

STRATEGIC SCHOOL PROFILE 2007-08**Park City Prep Charter School District**

Telephone: (203) 953-3766

Location: 510 Barnum Ave.
Bridgeport,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: N/A

Per Capita Income in 2000: N/A

Town Population in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

1990-2000 Population Growth: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

Number of Public Schools: 1

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2007 206

5-Year Enrollment Change N/A

DISTRICT GRADE RANGE

Grade Range 6- 8

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|-----|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 111 | 53.9 | N/A | 28.7 |
| K-12 Students Who Are Not Fluent in English | 0 | 0.0 | N/A | 5.4 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | N/A | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 9 | 4.4 | N/A | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | N/A | N/A | N/A | N/A |
| Homeless | 0 | 0.0 | N/A | 0.2 |
| Juniors and Seniors Working 16 or More Hours Per Week | N/A | N/A | N/A | N/A |

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 0 | 0.0 |
| Asian American | 5 | 2.4 |
| Black | 136 | 66.0 |
| Hispanic | 64 | 31.1 |
| White | 1 | 0.5 |
| Total Minority | 205 | 99.5 |

Percent of Minority Professional Staff: 25.0%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 75% of Park City Prep's graduates were accepted to one or more of fifteen of these selective high schools, including Greens Farms Academy in Westport, Fairfield Prep and Notre Dame of Fairfield, Laurelton Hall in Milford and St. Joseph's in Trumbull. Among the public schools, our students who attend the Bridgeport Regional Aquaculture School 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 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|----------------------------|----------|-------|--|
| Grade 3 Reading | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Grade 4 Reading | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Grade 5 Reading | N/A | N/A | N/A |
| Writing | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Science | N/A | N/A | N/A |
| Grade 6 Reading | 31.6 | 66.3 | 2.4 |
| Writing | 30.4 | 61.9 | 1.8 |
| Mathematics | 14.3 | 66.4 | 0.6 |
| Grade 7 Reading | 42.0 | 71.1 | 7.7 |
| Writing | 21.0 | 62.0 | 1.3 |
| Mathematics | 32.5 | 63.0 | 7.7 |
| Grade 8 Reading | 36.7 | 64.8 | 6.9 |
| Writing | 34.7 | 63.4 | 5.7 |
| Mathematics | 18.4 | 60.8 | 1.3 |
| Science | 18.4 | 58.6 | 4.4 |

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal |
|--------------------------------|----------|-------|--|
| Reading Across the Disciplines | N/A | N/A | N/A |
| Writing Across the Disciplines | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Science | N/A | N/A | N/A |

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
| | 76.6 | 36.1 | 99.5 |

| SAT [®] I: Reasoning Test Class of 2007 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | N/A | N/A | |
| Average Score | Mathematics | N/A | N/A | N/A |
| | Critical Reading | N/A | N/A | N/A |
| | Writing | N/A | N/A | N/A |

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|---|----------|-------|---|
| Graduation Rate, Class of 2007 | N/A | N/A | N/A |
| Cumulative Four-Year Dropout Rate for Class of 2007 | N/A | N/A | N/A |
| 2006-07 Annual Dropout Rate for Grade 9 through 12 | N/A | N/A | N/A |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | N/A | N/A |
| % Employed (Civilian Employment and in Armed Services) | N/A | N/A |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of District Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 10.00 |
| Paraprofessional Instructional Assistants | 0.00 |
| Special Education | |
| Teachers and Instructors | 0.00 |
| Paraprofessional Instructional Assistants | 0.00 |
| Library/Media Specialists and Assistants | 0.00 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | |
| School Level | 1.00 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 0.00 |
| Counselors, Social Workers, and School Psychologists | 1.00 |
| School Nurses | 1.00 |
| Other Staff Providing Non-Instructional Services and Support | 4.00 |

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

| Teachers and Instructors | District | DRG | State |
|--|----------|-----|-------|
| Average Years of Experience in Education | 3.4 | N/A | 13.6 |
| % with Master's Degree or Above | 20.0 | N/A | 75.6 |

| Average Class Size | District | DRG | State |
|--------------------|----------|-----|-------|
| Grade K | N/A | N/A | N/A |
| Grade 2 | N/A | N/A | N/A |
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | 21.0 | N/A | 20.5 |
| High School | N/A | N/A | N/A |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School | N/A | N/A | N/A |
| Middle School | 900 | N/A | 1,017 |
| High School | N/A | N/A | N/A |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | N/A | N/A | N/A |
| Middle School | 2.6 | N/A | 2.7 |
| High School | N/A | N/A | N/A |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|---------------------|------------------------|----------------------|------------|-----------------|
| | | District | Elementary Districts | DRG | State |
| Instructional Staff and Services | \$529 | \$3,008 | \$7,141 | N/A | \$7,159 |
| Instructional Supplies and Equipment | \$143 | \$815 | \$314 | N/A | \$266 |
| Improvement of Instruction and Educational Media Services | \$0 | \$3 | \$219 | N/A | \$429 |
| Student Support Services | \$82 | \$465 | \$732 | N/A | \$761 |
| Administration and Support Services | \$448 | \$2,543 | \$1,370 | N/A | \$1,271 |
| Plant Operation and Maintenance | \$262 | \$1,491 | \$1,146 | N/A | \$1,322 |
| Transportation | \$6 | N/A | \$575 | N/A | \$601 |
| Costs for Students Tuitioned Out | N/A | N/A | N/A | N/A | N/A |
| Other | \$40 | \$230 | \$62 | N/A | \$145 |
| Total | \$1,511 | \$8,586 | \$12,187 | N/A | \$12,151 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$2 | \$13 | \$1,737 | N/A | \$1,882 |

| Special Education Expenditures | |
|--|-----|
| Total Expenditures | N/A |
| Percent of Total PK-12 Expenditures Used for Special Education | N/A |

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 0.0 | 87.0 | 12.1 | 0.8 |
| Excluding School Construction | 0.0 | 87.0 | 12.1 | 0.8 |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

SPECIAL EDUCATION

| | |
|--|-----|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | N/A |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | N/A |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|---|--------------|-------------------------|--------------------|----------------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | N/A | N/A | N/A | N/A |
| Learning Disability | N/A | N/A | N/A | N/A |
| Intellectual Disability | N/A | N/A | N/A | N/A |
| Emotional Disturbance | N/A | N/A | N/A | N/A |
| Speech Impairment | N/A | N/A | N/A | N/A |
| Other Health Impairment* | N/A | N/A | N/A | N/A |
| Other Disabilities** | N/A | N/A | N/A | N/A |
| Total | N/A | N/A | N/A | N/A |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|--|-----------------|--------------|
| % Who Graduated in 2006-07 with a Standard Diploma | N/A | N/A |
| 2006-07 Annual Dropout Rate for Students Aged 14 to 21 | N/A | N/A |

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | N/A | N/A | 37.4 | 62.1 |
| | Writing | N/A | N/A | 27.4 | 63.0 |
| | Mathematics | N/A | N/A | 23.2 | 62.7 |
| | Science | N/A | N/A | 18.4 | 56.8 |
| CAPT | Reading Across the Disciplines | N/A | N/A | N/A | N/A |
| | Writing Across the Disciplines | N/A | N/A | N/A | N/A |
| | Mathematics | N/A | N/A | N/A | N/A |
| | Science | N/A | N/A | N/A | N/A |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

| Participation in State Assessments of Students with Disabilities Attending District Schools | | |
|---|--------------------------|-----|
| CMT | % Without Accommodations | N/A |
| | % With Accommodations | N/A |
| CAPT | % Without Accommodations | N/A |
| | % With Accommodations | N/A |
| % Assessed Using Skills Checklist | | N/A |

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

| K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools | | |
|---|-------|---------|
| Placement | Count | Percent |
| Public Schools in Other Districts | N/A | N/A |
| Private Schools or Other Settings | N/A | N/A |

| Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers | | | | |
|--|-------------------|---------------------|-----|-------|
| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | N/A | N/A | N/A | N/A |
| 40.1 to 79.0 Percent of Time | N/A | N/A | N/A | N/A |
| 0.0 to 40.0 Percent of Time | N/A | N/A | N/A | N/A |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Park City Prep has a number of improvement initiatives underway in the coming school year:

- Park City Prep will continue to increase the already impressive percentage of students accepted to selective public choice and private high schools and expand the options available to its students by adding additional independent day schools and boarding schools to those its graduates are already attending.
 - In an effort to address the challenge of under-performing students, Park City Prep launched an aggressive recruiting campaign to attract exceptionally talented and highly-qualified teachers for the 2008-2009 school year. Similarly, to recognize and retain its most veteran, skilled teachers, they were offered salaries competitive with more affluent school districts and given performance bonuses, as well.
 - Professional development opportunities will be increased and expanded for all teachers, including, but not limited to, those designed to raise the performance of its students on the Connecticut Mastery Tests.
 - With its focus on science, technology and math, the Accelerated Math program, piloted last spring, will be expanded to become an integral component of the overall math program.
 - A second computer lab has been created. In the past, students received computer skills instruction from a computer technology teacher more than two hours a week. In the 2008-2009 school year, this will continue; however, the additional lab will enable all teachers to have the opportunity to integrate computer technology in all areas of instruction.
 - As the school is growing in size, and presently lacks adequate physical education space, as well as other physical features, it has begun searching for a more suitable, new facility to meet the needs of its growing school.
-