

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

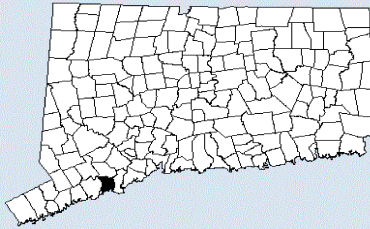


Great Oaks Charter School District

203-464-3897

District Information

Grade Range	6-7
Number of Schools/Programs	1
Enrollment	226
Per Pupil Expenditures ¹	\$15,378
Total Expenditures ¹	\$1,953,055

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	112	49.6	48.3
Male	114	50.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	114	50.4	12.8
Hispanic or Latino	98	43.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	8	3.5	55.9
English Learners	38	16.8	6.4
Eligible for Free or Reduced-Price Meals	180	79.6	38.0
Students with Disabilities ¹	37	16.4	13.7

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	14	13.5	28	26.4
Male	18	16.7	45	40.2
Black or African American	15	13.8	45	39.8
Hispanic or Latino	14	15.4	24	26.1
White	*	*	*	*
English Learners	*	*	7	21.9
Eligible for Free or Reduced-Price Meals	28	16.1	65	36.3
Students with Disabilities	6	17.6	22	57.9
District	32	15.1	73	33.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 27

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	42.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	0.5
Other Staff Providing Non-Instructional Services/Support	7.0

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	7.1	1.0
Black or African American	1	7.1	3.5
Hispanic or Latino	2	14.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	10	71.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	87.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.9	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	633,266	4,986	9,387
Instructional Supplies and Equipment	180,270	1,419	318
Improvement of Instruction and Educational Media Services	455,164	3,584	541
Student Support Services	37,564	296	1,048
Administration and Support Services	436,455	3,437	1,790
Plant Operation and Maintenance	137,098	1,080	1,608
Transportation	0	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	73,238	577	194
Total	1,953,055	15,378	15,762

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	70.8	70.8
Federal	21.5	21.5
Tuition & Other	7.8	7.8

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

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	109	47.0	106	40.6	0	N/A
Hispanic or Latino	90	52.9	90	44.9	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	*	*	*	*	0	N/A
English Learners	40	56.4	40	51.6	0	N/A
Non-English Learners	172	48.4	169	40.8	0	N/A
Eligible for Free or Reduced-Price Meals	174	49.1	172	41.2	0	N/A
Not Eligible for Free or Reduced-Price Meals	38	53.5	37	50.8	0	N/A
Students with Disabilities	34	30.2	31	27.7	0	N/A
Students without Disabilities	178	53.7	178	45.5	0	N/A
High Needs	186	49.0	183	41.5	0	N/A
Non-High Needs	26	56.9	26	52.7	0	N/A
District	212	49.9	209	42.9	0	N/A

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	90.3	N/A	N/A	103	90.3
Curl Up	N/A	79.6	N/A	N/A	103	79.6
Push Up	N/A	60.2	N/A	N/A	103	60.2
Mile Run/PACER	N/A	53.4	N/A	N/A	103	53.4
All Tests - District	N/A	33.0	N/A	N/A	103	33.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	49.9	75	33.3	50	66.6	67.7
	High Needs Students	49.0	75	32.6	50	65.3	56.7
Math Performance Index	All Students	42.9	75	28.6	50	57.2	61.4
	High Needs Students	41.5	75	27.7	50	55.3	49.9
Science Performance Index	All Students	N/A	75	0.0	0	0.0	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	63.8%
	High Needs Students	58.4%	100%	58.4	100	58.4	58.3%
Math Academic Growth	All Students	62.8%	100%	62.8	100	62.8	65.0%
	High Needs Students	59.8%	100%	59.8	100	59.8	57.4%
Chronic Absenteeism	All Students	15.1%	<=5%	29.8	50	59.6	9.6%
	High Needs Students	16.7%	<=5%	26.7	50	53.3	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.2% 33.0%	75%	22.0	50	44.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				441.6	750	58.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	56.9	49.0	7.9	16.5	
Math Performance Index Gap	52.7	41.5	11.2	18.9	
Science Performance Index Gap	.	N/A	.	17.2	
Graduation Rate Gap	

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

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	98.6
	High Needs Students	98.4
Science	All Students	.
	High Needs Students	.

³Minimum participation standard is 95%.

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Great Oaks Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

At Great Oaks Bridgeport (GO-BPT), our unrelenting focus on academic achievement with individualized care and support develops students' mindsets, skills and knowledge to prepare them for high school and college success. We deeply value our scholars and recognize the greatness in every individual. We believe that building a school community with a rigorous academic program that emphasizes individualized instruction and assessment and infusing it with a culture of high expectations and high accountability for personal and collective success will prepare students to succeed in high school and college. In order to close the opportunity gap for our scholars, all GO-BPT staff strives to meet the specific needs of our diverse population of low-income students, English Language Learners, special education students and other special populations. All students at Great Oaks receive a Tier II intervention in the form of multiple small-group learning opportunities tailored to their specific learning needs. As a result of strong instructional practices in their core content classroom as well as individualized instruction in tutorial, Great Oaks scholars made notable growth in math and reading as measured by the Smarter Balanced Assessment. Great Oaks increased the number of students scoring 3 or higher in both ELA and Math, growth that exceeded the state and host district average. In fact, our ELA growth exceeded that of 86% of districts in the state and in Math our growth exceeded that of 71% of districts. Students identified for special services are in a mainstream setting with at least two adults in each classroom. In addition, GO-BPT offers the following academic supports: resource room, small group push-in or pull-out interventions and Study Hall. We also provide scholars with social-emotional guidance and development via our school Culture Team with positive incentives for good behavior, opportunities to "reset" and individualized behavioral interventions. For students with IEPs, GO-BPT works with Bridgeport Public Schools to provide services like social work and speech and language. Scholars may also be referred to the Response to Intervention process -- regardless of special education status -- for academics, behavior or attendance if additional supports and interventions are needed.

At GO-BPT, expectations around attendance for students and families are high. Daily attendance monitoring and calls open the dialogue for individualized attendance intervention plans. Recognition, such as perfect attendance parties and RTI referrals for chronic absenteeism, celebrate success and foster two-way accountability between families and GO staff. In SY 15-16, Great Oaks reduced the percentage of chronically absent students from 21% to 15%. The GO-BPT community deeply values our scholars' families. Weekly calls and newsletters by teachers and tutors provide opportunities for partnership between families and staff. An open-door policy allows parents to support their children in the school environment and easily access staff. GO parents are actively engaged with several participating in leadership opportunities like parent education workshops, organizing family events like Family Fun Fest, and speaking with legislators regarding charter school support. In our 2015-2016 family survey, 89% of families said they would recommend Great Oaks to others.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Great Oaks model is set apart by its emphasis on personalized attention in both the classroom and tutorial setting. At Great Oaks Bridgeport (GO-BPT) we take care to recognize each individual student for their individual strengths as well as the strengths that they add to the group.

We exercise our value of diversity through our student recruitment process. An open enrollment school with a blind lottery, GO-BPT implements our non-discrimination policy with fidelity. GO-BPT actively recruits scholars from families that speak a language other than English through bilingual advertising, native-language radio ads, dual-language community canvasses and a lottery preference for prospective English Language Learners. As a Bridgeport school of choice, GO-BPT's enrollment reflects the diversity of our community. In fact, GO-BPT over-represents students of color, Special Education students and English Language Learners relative to our host district. In the 2015-2016 school year, GO-BPT scholars were 50% African-American, 43% Latino, 26% Special Education and 17% English Language Learner.

GO-BPT staff acknowledge that our students live in a community that is simultaneously incredibly diverse as well as racially isolated. We seek opportunities to celebrate our scholars' backgrounds while also providing them with exposure to others through curriculum, community service opportunities and college visits.

Finally, GO-BPT actively recruits a diverse instructional staff from all over the country. In 2015-2016, 56% of our Tutor Corps identified as people of color. They hailed from 23 different states and 46 different colleges/universities. We believe that combining our diverse staff with many opportunities for small-group instruction provides continuous opportunities for sharing personal experiences and exposing our scholars to many definitions of college success. Moreover, the Great Oaks team is thrilled to be working with NYU and the Relay Graduate School of Education to provide our diverse Tutor Corps with a pathway to teacher certification. We are confident that strategic recruiting partnerships for our teaching staff and full-time Tutor Corps will continue to yield a diverse array of instructional leaders.

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Equitable Allocation of Resources among District Schools

N/A