

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

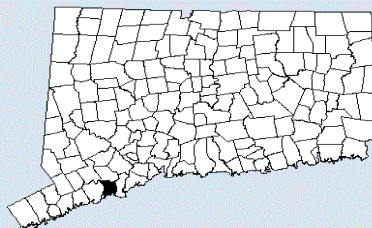


Capital Preparatory Harbor School Inc. District

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

District Information

Grade Range	6-12
Number of Schools/Programs	1
Enrollment	254
Per Pupil Expenditures ¹	\$11,799
Total Expenditures ¹	\$2,937,873

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	119	46.9	48.4
Male	135	53.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	197	77.6	12.9
Hispanic or Latino	50	19.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	*	*	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	155	61.0	35.9
Students with Disabilities ¹	32	12.6	14.3

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	8.2	24	20.9
Male	12	10.1	40	30.8
Black or African American	*	*	53	27.3
Hispanic or Latino	*	*	*	*
White	0	*	0	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	18	12.2	41	26.1
Students with Disabilities	*	*	12	37.5
District	21	9.2	64	26.1
State		9.9		6.7

Number of students in 2015-16 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	9.0
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	3.0
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	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

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	1.0
Black or African American	1	7.7	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	12	92.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.8	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
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	0	0.0	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	0	0.0
State		63.6		77.5

³College-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 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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,269,479	5,098	9,663
Instructional Supplies and Equipment	325,999	1,309	321
Improvement of Instruction and Educational Media Services	360,621	1,448	578
Student Support Services	183,864	738	1,103
Administration and Support Services	435,808	1,750	1,861
Plant Operation and Maintenance	183,740	738	1,637
Transportation	18,757	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	159,605	641	201
Total	2,937,873	11,799	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	76.0	76.0
Federal	3.5	3.5
Tuition & Other	20.5	20.5

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	110	59.1	110	52.5	51	47.5
Hispanic or Latino	30	60.9	30	50.3	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	0	N/A
English Learners	9	*	9	*	*	*
Non-English Learners	134	60.0	134	52.4	66	47.9
Eligible for Free or Reduced-Price Meals	83	58.3	83	49.8	45	45.6
Not Eligible for Free or Reduced-Price Meals	60	61.3	60	55.2	24	50.5
Students with Disabilities	11	*	11	*	6	*
Students without Disabilities	132	61.1	132	53.7	63	48.2
High Needs	86	57.5	86	49.2	46	45.5
Non-High Needs	57	62.7	57	56.5	23	51.0
District	143	59.6	143	52.1	69	47.3

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	0
District	*	*
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	100.0	*	*
Black or African American	100.0	*	*
Hispanic or Latino	*	0	*
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	*	*
State	96.1		43.5

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.

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

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.6	75	39.7	50	79.4	67.1
	High Needs Students	57.5	75	38.3	50	76.7	55.9
Math Performance Index	All Students	52.1	75	34.7	50	69.4	62.2
	High Needs Students	49.2	75	32.8	50	65.5	50.5
Science Performance	All Students	47.3	75	31.5	50	63.1	55.3
	High Needs Students	45.5	75	30.3	50	60.7	45.2
ELA Academic Growth	All Students	73.9%	100%	73.9	100	73.9	55.4%
	High Needs Students	73.1%	100%	73.1	100	73.1	49.8%
Math Academic Growth	All Students	90.3%	100%	90.3	100	90.3	61.7%
	High Needs Students	84.9%	100%	84.9	100	84.9	53.7%
Chronic Absenteeism	All Students	9.2%	<=5%	41.7	50	83.3	9.9%
	High Needs Students	11.8%	<=5%	36.3	50	72.6	15.8%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	70.7%
	% Passing Exams	4.5%	75%	3.0	50	6.1	43.5%
On-track to High School Graduation		95.5%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		0.0% N/A	75%	0.0	50	0.0	92.0% 51.6%
Arts Access		0.0%	60%	0.0	50	0.0	50.5%
Accountability Index				660.6	1050	62.9	

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	62.7	57.5	5.2	16.7	
Math Performance Index Gap	56.5	49.2	7.3	18.7	
Science Performance Index Gap	51.0	45.5	5.5	16.6	
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	100.0
	High Needs Students	100.0
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: N/A

State: 50.2

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 2016-17

Capital Preparatory Harbor School Inc. District

Narratives

School District Improvement Plans and Parental Outreach Activities

Capital Preparatory Harbor School will provide historically disadvantaged students from the Bridgeport with the college and career readiness skills needed to become responsible and engaged citizens for social justice. CP Harbor will 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 relationship. CP Harbor will give 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 will implement the Student-Led Conference (SLC). The SLC empowers students with the 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 will be 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 will organize instruction and provide resources to meet the diverse needs of all learners. Also, in addition to its comprehensive academic and affective supports, the school will employ a Student Assistance Team (see Special Student Populations and Related Services) to help identify, support, and monitor students with academic, social, and/or emotional challenges. The school's educational approach of individualized learning; differentiated instruction will also support a comprehensive special education program to ensure the success of special education students in academic achievement. The school will focus 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 will also factor strongly in student retention. All parents will feel welcomed as integral community members. CP Harbor will be sensitive to the needs of parents by offering a flexible schedule to attend SLCs, Parent Organization (PO) meetings and other events that engage them in the school community. CP Harbor will also ensure 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 will 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 a 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 improving 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 academically 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 will offer 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 than personnel 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 of the all budgetary information and work together in drafting of 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.