

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

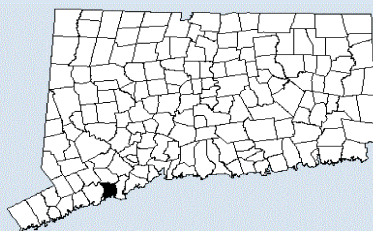


Capital Preparatory Harbor School Inc. District

475-422-5900 • <http://capitalprepharbor.org/>

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | K-12 |
| Number of Schools/Programs | 1 |
| Enrollment | 439 |
| Per Pupil Expenditures ¹ | \$10,841 |
| Total Expenditures ¹ | \$2,753,620 |

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 211 | 48.1 | 48.4 |
| Male | 228 | 51.9 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | 0 | 0.0 | 5.1 |
| Black or African American | 344 | 78.4 | 12.8 |
| Hispanic or Latino | 88 | 20.0 | 24.8 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | * | * | 3.3 |
| White | * | * | 53.6 |
| English Learners | 0 | 0.0 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 268 | 61.0 | 36.7 |
| Students with Disabilities ¹ | 49 | 11.2 | 14.8 |

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 | 9 | 4.7 | 21 | 10.8 |
| Male | 17 | 7.9 | 43 | 19.6 |
| Black or African American | * | * | 55 | 17.2 |
| Hispanic or Latino | * | * | 9 | 10.1 |
| White | 0 | * | 0 | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 23 | 7.7 | 52 | 17.0 |
| Students with Disabilities | * | * | 6 | 12.5 |
| District | 26 | 6.4 | 64 | 15.5 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 10

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 | 16.7 |
| Paraprofessional Instructional Assistants | 14.0 |
| Special Education | |
| Teachers and Instructors | 2.0 |
| Paraprofessional Instructional Assistants | 1.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 3.3 |
| 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 | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 12.4 |

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 | 4.6 | 1.1 |
| Black or African American | 5 | 22.7 | 3.7 |
| Hispanic or Latino | 1 | 4.6 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 15 | 68.2 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 4.7 | 10.5 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 0 | 0.0 | 0 | 0.0 |
| White | 0 | 0.0 | 0 | 0.0 |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | * | * |
| Students with Disabilities | 0 | 0.0 | 0 | 0.0 |
| District | * | * | * | * |
| State | | 69.3 | | 80.1 |

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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 | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.8 |
| Emotional Disturbance | 0 | 0.0 | 1.1 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 5.2 |
| Other Health Impairment | 0 | 0.0 | 3.1 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | 0 | 0.0 | 1.8 |
| All Disabilities | 0 | 0.0 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|-------------------|----------------------|-------------------|
| Public Schools in Other Districts | 0 | 0.0 | 8.3 |
| Private Schools or Other Settings | 0 | 0.0 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,100,605 | 4,333 | 9,847 |
| Instructional Supplies and Equipment | 35,162 | 138 | 287 |
| Improvement of Instruction and Educational Media Services | 239,573 | 943 | 589 |
| Student Support Services | 54,832 | 216 | 1,120 |
| Administration and Support Services | 788,249 | 3,103 | 1,905 |
| Plant Operation and Maintenance | 335,231 | 1,320 | 1,648 |
| Transportation | 78,674 | . | 904 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 121,294 | 478 | 208 |
| Total | 2,753,620 | 10,841 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,393 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2016-17

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|----------------------------------|-------------------------------|
| Certified Personnel | 0 | 0.0 | 33.8 |
| Noncertified Personnel | 0 | 0.0 | 14.5 |
| Purchased Services | 0 | 0.0 | 5.5 |
| Tuition to Other Schools | 0 | 0.0 | 23.4 |
| Special Ed. Transportation | 0 | 0.0 | 8.7 |
| Other Expenditures | 0 | 0.0 | 14.1 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 79.7 | 79.7 |
| Federal | 4.8 | 4.8 |
| Tuition & Other | 15.5 | 15.5 |

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | 0 | N/A | 0 | N/A |
| Asian | 0 | N/A | 0 | N/A |
| Black or African American | 157 | 59.5 | 157 | 51.8 |
| Hispanic or Latino | 53 | 59.1 | 53 | 52.7 |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * |
| White | 0 | N/A | 0 | N/A |
| English Learners | 15 | * | 15 | * |
| Non-English Learners | 197 | 60.2 | 197 | 52.7 |
| Eligible for Free or Reduced-Price Meals | 152 | 57.9 | 152 | 50.6 |
| Not Eligible for Free or Reduced-Price Meals | 60 | 64.0 | 60 | 55.9 |
| Students with Disabilities | 24 | 48.1 | 24 | 39.3 |
| Students without Disabilities | 188 | 61.1 | 188 | 53.8 |
| High Needs | 157 | 57.5 | 157 | 50.3 |
| Non-High Needs | 55 | 65.8 | 55 | 57.5 |
| District | 212 | 59.6 | 212 | 52.1 |

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

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 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 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 | HS | Count | Rate (%) |
| Sit & Reach | 0.0 | 0.0 | 0.0 | 51.5 | 123 | 13.8 |
| Curl Up | * | * | 37.9 | 39.4 | 123 | 24.4 |
| Push Up | 31.8 | 28.2 | 37.9 | 69.7 | 123 | 42.3 |
| Mile Run/PACER | * | * | * | 51.5 | 123 | 21.1 |
| All Tests - District | 0.0 | 0.0 | 0.0 | 24.2 | 123 | 6.5 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

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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Cohort Graduation: Four-Year¹

| | 2016-17 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 16 | * |
| Hispanic or Latino | N/A | N/A |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | * | 0 |
| District | 16 | * |
| State | | 87.9 |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 100.0 | * | * |
| Male | 100.0 | * | * |
| Black or African American | 100.0 | * | * |
| Hispanic or Latino | * | * | * |
| White | * | 0 | * |
| English Learners | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 100.0 | * | * |
| Students with Disabilities | * | 0 | * |
| District | 100.0 | 9 | 14.8 |
| State | 96.3 | | 44.8 |

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

| | Class of 2017 | Class of 2016 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | * | * |
| Male | * | * |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | N/A | N/A |
| English Learners | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * |
| Students with Disabilities | N/A | N/A |
| District | * | * |
| State | 70.9 | 88.3 |

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|--------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 59.6 | 75 | 39.8 | 50 | 79.5 | 67.6 |
| | High Needs Students | 57.5 | 75 | 38.3 | 50 | 76.6 | 57.5 |
| Math Performance Index | All Students | 52.1 | 75 | 34.8 | 50 | 69.5 | 62.7 |
| | High Needs Students | 50.3 | 75 | 33.5 | 50 | 67.1 | 52.0 |
| ELA Academic Growth | All Students | 62.1% | 100% | 62.1 | 100 | 62.1 | 60.7% |
| | High Needs Students | 60.1% | 100% | 60.1 | 100 | 60.1 | 55.6% |
| Math Academic Growth | All Students | 63.6% | 100% | 63.6 | 100 | 63.6 | 61.9% |
| | High Needs Students | 66.5% | 100% | 66.5 | 100 | 66.5 | 55.4% |
| Chronic Absenteeism | All Students | 6.4% | <=5% | 47.1 | 50 | 94.3 | 10.7% |
| | High Needs Students | 7.5% | <=5% | 44.9 | 50 | 89.8 | 16.6% |
| Preparation for CCR | % Taking Courses | 9.8% | 75% | 6.6 | 50 | 13.1 | 74.8% |
| | % Passing Exams | 14.8% | 75% | 9.8 | 50 | 19.7 | 44.8% |
| On-track to High School Graduation | | 92.3% | 94% | 49.1 | 50 | 98.2 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | N/A | 75% | 0.0 | 0 | 0.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 93.2% 6.5% | 75% | 4.3 | 50 | 8.7 | 96.6% 50.1% |
| Arts Access | | 1.4% | 60% | 1.1 | 50 | 2.3 | 51.2% |
| Accountability Index | | | | 561.6 | 950 | 59.1 | |

| 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 | 65.8 | 57.5 | 8.3 | 15.9 | |
| Math Performance Index Gap | 57.5 | 50.3 | 7.2 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| 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 | 99.1 |
| | High Needs Students | 99.4 |
| Math | All Students | 99.1 |
| | High Needs Students | 99.4 |
| Science | All Students | 100.0 |
| | High Needs Students | 100.0 |

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Capital Preparatory Harbor School provides historically disadvantaged students from the Bridgeport area with the college and career readiness skills needed to become responsible and engaged citizens for social justice. CP Harbor strives to accomplish this mission by providing students with a rigorous extended year, college-preparatory curriculum in a nurturing and loving environment that fosters strong student-teacher relationships. CP Harbor gives special attention to ensuring that the curriculum is relevant through applied teaching methods that relate curricular objectives to authentic tasks, thereby allowing students to actively explore real world problems and challenges while acquiring deeper knowledge demonstrating abilities as they relate to standards and skills necessary for post-secondary education.

While parent-teacher conferences are typical of most schools, CP Harbor implements Student-Led Conference(s) (SLC). The SLC empowers students with metacognitive skills necessary to promote their development as independent and reflective learners. Students lead presentations on their own learning and growth in two conferences with their parents and advisors each year. During the SLC, students reflect on their learning and evaluate their progress in relation to the school's Learner Expectations, Social Justice Themes and the Essential Question for each grade.

Meeting the needs of all students, including those within at-risk populations, depends primarily on the academic progress these students are making. As such, the most important to meeting the needs for at-risk populations is through the development of strong relationships, highly effective and individualized instruction and regular review of data that ensures all students are receiving the academic and affective supports and services they need to be successful. CP Harbor's Response to Intervention (Rti) model organizes instruction and provides resources to meet the diverse needs of all learners. Also, in addition to its comprehensive academic and affective supports, the school employs a Student Assistance Team (SAT) to help identify, support, and monitor students with academic, social and/or emotional challenges. The school's educational approach of individualized learning; differentiated instruction also supports a comprehensive special education program to ensure the success of special education students in academic achievement. The school focuses on supporting a responsive general education classroom with individual supports throughout the school day.

CP Harbor's commitment to parental support and engagement in academic and school life also factors strongly in student retention. All parents are welcomed as integral community members. Parent Organization (PO) meetings and other events that engage them in the school community are held frequently and communicated about through the use of School Messenger and the weekly principal's newsletter. CP Harbor ensures these meetings and events are accessible to non-English speaking parents through translators. The commitment to parent support and engagement coupled with an educational program with robust intervention staffing, supports and services help ensure that CP Harbor will meet the needs of all students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The key design elements are integral to the successful implementation of its early college school model grounded in the theme of social justice. At the heart of the mission of all CPS schools is the belief that all students, given equal parts relationships and opportunity, can excel academically and personally, reach their aspirations and become agents of change in their communities. The CP Harbor model is one that has been purposefully designed to raise the academic achievement levels of underserved urban youth like those in Bridgeport with its academically rigorous college preparatory curriculum delivered by supportive, caring and nurturing teachers using student-centered instruction. In addition, the model has an equally important attendant focus on ensuring its students are provided with opportunities to develop their talents, pursue their aspirations, and become empathetic, responsible, globally-minded individuals. This model has been successful across multiple indicators of our student's educational experience from test scores to school culture to the performance of athletic teams. The CP Harbor model serves the whole child, his or her family and the community.

These definitive key design elements of the CP Harbor model have proven successful in showing the educational trajectory of at-risk students. Student assessment data has borne out that the typical growth trajectory for students who enter 6th grade 3-4 years behind grade level in reading and math is that by the end of their 3rd year in the school, they are at grade level having experienced accelerated growth during their 2nd year in the school.

The school offers a unique learning experience for the predominantly at-risk, minority, poverty-level students. The school's academically rigorous college preparatory environment is grounded in the theme of social justice. Among the many expanded learning experiences CP Harbor offers its students is the opportunity to earn college credits and potentially an Associate's Degree-while still in high school and the prospect of engaging in local and international community service projects where they can apply their social justice classroom learning experiences to the mitigation of real life societal issues.

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Equitable Allocation of Resources among District Schools

The CP Harbor Leadership team works with the Board and the school-based staff in the preparation of the school's annual budget and work as the Budget Preparation Team. Needs will be identified and weighed by the Budget Preparation Team. The CP Harbor Principal will present the analysis of the coming year's academic personnel and other needs along with the rationale for those needs, which must include data that supports those needs. The Budget Preparation Team will review per pupil revenue sources as well as committed private philanthropy and/or public grants, including private philanthropy secured by CPS on behalf of the school.

The CP Harbor Director of Operations with support from the CPS Finance Manager will gather all of the budgetary information and work together in drafting the budget. In a collaborative process, the Budget Preparation Team will prioritize the needs based on how they will support increased student achievement, implementation of the school and operational efficiency.