

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

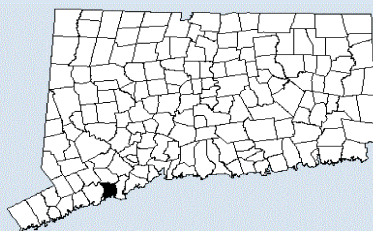


Park City Prep Charter School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | 5-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 360 |
| Per Pupil Expenditures ¹ | \$13,172 |
| Total Expenditures ¹ | \$4,741,974 |

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 | 173 | 48.1 | 48.4 |
| Male | 187 | 51.9 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | * | * | 5.1 |
| Black or African American | 169 | 46.9 | 12.8 |
| Hispanic or Latino | 158 | 43.9 | 24.8 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | * | * | 3.3 |
| White | 27 | 7.5 | 53.6 |
| English Learners | 28 | 7.8 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 270 | 75.0 | 36.7 |
| Students with Disabilities ¹ | 43 | 11.9 | 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 | 12 | 7.2 | 8 | 4.8 |
| Male | 14 | 7.7 | 31 | 17.0 |
| Black or African American | 13 | 8.1 | 29 | 18.0 |
| Hispanic or Latino | * | * | 8 | 5.1 |
| White | * | * | * | * |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 21 | 7.9 | 34 | 12.7 |
| Students with Disabilities | 7 | 16.7 | 7 | 16.7 |
| District | 26 | 7.5 | 39 | 11.2 |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 qualified as truant under state statute: 0

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 | 17.0 |
| 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 | 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 | 9.0 |

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 | 0 | 0.0 | 1.1 |
| Black or African American | 5 | 21.7 | 3.7 |
| Hispanic or Latino | 1 | 4.4 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 17 | 73.9 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.8 | 10.5 |

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 | | 68.6 |

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 | 1,634,542 | 4,540 | 9,847 |
| Instructional Supplies and Equipment | 483,394 | 1,343 | 287 |
| Improvement of Instruction and Educational Media Services | 220,234 | 612 | 589 |
| Student Support Services | 291,010 | 808 | 1,120 |
| Administration and Support Services | 915,646 | 2,543 | 1,905 |
| Plant Operation and Maintenance | 1,050,127 | 2,917 | 1,648 |
| Transportation | 0 | . | 904 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 147,021 | 408 | 208 |
| Total | 4,741,974 | 13,172 | 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 | 90.4 | 90.4 |
| Federal | 5.8 | 5.8 |
| Tuition & Other | 3.8 | 3.8 |

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).

District Profile and Performance Report for School Year 2017-18

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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 | * | * | * | * |
| Asian | * | * | * | * |
| Black or African American | 160 | 55.1 | 159 | 48.9 |
| Hispanic or Latino | 156 | 58.6 | 156 | 54.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | * | * | * | * |
| White | 25 | 67.9 | 25 | 61.9 |
| English Learners | 48 | 50.7 | 48 | 48.7 |
| Non-English Learners | 299 | 59.1 | 298 | 53.1 |
| Eligible for Free or Reduced-Price Meals | 265 | 55.3 | 264 | 51.0 |
| Not Eligible for Free or Reduced-Price Meals | 82 | 66.5 | 82 | 57.1 |
| Students with Disabilities | 41 | 37.7 | 40 | 30.3 |
| Students without Disabilities | 306 | 60.6 | 306 | 55.4 |
| High Needs | 269 | 55.1 | 268 | 50.8 |
| Non-High Needs | 78 | 67.5 | 78 | 58.1 |
| District | 347 | 57.9 | 346 | 52.5 |

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 | 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 | 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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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 | 57.9 | 75 | 38.6 | 50 | 77.2 | 67.6 |
| | High Needs Students | 55.1 | 75 | 36.7 | 50 | 73.5 | 57.5 |
| Math Performance Index | All Students | 52.5 | 75 | 35.0 | 50 | 69.9 | 62.7 |
| | High Needs Students | 50.8 | 75 | 33.9 | 50 | 67.7 | 52.0 |
| ELA Academic Growth | All Students | 54.6% | 100% | 54.6 | 100 | 54.6 | 60.7% |
| | High Needs Students | 53.7% | 100% | 53.7 | 100 | 53.7 | 55.6% |
| Math Academic Growth | All Students | 64.5% | 100% | 64.5 | 100 | 64.5 | 61.9% |
| | High Needs Students | 65.0% | 100% | 65.0 | 100 | 65.0 | 55.4% |
| Chronic Absenteeism | All Students | 7.5% | <=5% | 45.1 | 50 | 90.1 | 10.7% |
| | High Needs Students | 8.1% | <=5% | 43.8 | 50 | 87.5 | 16.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 74.8% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 44.8% |
| On-track to High School Graduation | | 88.9% | 94% | 47.3 | 50 | 94.6 | 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) | | 100.0% 6.0% | 75% | 4.0 | 50 | 8.0 | 96.6% 50.1% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 51.2% |
| Accountability Index | | | | 522.1 | 800 | 65.3 | |

| 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 | 67.5 | 55.1 | 12.4 | 15.9 | |
| Math Performance Index Gap | 58.1 | 50.8 | 7.3 | 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 | 100.0 |
| | High Needs Students | 100.0 |
| Math | All Students | 99.7 |
| | High Needs Students | 99.6 |
| Science | All Students | 95.9 |
| | High Needs Students | 96.3 |

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2017-18

Park City Prep Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

improving special education programs and services for students with disabilities.

We have maintained our expansion of our special education staff from 1.6 to 2.0 positions and hired a special education paraprofessional, as well. We have had our special education and counseling personnel educate regular education teachers about the most effective ways to make appropriate accommodations for students with IEP's when they are in the mainstream setting.

In addition, our literacy and numeracy consultants work directly with our special education teachers on a regular basis to ensure that they are employing the most effective, cutting edge instructional practices.

We have planned to add more computer-based SRBI programs into the overall special education program for the coming year, as well.

truancy prevention.

We prioritize the importance of attendance and punctuality in parent orientation meetings, student rewards and academic status. We average 95% student attendance and chronic absenteeism is very low and has consistently diminished.

engaging families in student learning.

We engage our families in student learning in a variety of ways: 1. Orientation for new students' families, outlining courses, expectations and ways in which parents can support their children in learning.

2. October parent meetings with teachers, where teachers inform parents of their areas of instruction and make recommendations about what they as parents can do to help their children.

3. Parent-Teacher conferences twice a year to discuss students' individual needs and, again, give parents specific recommendations.

4. Written academic reports 4-6 times per year, specifying areas of need and ways in which parents can help their children be successful.

5. individually scheduled meetings with parents, based upon specific students' needs - on-going throughout the year. 6. Volunteer opportunities for parents to participate in educational activities or trips.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to Reduce Racial, Ethnic and Economic Isolation

As a State charter school, enrollment is open to students residing anywhere in the State to attend our school. Without funding for transportation outside of Bridgeport, we have been largely unsuccessful in being able to recruit students outside of Bridgeport; therefore, we have prioritized our high school admission process to steer students in our graduating grade 8 class to seek high school options outside of Bridgeport and toward high schools with more diverse student populations, such as inter-district magnet schools, vocational and technical schools, parochial schools and independent schools.

Annually, 85%-90% of our graduates go on to attend such schools as The Center for Global Studies, Platt Technical High School, Fairfield College Preparatory School, Notre Dame High School of Fairfield, Green's Farms Academy in Westport, Hopkins School in New Haven, St. Luke's in New Canaan, and through A Better Chance's Community School Program, CT public high schools in Ridgefield, Darien, Guilford, Madison, Simsbury, MA public high schools in Wellesley, Andover and Amherst, and Strath Haven High School in PA, as well as many other public choice and private high schools.

By attending schools with more diverse student populations, our graduates become immersed in the cultures of others and are better prepared for future success in our increasingly global society.

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Park City Prep Charter School District

Equitable Allocation of Resources among District Schools

.Equitable Allocation of Resources among District Schools

We are a single school district so that every student in our district has access to all resources needed to meet their instructional needs. All classrooms are fully equipped with a full array of technology, books, and other instructional materials.

Teachers are given every kind of resource, all supplies and on-going professional development.

There is nothing available to teachers in any school district which is not available to our teachers so that they can ensure that every student's needs are met.