

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

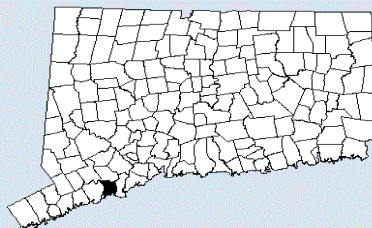


Park City Prep Charter School District

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

District Information

Grade Range	5-8
Number of Schools/Programs	1
Enrollment	361
Per Pupil Expenditures ¹	\$12,922
Total Expenditures ¹	\$4,651,855

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	178	49.3	48.4
Male	183	50.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	157	43.5	12.7
Hispanic or Latino of any race	175	48.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.8
White	19	5.3	51.1
English Learners	27	7.5	8.3
Eligible for Free or Reduced-Price Meals	299	82.8	43.3
Students with Disabilities ³	34	9.4	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	8	4.6	*	*
Male	18	10.1	*	*
Black or African American	7	4.6	8	5.1
Hispanic or Latino of any race	19	11.0	7	3.9
White	0	*	0	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	8.2	14	4.7
Students with Disabilities	*	*	*	*
District	26	7.4	15	4.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the 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	16.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	2.0
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	2.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	23.2

¹ In 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	1.2
Black or African American	5	21.7	4.0
Hispanic or Latino of any race	1	4.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	17	73.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	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		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,934,128	\$5,373	\$10,923
Support services - students	\$509,050	\$1,414	\$1,277
Support services - instruction	\$200,940	\$558	\$682
Support services - general administration	\$100,066	\$278	\$467
Support services - school based administration	\$710,202	\$1,973	\$1,021
Central and other support services	\$267,740	\$744	\$679
Operation and maintenance of plant	\$929,729	\$2,583	\$1,718
Student transportation services	.	.	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,651,855	\$12,922	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$139,340	84.4	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$26,101	15.8	13.0
Purchased Services Other Than Transportation	.	.	5.7
Special Education Tuition	.	.	22.5
Supplies	\$-441	-0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$165,000	100.0	100.0
Percent of Total Expenditures Used for Special Education		3.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	3.5
State	91.9
Federal	4.1
Tuition & Other	0.4

⁴ Revenue 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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP 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 Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	48.3%	100%	60.4%
	Oral	60.0%	100%	57.6%
Chronic Absenteeism	All Students	7.4%	<=5%	12.2%
	High Needs Students	8.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		92.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

improving special education programs and services for students with disabilities:

Our administration and special education teachers work closely, and cooperatively with the local Bridgeport special education personnel, participate in their professional development and engage our parents, whose children receive services on a regular basis, through in-person meetings, calls and other means of communication, to be sure that we are all working toward the same goals and objectives.

Further, our special education teachers work closely with the regular education teachers to ensure that appropriate accommodations are implemented to meet all special education students' needs when they are in the regular education setting.

truancy prevention.

At Park City Prep, we prioritize, and recognize, excellent student attendance. Administrators and counselors work closely with families, whose children present any issues attending school regularly or on time; consequently, we have no truancy issues. We instill the words in our motto, which includes "responsibility" through our on-going advisory curriculum so that students, and parents, are very clear about the relationship between attendance and personal responsibility.

engaging families in student learning including:

Efforts to build staff skills to partner effectively with all families, and activities undertaken to support parents in working at home with their children on learning activities.

Our teachers communicate with our parents on an on-going basis, in direct parent calls and meetings, as well as through their teacher pages on our website, providing them with a host of resources to assist them in supporting their children at home.

Efforts to engage parents in the planning and improvement of school programs.

Parents are invited to serve on our Board of Directors and act as the parent representatives to the larger parent body. They play an active role in advising ways in which we can continually improve what we do.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Interdistrict magnet schools, charter schools, Open Choice, student exchange programs -

As a charter school, we are powerful and vocal advocates of school choice and do everything in our power to educate all parents, who express an interest in our school (not only those admitted), to seek admission to other charter schools, magnet schools and open choice programs.

and minority educator recruitment.

One third of our teachers are minorities and nearly half of our staff is minority. In hiring, we make every effort to hire qualified minority candidates, who represent the backgrounds of our students.

Programs and projects designed to reduce racial, ethnic and economic isolation. These may be inter- or intradistrict programs and projects, interdistrict school building projects, technology-based distance learning, or intradistrict magnet schools.

Inter- or intradistrict choice programs whose purpose is to reduce racial, ethnic and economic isolation. Do not include vocational agriculture programs or students attending schools in the Connecticut Technical High School System.

95% of our 8th grade graduates go on to attend public choice and private high schools, where the population of students is far more diverse than in our own school or our local community. We educate our parents and our students about these options and how to apply to these schools and, in the case of tuition-charging, private schools, how to secure the financial aid, needed to attend them.

Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.

Through our regular instructional programs, particularly in social studies and language arts, students learn of the contributions and experiences of people of many different cultural and ethnic backgrounds, and how they have contributed to the richness of our nation.

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Equitable Allocation of Resources among District Schools

Not applicable