

STRATEGIC SCHOOL PROFILE 2012-13**Park City Prep Charter School**

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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

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 1

Per Capita Income in 2000: N/A

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

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

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, 2012 251
 5-Year Enrollment Change 21.8%

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	174	69.3	N/A	36.7
K-12 Students Who Are Not Fluent in English	3	1.2	N/A	5.8
Students Identified as Gifted and/or Talented	0	0.0	N/A	3.8
PK-12 Students Receiving Special Education Services in District	24	9.6	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.3
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	3	1.2
Black	145	57.8
Hispanic	91	36.3
Pacific Islander	0	0.0
White	10	4.0
Two or more races	2	0.8
Total Minority	241	96.0

Percent of Minority Professional Staff: 25.0%

Non-English Home Language:

1.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

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 96% of Park City Prep's graduates were accepted to one or more of fifteen selective private or public choice high schools. Recent graduates have attended Phillips Exeter Academy, Rye Country Day School, Green's Farms Academy, St. Luke's, Hopkins School, School of the Holy Child (Rye, NY), Fairfield Prep and Notre Dame of Fairfield, Laurenton Hall in Milford and St. Joseph's and Christian Heritage School, both in Trumbull. In addition, other graduates were selected as A Better Chance (ABC) scholars, attending Andover (MA) High School, Simsbury, Ridgefield and Guilford High Schools. Among the public schools, our students attend the highly selective Center for Global Studies, as well as Bridgeport Regional Aquaculture School, the Academy of Information Technology (Stamford) and the Regional Center for the Arts, where they 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 other 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, % 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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	43.5	73.3	3.0	
Writing	42.9	65.1	5.9	
Mathematics	36.0	67	4.2	
Grade 7 Reading	79.4	78.9	32.9	
Writing	58.9	64.9	24.1	
Mathematics	62.9	65.4	31.6	
Grade 8 Reading	67.5	76.2	17.1	
Writing	55.0	67.2	14.5	
Mathematics	73.7	65.0	48.4	
Science	42.5	60.4	13.2	

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 scorable 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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	

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
	7.4	51.1	1.0

SAT® I: Reasoning Test Class of 2012		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, Adjusted Cohort Rate 2012	N/A	N/A	N/A
2011-12 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 School Staff	
General Education	
Teachers and Instructors	15.00
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.25
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	4.0	N/A	13.9
% with Master's Degree or Above	43.8	N/A	79.8

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	20.3	N/A	20.2
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	1,050	N/A	1,029
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	1.7	N/A	2.1
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$1,111	\$4,322	\$8,481	N/A	\$8,570
Instructional Supplies and Equipment	\$77	\$299	\$334	N/A	\$257
Improvement of Instruction and Educational Media Services	\$69	\$270	\$424	N/A	\$471
Student Support Services	\$278	\$1,083	\$998	N/A	\$950
Administration and Support Services	\$682	\$2,652	\$1,742	N/A	\$1,547
Plant Operation and Maintenance	\$371	\$1,443	\$1,277	N/A	\$1,459
Transportation	\$0	N/A	\$731	N/A	\$765
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$106	N/A	\$170
Total	\$2,588	\$10,069	\$14,878	N/A	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$0	\$0	\$1,117	N/A	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	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	94.1	5.9	0.0
Excluding School Construction	0.0	94.1	5.9	0.0

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.

This question does not apply we are a one district school

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 2011-12 with a Standard Diploma	N/A	N/A
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	36.4	34.5	62.2	69.2
	Writing	9.5	19.9	51.6	64.4
	Mathematics	25.0	29.0	56.5	65.5
	Science	N/A	N/A	42.5	61.3
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	9.5
	% With Accommodations	90.5
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		0.0

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 just moved to a newly refurbished building on the west side of Bridgeport. The building is more spacious and custom-fitted to our specifications. It includes outdoor areas for recreation and physical education activities, bright and airy classrooms, central air conditioning, sophisticated science labs, upgraded technology infrastructure and many other features that make it a very stimulating educational environment. • On-going professional development for teachers continues to be a key feature of our instructional program. Teachers have attended summer institutes in the areas of reading, writing and science, as well as local, regional and national conferences. Our language arts and math lead teachers attended a series of new common core workshops and consultants work with our teachers on a bi-weekly basis in both math and language arts, including improving literacy in the content area subjects. • We have aligned the curriculum in language arts and math with the new Common Core Standards and our science curriculum has been enhanced in accordance with the State Curriculum Frameworks. • We are awaiting approval of a technology grant, which will enable us to add additional mobile lap-top computers and replace the aging desktop computers in our computer lab and classrooms with the latest ones. • We are also exploring the possibility of adding a grade 5 to our school, increasing enrollment from the current 260 students to 350.
