

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

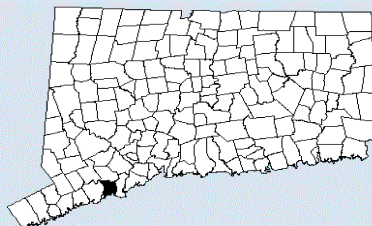


Park City Prep Charter School District

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

District Information

Grade Range	6-8
Number of Schools	1
Enrollment	260
Per Pupil Expenditures ¹	\$11,130
Total Expenditures ¹	\$2,793,565

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#). 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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	134	51.5	48.3
Male	126	48.5	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	138	53.1	12.9
Hispanic or Latino	103	39.6	21.2
Pacific Islander	0	0.0	0.0
White	13	5.0	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	144	55.4	37.3
Students with Disabilities ¹	22	8.5	12.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	12	9.0
Male	*	*	26	20.9
Black or African American	10	7.4	25	17.9
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	8.0	29	14.7
Students with Disabilities	*	*	7	30.4
District	16	6.3	38	14.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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	15.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.3
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.0

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 (%)
Asian	0	0	1.0
Black or African American	4	20.0	3.5
Hispanic	1	5.0	3.6
Native American	0	0	0.1
White	15	75.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	93.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,057,364	4,213	8,769
Instructional Supplies and Equipment	79,477	317	275
Improvement of Instruction and Educational Media Services	82,277	328	487
Student Support Services	285,936	1,139	965
Administration and Support Services	749,345	2,985	1,600
Plant Operation and Maintenance	539,166	2,148	1,472
Transportation	0	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	178
Total	2,793,565	11,130	14,642

Additional Expenditures

Land, Buildings, and Debt Service	245,802	979	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0
PK-12 Expenditures Used for Special Education	.		21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	92.0	91.3
Federal	5.3	5.8
Tuition & Other	2.6	2.9

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	60.9	70.6	70.6	67.7	.	.	.	.
Hispanic or Latino	66.0	75.6	80.4	78.3	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	62.4	70.4	72.3	70.0	.	.	.	.
Students with Disabilities	.	23.4	35.1	30.7	.	.	.	.
High Needs	60.9	68.3	71.8	69.4	.	.	.	.
District	63.2	73.1	74.4	72.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	N/A	71.3	95.2	157	80.9
Curl Up	N/A	58.5	73.0	157	64.3
Push Up	N/A	68.1	61.9	157	65.6
Mile Run/PACER	N/A	70.2	47.6	157	61.1
All Tests - District	N/A	25.5	31.7	157	28.0
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

We have a comprehensive special education program that provides appropriate instruction based upon students' IEP's. Special education students receive services by the special education teachers, as well as from their regular education teachers. All regular education teachers are also briefed and trained in how to make appropriate accommodations for special education students in the regular education setting.

We place a high priority on staff communication with parents, through phone calls, e-mail and formal, written reports at 5- to 10-week intervals.

Parents are able to give input and vote on decisions involving school programs by serving on our Board of Directors and our Governing Council, as well as attending various other parent meetings throughout the year.

In two formal mid-term meetings, as well as on-going written reports (see above), parents are given specific recommendations by their children's teachers as to what they could do to help their children make progress.

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. Last year, more than 70% of Park City Prep's graduates were accepted to one or more of fifteen selective private or public choice high schools. Recent graduates have attended Phillips Exeter Academy, Rye Country Day School, Green's Farms Academy, St. Luke's, Hopkins School, School of the Holy Child (Rye, NY), Fairfield Prep and Notre Dame of Fairfield, Laurenton Hall in Milford and St. Joseph's and Christian Heritage School, both in Trumbull. In addition, other graduates were selected as A Better Chance (ABC) scholars, attending Andover (MA) High School, Simsbury, Ridgefield and Guilford High Schools. Among the public schools, our students attend the highly selective Center for Global Studies, as well as Bridgeport Regional Aquaculture School, the Academy of Information Technology (Stamford) and the Regional Center for the Arts, where they have the opportunity to attend classes with students from a diversity of suburban communities, as well. We plan to expand the number of such high school opportunities for the graduates of this year's class by assisting our students in gaining admission to a number of other prestigious boarding schools, such as Choate-Rosemary Hall in Wallingford, The Taft School in Watertown and Miss Hall's School in Pittsfield, Massachusetts, as well as increasing the number of independent day school choices. We aim to place our graduates in high school environments that will enable them to capitalize on the foundation established here at Park City Prep. Attending high schools with more diverse student populations is an integral part of achieving that objective.

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Equitable Allocation of Resources among District Schools

As a single charter school, we are a single school district; therefore, all district resources are allocated to the one school.