.00	need
Marketing	5,207.02	8,400.00	3,192.98	
Recruitment Costs	733.67	0.00	(733.67)	
Contracted Services	173,219.55	75,400.00	(97,819.55)	
Student Services				
Food services	23,576.06	129,858.00	106,281.94	No school food program
Field Trips	315.19	16,800.00	16,484.81	
School Events	1,489.23	0.00	(1,489.23)	
Student Services	25,380.48	146,658.00	121,277.52	
Staff Expenses				
Meetings and Events	4,927.06	0.00	(4,927.06)	
Travel	1,391.36	5,250.00	3,858.64	
Professional Development	2,130.37	10,500.00	8,369.63	
Staff Expenses	8,448.79	15,750.00	7,301.21	Less services than
				anticipated
Programmatic Expenses	817,101.21	781,928.00	(35,173.21)	
Expenses	1,820,768.92	2,084,262.00	263,493.08	
Excess or (Deficiency) of				
Revenue Over Expenses	1,390,251.95	339,288.00	1,050,963.95	

**Stamford Charter School for Excellence  
FY 2017 Board Approved Budget**

	FY16 Projections (based on actual expenses)	FY 2017 Approved Budget	Variance
<b>Revenue</b>			
State Funding			
Per Pupil Funding - GenEd	1,804,000	2,464,000	660,000
State Funding	1,804,000	2,464,000	660,000
Federal Funding			
NCLB - Title I	21,932	33,600	11,668
Common Bonds Grant	10,000	-	(10,000)
NCLB - Title II	60	-	(60)
Federal Funding	31,992	33,600	1,608
Private Contributions and Grants			
Individual Contributions	1,028	-	(1,028)
Foundation Contributions	376,028	650,000	273,972
Fundraising	3,836	-	(3,836)
In-Kind Donations	994,429	-	(994,429)
Private Contributions and Grants	1,375,320	650,000	(725,320)
Local and Other Revenue			
School Lunch Fees	-	26,299	26,299
Misc. Revenue	448	-	(448)
Local and Other Revenue	448	26,299	25,851
Interest and Dividends			
Interest-Savings/Short-Term	2	-	(2)
Interest and Dividends	2	-	(2)
<b>Revenue</b>	<b>3,211,761</b>	<b>3,173,899</b>	<b>(37,863)</b>
<b>Expenses</b>			
Personnel			
Leadership and Development			
Lead Teachers	115,003	235,760	120,757
Student Support	-	113,000	113,000
Leadership and Development	115,003	348,760	233,757
Finance and Operations			
Operations/Administration	72,058	174,542	102,484
Custodial Staff	-	45,000	45,000
Finance and Operations	72,058	219,542	147,484
Instructional Staff			
Lead Teachers	361,348	485,154	123,806
Educational Associates	162,694	184,124	21,430
Special Education Teachers	58,285	144,000	85,715
Specialty Teachers	119,171	121,554	2,383
Instructional Staff	701,497	934,832	233,335
<b>Total Salaries</b>	<b>888,559</b>	<b>1,503,134</b>	<b>614,575</b>

<b>Payroll Taxes and Fringe Benefits</b>				
7.65% FICA SocSec/Medicare	58,891	114,990	56,098	
1.50% Unemployment Insurance	13,437	22,547	9,110	
0.80% Disability Insurance	(7)	12,025	12,032	
1% Worker's Compensation	11,322	15,031	3,709	
11% Health Benefits	26,334	165,344.74	139,010	
Pension/Retirement	1,500	9,019	(1,500)	
0.60% LTD/STD/ADD/Life	3,630	15,031	5,389	
1% Dental Insurance	-	15,031	15,031	
<b>Payroll Taxes and Fringe Benefits</b>	<b>115,108</b>	<b>353,968</b>	<b>238,860</b>	
<b>Personnel</b>	<b>1,003,668</b>	<b>1,857,122</b>	<b>853,454</b>	
<b>Programmatic Expenses</b>				
<b>Instructional Supplies and Materials</b>				
Textbooks	54,455	26,152	(28,304)	
Library Books	19,349	11,450	(7,899)	
Student Testing Materials	3,069	4,092	1,023	
Classroom Supplies: General	34,052	45,403	11,351	
Classroom Supplies: Uniforms	2,162	3,000	838	
Classroom Supplies: Art	704	1,439	735	
Classroom Supplies: Physical Education	4,265	5,687	1,422	
<b>Instructional Supplies and Materials</b>	<b>118,056</b>	<b>97,222</b>	<b>(20,835)</b>	
<b>Office Expense</b>				
Nursing Supplies	-	10,318	491	
Telephone	9,826	14,118	1,043	
Office Supplies	13,075	4,991	4,967	
Postage	24	2,263	1,092	
Printing and Copying	1,171	5,403	284	
Dues and Subscriptions	5,113	37,092	7,877	
<b>Office Expense</b>	<b>29,216</b>	<b>74,117</b>	<b>(20,000)</b>	
<b>Facilities</b>				
Rent	200,000	240,000	40,000	
Equipment Rental	7,417	75,000	21,978	
Utilities	53,022	62,500	(2,819)	
Maintenance & Repairs	65,319	30,000	(62,470)	
Contracted Janitorial Services	82,470	20,488	6,092	
Janitorial Supplies	14,396	5,250	1,084	
Security Systems	4,166	433,238	6,449	
<b>Facilities</b>	<b>426,789</b>	<b>494,403</b>	<b>67,614</b>	
<b>Insurance</b>				
Director & Officers Insurance	3,298	4,505	1,207	
General Liability Insurance	31,558	44,895	13,341	
<b>Insurance</b>	<b>34,856</b>	<b>49,403</b>	<b>14,548</b>	
<b>Other Expenses</b>				
Bank Charges	135	300	165	
Parent Associate	-	3,360	3,360	
Special Event Expenses	1,000	1,000	-	
<b>Other Expenses</b>	<b>1,135</b>	<b>4,660</b>	<b>3,525</b>	
<b>Non-Capital Expenses</b>				
Depreciation	-	56,295	56,295	
<b>Non-Capital Expenses</b>	<b>-</b>	<b>56,295</b>	<b>56,295</b>	

<b>Contracted Services</b>				
Technology Consultants	11,344	14,520	3,176	
General Consultants	61,883	15,000	(46,883)	
Contracted Administrative Services	33,808	15,000	(18,808)	
Payroll Processing Fees	2,549	5,191	2,642	
Legal Fees	30,215	10,000	(20,215)	
Accounting Fees	25,180	49,440	24,260	
Audit Fees	2,300	18,000	15,700	
Marketing	5,207	10,400	5,193	
Recruitment Costs	734	1,734	1,000	
<b>Contracted Services</b>	<b>173,220</b>	<b>139,285</b>	<b>(33,935)</b>	
<b>Student Services</b>				
Food services	23,576	32,873	9,297	
Field Trips	315	8,943	8,627	
School Events	1,489	2,706	1,217	
<b>Student Services</b>	<b>25,380</b>	<b>44,522</b>	<b>19,142</b>	
<b>Staff Expenses</b>				
Meetings and Events	4,927	8,750	3,823	
Travel	1,391	9,188	7,796	
Professional Development	2,130	18,375	16,245	
<b>Staff Expenses</b>	<b>8,449</b>	<b>36,313</b>	<b>27,864</b>	
<b>Programmatic Expenses</b>				
	817,101	898,030	80,929	
<b>Expenses</b>	<b>1,820,769</b>	<b>2,755,152</b>	<b>934,383</b>	
<b>Net Operating Income</b>	<b>1,390,992</b>	<b>418,747</b>	<b>(972,246)</b>	

Short Form

Form **990-EZ**

Return of Organization Exempt From Income Tax

**2014**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

- ▶ Do not enter social security numbers on this form as it may be made public.
- ▶ Information about Form 990-EZ and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

Department of the Treasury  
Internal Revenue Service

Open to Public  
Inspection

**A** For the 2014 calendar year, or tax year beginning **OCT 20, 2014** and ending **JUN 30, 2015**

**B** Check if applicable:  
 Address change  
 Name change  
 Initial return  
 Final return/terminated  
 Amended return  
 Application pending

**C** Name of organization  
**STAMFORD CHARTER SCHOOL FOR EXCELLENCE, INC.**

**D** Employer identification number  
**47-2465564**

Number and street (or P.O. box, if mail is not delivered to street address) Room/suite  
**ONE SCHUYLER AVENUE**

**E** Telephone number  
**203-989-0000**

City or town, state or province, country, and ZIP or foreign postal code  
**STAMFORD, CT 06902**

**F** Group Exemption Number ▶

**G** Accounting Method:  Cash  Accrual Other (specify) ▶

**H** Check  if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

**I** Website: ▶ **WWW.STAMFORDEXCELLENCE.ORG**

**J** Tax-exempt status (check only one) —  501(c)(3)  501(c) ( ) ◀ (insert no.)  4947(a)(1) or  527

**K** Form of organization:  Corporation  Trust  Association  Other

**L** Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **100,001.**

**Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances** (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I

		1	2	3	4	5a	5b	5c	6a	6b	6c	6d	7a	7b	7c	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Revenue	1	Contributions, gifts, grants, and similar amounts received																100,000.											
	2	Program service revenue including government fees and contracts																											
	3	Membership dues and assessments																											
	4	Investment income SEE SCHEDULE O																1.											
	5a	Gross amount from sale of assets other than inventory																											
	b	Less: cost or other basis and sales expenses																											
	c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)																											
	6	Gaming and fundraising events																											
	a	Gross income from gaming (attach Schedule G if greater than \$15,000)																											
	b	Gross income from fundraising events (not including \$ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)																											
c	Less: direct expenses from gaming and fundraising events																												
d	Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)																												
7a	Gross sales of inventory, less returns and allowances																												
b	Less: cost of goods sold																												
c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)																												
8	Other revenue (describe in Schedule O)																												
9	Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8																100,001.												
Expenses	10	Grants and similar amounts paid (list in Schedule O)																											
	11	Benefits paid to or for members																											
	12	Salaries, other compensation, and employee benefits																											
	13	Professional fees and other payments to independent contractors																											
	14	Occupancy, rent, utilities, and maintenance																											
	15	Printing, publications, postage, and shipping																											
	16	Other expenses (describe in Schedule O) SEE SCHEDULE O																549.											
	17	Total expenses. Add lines 10 through 16																549.											
Net Assets	18	Excess or (deficit) for the year (Subtract line 17 from line 9)																99,452.											
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)																0.											
	20	Other changes in net assets or fund balances (explain in Schedule O)																0.											
	21	Net assets or fund balances at end of year. Combine lines 18 through 20																99,452.											

LHA For Paperwork Reduction Act Notice, see the separate instructions. Form **990-EZ** (2014)



**Part V Other Information** (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Sch. O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		X
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		X
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		X
35b	If "Yes" to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	N/A	
35c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		X
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		X
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions	37a	0.
37b	Did the organization file Form 1120-POL for this year?		X
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		X
38b	If "Yes," complete Schedule L, Part II and enter the total amount involved	38b	N/A
39	Section 501(c)(7) organizations. Enter:		
39a	a Initiation fees and capital contributions included on line 9	39a	N/A
39b	b Gross receipts, included on line 9, for public use of club facilities	39b	N/A
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under:		
	section 4911 <input type="checkbox"/> 0.; section 4912 <input type="checkbox"/> 0.; section 4955 <input type="checkbox"/> 0.		
40b	b Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
	c Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958		0.
	d Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax on line 40c reimbursed by the organization		0.
40e	e All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		X
41	List the states with which a copy of this return is filed	NONE	
42a	The organization's books are in care of	CHARLENE REID Telephone no. 203-989-0000	
	Located at	1 SCHUYLER AVENUE, STAMFORD, CT ZIP + 4 06902	
42b	b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	Yes	No
	If "Yes," enter the name of the foreign country:		X
42c	c At any time during the calendar year, did the organization maintain an office outside of the U.S.?		X
	If "Yes," enter the name of the foreign country:		
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here and enter the amount of tax-exempt interest received or accrued during the tax year	43	N/A
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44a	X
44b	b Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44b	X
44c	c Did the organization receive any payments for indoor tanning services during the year?	44c	X
44d	d If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	44d	
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	45a	X
45b	b Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)	45b	

**STAMFORD CHARTER SCHOOL  
FOR EXCELLENCE, INC.**

Form 990-EZ (2014)

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46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? Yes No  
 If "Yes," complete Schedule C, Part I 46

**Part VI Section 501(c)(3) organizations only**

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI

47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Sch. C, Part II Yes No  
 48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E 47   48    
 49a Did the organization make any transfers to an exempt non-charitable related organization? 49a    
 b If "Yes," was the related organization a section 527 organization? 49b

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None." NONE

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation

d Total number of other independent contractors each receiving over \$100,000 ▶

52 Did the organization complete Schedule A? **Note.** All section 501(c)(3) organizations must attach a completed Schedule A  Yes  No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

**Sign Here**  
 Signature of officer: CHARLENE REID, CHIEF EXECUTIVE OFFICER  
 Date: \_\_\_\_\_  
 Type or print name and title

**Paid Preparer Use Only**

Print/Type preparer's name <b>MICHELLE CAIN</b>	Preparer's signature <b>MICHELLE CAIN</b>	Date <b>03/01/16</b>	Check <input type="checkbox"/> if self-employed	PTIN <b>P00150750</b>
Firm's name ▶ <b>MENGEL, METZGER, BARR &amp; CO. LLP</b>			Firm's EIN ▶ <b>16-1092347</b>	
Firm's address ▶ <b>100 CHESTNUT STREET, SUITE 1200 ROCHESTER, NY 14604</b>			Phone no. <b>585-423-1860</b>	

May the IRS discuss this return with the preparer shown above? See instructions  Yes  No

Form 990-EZ (2014)



**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 <b>Total.</b> Add lines 1 through 3 .....						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
6 <b>Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4 .....						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
11 <b>Total support.</b> Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions) .....					12	
13 <b>First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....	<input type="checkbox"/>					

**Section C. Computation of Public Support Percentage**

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f)) .....	14		%
15 Public support percentage from 2013 Schedule A, Part II, line 14 .....	15		%
16a <b>33 1/3% support test - 2014.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....	<input type="checkbox"/>		
b <b>33 1/3% support test - 2013.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....	<input type="checkbox"/>		
17a <b>10% -facts-and-circumstances test - 2014.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....	<input type="checkbox"/>		
b <b>10% -facts-and-circumstances test - 2013.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....	<input type="checkbox"/>		
18 <b>Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....	<input type="checkbox"/>		

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
3 Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
5 The value of services or facilities furnished by a governmental unit to the organization without charge .....						
6 <b>Total.</b> Add lines 1 through 5 .....						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
c Add lines 7a and 7b .....						
8 <b>Public support</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6 .....						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources .....						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
c Add lines 10a and 10b .....						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on .....						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
13 <b>Total support.</b> (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

**Section C. Computation of Public Support Percentage**

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f)) .....	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15 .....	16	%

**Section D. Computation of Investment Income Percentage**

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f)) .....	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17 .....	18	%

19a **33 1/3% support tests - 2014.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization

b **33 1/3% support tests - 2013.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

**Part IV Supporting Organizations**

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No" describe in <b>Part VI</b> how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in <b>Part VI</b> how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in <b>Part VI</b> when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in <b>Part VI</b> what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in <b>Part VI</b> how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in <b>Part VI</b> what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in <b>Part VI</b> , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b <b>Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c <b>Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in <b>Part VI</b> .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in <b>Part VI</b> .		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in <b>Part VI</b> .		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in <b>Part VI</b> .		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer (b) below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

**Part IV Supporting Organizations** (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.		

**Section B. Type I Supporting Organizations**

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

**Section C. Type II Supporting Organizations**

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

**Section D. Type III Supporting Organizations**

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		

**Section E. Type III Functionally-Integrated Supporting Organizations**

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI.		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		

**STAMFORD CHARTER SCHOOL**

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. See instructions. All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	

7  Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).

STAMFORD CHARTER SCHOOL

**Part V** Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 <b>Total annual distributions.</b> Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2014 from Section C, line 6	
10 Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f <b>Total</b> of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 <b>Excess distributions carryover to 2015.</b> Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			



**SCHEDULE E**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Schools**

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**

▶ **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

**2014**

**Open to Public Inspection**

▶ **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**

Name of the organization **STAMFORD CHARTER SCHOOL FOR EXCELLENCE, INC.** Employer identification number **47-2465564**

**Part I**

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....		X
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....		X
<b>THE SCHOOL DOES NOT EXPLICITLY INCLUDE THEIR RACIALLY NONDISCRIMINATORY POLICY IN ALL OF THEIR COMMUNICATIONS WITH THE PUBLIC. HOWEVER THEIR RACIALLY NONDISCRIMINATORY POLICY IS INCLUDED THE SCHOOL'S HANDBOOKS AND ON THEIR WEBSITE.</b>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff? .....	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? .....	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges? .....		X
b Admissions policies? .....		X
c Employment of faculty or administrative staff? .....		X
d Scholarships or other financial assistance? .....		X
e Educational policies? .....		X
f Use of facilities? .....		X
g Athletic programs? .....		X
h Other extracurricular activities? .....		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency? .....	X	
b Has the organization's right to such aid ever been revoked or suspended? .....		X
If you answered "Yes" to either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II .....	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ. Schedule E (Form 990 or 990-EZ) (2014)

**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

**LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:**

STATE PER PUPIL FUNDING, NCLB FUNDING, VARIOUS GOVERNMENT GRANTS

Multiple horizontal lines for providing supplemental information.

SCHEDULE O  
(Form 990 or 990-EZ)

Department of the Treasury  
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990)

OMB No. 1545-0047

2014

Open to Public  
Inspection

Name of the organization **STAMFORD CHARTER SCHOOL  
FOR EXCELLENCE, INC.** Employer identification number  
**47-2465564**

FORM 990-EZ, PART I, LINE 4, OTHER INVESTMENT INCOME:

DESCRIPTION OF PROPERTY:	AMOUNT:
INTEREST	1.

FORM 990-EZ, PART I, LINE 16, OTHER EXPENSES:

DESCRIPTION OF OTHER EXPENSES:	AMOUNT:
MEETINGS AND EVENTS	203.
BANK CHARGES	190.
DUES AND SUBSCRIPTIONS	156.
TOTAL TO FORM 990-EZ, LINE 16	549.

FORM 990-EZ, PART II, LINE 24, OTHER ASSETS:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
SECURITY DEPOSIT	0.	100,000.
DUE FROM AFFILIATES	0.	274,800.
TOTAL TO FORM 990-EZ, LINE 24	0.	374,800.

FORM 990-EZ, PART II, LINE 26, OTHER LIABILITIES:

DESCRIPTION	BEG. OF YEAR	END OF YEAR
DEFERRED GRANTS	0.	324,800.

FORM 990-EZ, PART III, PRIMARY EXEMPT PURPOSE - THE STAMFORD CHARTER  
SCHOOL FOR EXCELLENCE PREPARES YOUNG PEOPLE IN STAMFORD, CONNECTICUT 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.

SCHEDULE O  
(Form 990 or 990-EZ)

Department of the Treasury  
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.  
▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).

OMB No. 1545-0047

2014

Open to Public  
Inspection

Name of the organization

STAMFORD CHARTER SCHOOL  
FOR EXCELLENCE, INC.

Employer identification number  
47-2465564

FORM 990-EZ, PART III, LINE 28, PROGRAM SERVICE ACCOMPLISHMENTS:

CURRENTLY IN ITS FIRST YEAR, THE ORGANIZATION SERVES 168

STUDENTS IN PRE-K THROUGH 1ST GRADE, IN SELF CONTAINED

CLASSES, WITH SERVICES INCLUDING SPECIAL ED AND ELL. THE

ORGANIZATION WILL EXPAND TO 5TH GRADE IN THE FIRST TERM OF ITS CHARTER.

FORM 990-EZ, PART V, INFORMATION REGARDING PERSONAL BENEFIT CONTRACTS:

THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY,

OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT.

THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY,

OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

• If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box  **X**

**Note.** Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

• If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

**Part II Additional (Not Automatic) 3-Month Extension of Time.** Only file the original (no copies needed).  
Enter filer's identifying number, see instructions

Type or print  File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. <b>STAMFORD CHARTER SCHOOL FOR EXCELLENCE, INC.</b>	Employer identification number (EIN) or  <b>47-2465564</b>
	Number, street, and room or suite no. If a P.O. box, see instructions. <b>ONE SCHUYLER AVENUE</b>	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. <b>STAMFORD, CT 06902</b>	

Enter the Return code for the return that this application is for (file a separate application for each return) 011

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

**STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.**

**CHARLENE REID**

• The books are in the care of  **1 SCHUYLER AVENUE - STAMFORD, CT 06902**  
Telephone No.  **203-989-0000** Fax No.

• If the organization does not have an office or place of business in the United States, check this box

• If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this box . If it is for part of the group, check this box  and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2016**.

5 For calendar year , or other tax year beginning **OCT 20, 2014**, and ending **JUN 30, 2015**.

6 If the tax year entered in line 5 is for less than 12 months, check reason:  Initial return  Final return  
 Change in accounting period

7 State in detail why you need the extension  
**ADDITIONAL TIME IS REQUIRED IN ORDER TO GATHER THE INFORMATION NECESSARY TO FILE A COMPLETE AND ACCURATE RETURN.**

<b>8a</b> If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	<b>8a</b>	\$	<b>0.</b>
<b>b</b> If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	<b>8b</b>	\$	<b>0.</b>
<b>c Balance due.</b> Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	<b>8c</b>	\$	<b>0.</b>

**Signature and Verification must be completed for Part II only.**

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature  Title  **CHIEF EXECUTIVE OFFICER** Date