

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

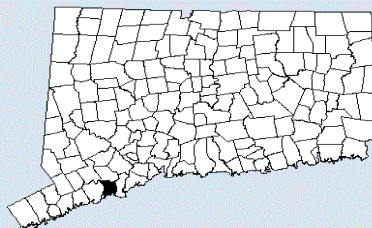


Park City Prep Charter School District

203-953-3766 • <http://www.parkcityprep.org>

District Information

Grade Range	5-8
Number of Schools/Programs	1
Enrollment	360
Per Pupil Expenditures ¹	\$11,673
Total Expenditures ¹	\$4,202,331

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

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

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

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

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	167	46.4	48.4
Male	193	53.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	160	44.4	12.8
Hispanic or Latino of any race	175	48.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	15	4.2	52.4
English Learners	36	10.0	7.6
Eligible for Free or Reduced-Price Meals	304	84.4	42.1
Students with Disabilities ³	43	11.9	15.4

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	6	3.9	17	10.6
Hispanic or Latino of any race	*	*	8	4.5
White	*	*	0	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	12	4.1	26	8.5
Students with Disabilities	*	*	*	*
District	13	3.7	27	7.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

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

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

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.2

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	0	0.0	1.1
Black or African American	7	26.9	3.8
Hispanic or Latino of any race	1	3.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	17	65.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.3	10.0

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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

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

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

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

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,653,037	\$4,592	\$10,545
Support services - students	\$297,977	\$828	\$1,373
Support services - instruction	\$201,872	\$561	\$644
Support services - general administration	\$70,694	\$196	\$462
Support services - school based administration	\$760,758	\$2,113	\$1,007
Central and other support services	\$216,882	\$602	\$671
Operation and maintenance of plant	\$1,001,111	\$2,781	\$1,629
Student transportation services	.	.	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$4,202,331	\$11,673	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$123,406	83.7	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$20,421	13.8	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	\$3,656	2.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$147,483	100.0	100.0
Percent of Total Expenditures Used for Special Education		3.5	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	3.5
State	92.1
Federal	4.4
Tuition & Other	.

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

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	154	63.2	149	54.9	74	59.7
Hispanic or Latino of any race	171	65.1	171	59.6	86	64.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	15	*	15	*	8	*
English Learners	50	58.5	49	54.7	17	*
Non-English Learners	300	66.2	296	59.0	157	63.8
Eligible for Free or Reduced-Price Meals	295	64.4	290	57.7	146	63.6
Not Eligible for Free or Reduced-Price Meals	55	69.1	55	62.3	28	64.5
Students with Disabilities	39	42.5	38	36.1	15	*
Students without Disabilities	311	68.0	307	61.2	159	65.8
High Needs	301	63.9	296	57.4	148	63.2
Non-High Needs	49	72.7	49	64.5	26	66.8
District	350	65.1	345	58.4	174	63.7

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	50.6	53.2	N/A	166	51.8
Curl Up	N/A	30.3	53.2	N/A	166	41.0
Push Up	N/A	16.9	24.7	N/A	166	20.5
Mile Run/PACER	N/A	40.4	35.1	N/A	166	38.0
All Tests - District	N/A	*	*	N/A	166	6.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

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

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.1	75	43.4	50	86.9	67.7
	High Needs Students	63.9	75	42.6	50	85.2	58.1
Math Performance Index	All Students	58.4	75	38.9	50	77.9	63.1
	High Needs Students	57.4	75	38.3	50	76.6	52.7
Science Performance Index	All Students	63.7	75	42.5	50	85.0	63.8
	High Needs Students	63.2	75	42.1	50	84.3	54.2
ELA Academic Growth	All Students	75.4%	100%	75.4	100	75.4	59.9%
	High Needs Students	75.9%	100%	75.9	100	75.9	55.1%
Math Academic Growth	All Students	81.0%	100%	81.0	100	81.0	62.5%
	High Needs Students	79.0%	100%	79.0	100	79.0	55.2%
Progress Toward English Proficiency	Literacy	56.2%	100%	28.1	50	56.2	60.0%
	Oral	69.8%	100%	34.9	50	69.8	52.1%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	4.0%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		83.6%	94%	44.5	50	89.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 6.0%	75%	4.0	50	8.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				770.8	1000	77.1	

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

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.7	63.9	8.8	15.4	
Math Performance Index Gap	64.5	57.4	7.0	17.6	
Science Performance Index Gap	66.8	63.2	3.6	16.1	
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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	98.9
	High Needs Students	98.7
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 51.5

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our special education program is fully staffed and fully functional: 1) All provisions of students' IEP's are implemented effectively and with fidelity.

2) PPT's are conducted, as required, and in a timely fashion.

3) Students and teachers have all the instructional materials needed to address students learning needs.

4) Ancillary services, such as cognitive testing & evaluation, social work, speech & language, OT, etc. are provided by the City of Bridgeport.

We place a very high priority on attendance and punctuality and this is communicated to parents and students in many ways; as a result, we do not have, nor have we ever in thirteen years, ever had a truancy issue.

Parents are informed about how to maintain on-going communication with their children's teachers, and information about their children's instructional program, through the teacher pages on our website, as well as in direct meetings with the teachers, held throughout the year. Teachers receive direct training in building and utilizing their teacher pages.

Parents representatives on our Board of Directors are involved in the decision-making process to select and approve new instructional programs and practices.

Our two school counselors provide on-going advice to our parents about ways in which they can assist and support their children. This is done in parent workshops as well as one-on-one, based upon the students' needs.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Park City Prep places a high priority on preparing its students for admission to competitive public choice and private high schools, most of which have student bodies far more diverse than those of the local public high schools.

Every year, nearly all of Park City Prep's 80 graduates are accepted to, and go on to attend, selective, private and public "choice" high schools, with diverse student bodies, such as Green's Farms Academy, Hopkins School, St. Luke's School, The Hotchkiss School, Philips Academy at Exeter, Rye Country Day School, Fairfield College Preparatory High School, Notre Dame of Fairfield, St. Joseph's High School, Laurelton Hall, The Academy of Information Technology & Engineering, The Center for Global Studies, Fairchild Wheeler Inter-district Magnet Campus, Platt Technical High School, various charter high schools and others.

Annually, our aim, and accomplishment, is placing our graduates in high schools with diverse student populations.

We accomplish this by educating our students and their parents through meetings, presentations by admissions personnel and direct and individual counseling by the director and the high school admissions counselor.

District Profile and Performance Report for School Year 2018-19

Park City Prep Charter School District

Equitable Allocation of Resources among District Schools

As a single, stand-alone charter school, all district resources are allocated to our single school district. The director, board of director and the teachers themselves, all work together to see that every teacher, every classroom and every student has all the instructional and technological resources needed to provide a high-quality educational program.