

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

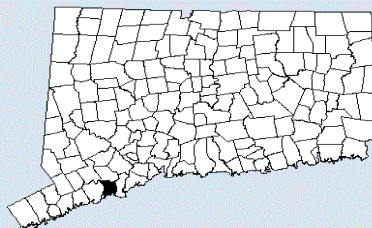


## Capital Preparatory Harbor School District

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

### District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	760
Per Pupil Expenditures <sup>1</sup>	\$10,045
Total Expenditures <sup>1</sup>	\$6,368,759

<sup>1</sup> 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](http://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 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	373	49.1	48.4
Male	387	50.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.2
Black or African American	539	70.9	12.7
Hispanic or Latino of any race	211	27.8	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	*	*	51.1
English Learners	50	6.6	8.3
Eligible for Free or Reduced-Price Meals	588	77.4	43.3
Students with Disabilities <sup>3</sup>	77	10.1	16.0

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	26	7.5	15	3.9
Male	28	7.8	52	13.0
Black or African American	38	7.6	53	9.7
Hispanic or Latino of any race	16	8.0	*	*
White	0	*	0	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	9.4	57	9.4
Students with Disabilities	7	9.9	10	11.9
District	54	7.7	67	8.5
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 30

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.

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.5
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.1
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	10.0

<sup>1</sup> 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	1	2.0	1.2
Black or African American	24	47.1	4.0
Hispanic or Latino of any race	2	3.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	24	47.1	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	0	*	0	*
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	11	32.4	21	100.0
Students with Disabilities	0	*	6	*
District	18	30.5	32	100.0
State		75.8		84.8

<sup>2</sup> College-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 Peers<sup>3</sup>

	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

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	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

<sup>1</sup> 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 District<sup>2</sup>

	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

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,518,451	\$3,972	\$10,923
Support services - students	\$144,691	\$228	\$1,277
Support services - instruction	\$117,178	\$185	\$682
Support services - general administration	\$191,462	\$302	\$467
Support services - school based administration	\$699,745	\$1,104	\$1,021
Central and other support services	\$1,114,341	\$1,758	\$679
Operation and maintenance of plant	\$1,187,236	\$1,873	\$1,718
Student transportation services	\$395,655	\$717	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$6,368,759	\$10,045	\$17,629

<sup>3</sup> 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	\$129,433	36.6	28.5
Instructional Aide Salaries	\$48,439	13.7	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$44,329	12.5	13.0
Purchased Services Other Than Transportation	\$84,758	23.9	5.7
Special Education Tuition	.	.	22.5
Supplies	.	.	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$46,950	13.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$353,909	100.0	100.0
Percent of Total Expenditures Used for Special Education		5.6	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	9.5
State	85.5
Federal	2.7
Tuition & Other	2.3

<sup>4</sup> 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

## Capital Preparatory Harbor School District

### 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 Proficient<sup>1</sup>

	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

<sup>1</sup> 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

*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>*

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	25	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	22	*
Students with Disabilities	*	*
District	31	67.7
State		88.5

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*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:*

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### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	81.5	*
State	71.5	87.5

<sup>3</sup> College 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.

<sup>4</sup> College 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

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### 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	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	7.7%	<=5%	12.2%
	High Needs Students	9.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	54.9%	75%	80.4%
On-track to High School Graduation		95.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		67.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.4%	75%	71.5%
Arts Access		47.8%	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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	.	.

<sup>1</sup> 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.

<sup>2</sup> 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](#)

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Capital Preparatory Harbor School provides historically disadvantaged students from the Bridgeport area with the college and career readiness skills needed to become engaged citizens for social justice. Capital Prep Harbor strives to 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 relationships. Capital Prep Harbor ensures 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 necessary abilities as they relate to standards and skills necessary for post-secondary education. While parent-teacher conferences are typical of most schools, Capital Prep Harbor implements Student-Led Conference(s) (SLC). The SLC empowers students with 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 grade level Essential Question. Meeting the needs of all students, including those within at-risk populations, depends primarily on the academic progress these students are making. The most important need for at-risk populations is 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. Capital Prep Harbor's Response to Intervention (Rti) model organizes instruction and provides resources to meet the diverse needs of all learners. Also, in addition to its comprehensive academic and affective supports, the school employs a Student Assistance Team(SAT) to help identify, support, and monitor students with academic, social and/or emotional challenges. The school's educational approach of individualized learning; differentiated instruction also supports a comprehensive special education program to ensure the success of special education students in academic achievement. The school focuses on supporting a responsive general education classroom with individual supports throughout the school day. Capital Prep Harbor's commitment to parental support and engagement in academic and school life also factors strongly in student retention. Capital Prep is committed to continual improvement in its parent communication and engagement and all parents are welcomed as integral community members. Capital Prep Harbor conducts several meetings and events that engage parents in the school community. The school community is notified of upcoming activities and meetings by Parent Square and the weekly principal's newsletter (Shark Bites). Capital Prep Harbor works to make sure these meetings and events are accessible to non-English speaking parents. The commitment to parent support and engagement coupled with an educational program with robust intervention staffing, supports and services help ensure that Capital Prep 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 Capital Prep 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 Capital Prep 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 our student's educational experience from test scores to school culture to the performance of athletic teams. The Capital Prep Harbor model serves the whole child, their family and the community.

These definitive key design elements of the Capital Prep Harbor model have proven successful in showing the educational trajectory of at-risk students. Student assessment data has shown that the typical growth trajectory for students who enter Capital Prep 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 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 Capital Prep Harbor offers its students is the opportunity to earn college credits and potentially an Associate 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 solution of real life societal issues.

# District Profile and Performance Report for School Year 2019-20

## Capital Preparatory Harbor School District

### **Equitable Allocation of Resources among District Schools**

The Capital Prep 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 are identified and weighed by the Budget Preparation Team. The Capital Prep Harbor Principal will present the analysis of the coming year's academic personnel and other 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 Capital Prep Schools on behalf of the school. The Capital Prep Harbor Director of Operations with support from the Capital Prep Schools Finance Manager will gather all the budgetary information and work together in drafting 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.