

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

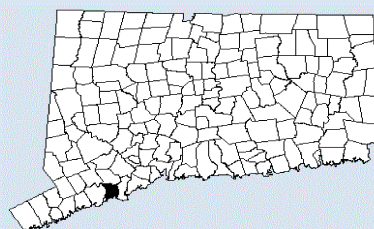


## Park City Prep Charter School District

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

### District Information

Grade Range	5-8
Number of Schools/Programs	1
Enrollment	360
Per Pupil Expenditures <sup>1</sup>	\$12,894
Total Expenditures <sup>1</sup>	\$3,352,556

<sup>1</sup>Expenditure data reflect the 2013-14 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	179	49.7	48.3
Male	181	50.3	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	187	51.9	12.9
Hispanic or Latino	150	41.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	20	5.6	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	250	69.4	37.6
Students with Disabilities <sup>1</sup>	26	7.2	13.3

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	11	6.3	16	9.1
Male	17	9.8	41	22.9
Black or African American	18	9.8	34	18.2
Hispanic or Latino	10	7.1	*	*
White	0	0.0	*	*
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	26	10.8	45	18.2
Students with Disabilities	7	25.0	7	24.1
District	28	8.1	57	16.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

<sup>2</sup>A 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.

<sup>3</sup>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 2014-15

## Park City Prep Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	23.0
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	1.6
Paraprofessional Instructional Assistants	1.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	3.0
<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	0.5
Other Staff Providing Non-Instructional Services/Support	8.0

<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	3.7	1.0
Black or African American	4	14.8	3.5
Hispanic or Latino	1	3.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	21	77.8	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	90.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.2

### Instruction and Resources

#### 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		69.7

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Park City Prep Charter School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,092,983	4,204	9,134
Instructional Supplies and Equipment	228,811	880	334
Improvement of Instruction and Educational Media Services	56,191	216	498
Student Support Services	315,176	1,212	1,001
Administration and Support Services	839,112	3,227	1,694
Plant Operation and Maintenance	820,283	3,155	1,572
Transportation	0	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	186
Total	3,352,556	12,894	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	106,208	408	1,272
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<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	84.4	87.1
Federal	4.4	4.5
Tuition & Other	11.2	8.4

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Park City Prep Charter 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.

	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	*	*	*	*	*	*
Black or African American	182	53.9	183	47.0	89	38.5
Hispanic or Latino	137	58.0	139	51.5	64	44.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	20	62.9	20	53.2	11	*
English Language Learners	13	*	13	*	*	*
Non-English Language Learners	329	56.3	332	49.3	*	*
Eligible for Free or Reduced-Price Meals	238	53.5	239	47.4	122	41.1
Not Eligible for Free or Reduced-Price Meals	104	62.6	106	53.6	43	45.4
Students with Disabilities	28	35.3	29	32.7	17	*
Students without Disabilities	314	58.1	316	50.9	148	43.8
High Needs	243	53.3	245	47.1	125	41.0
Non-High Needs	99	63.5	100	54.8	40	46.2
District	342	56.2	345	49.3	165	42.2

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	85.6	81.0	N/A	169	83.4
Curl Up	N/A	83.3	78.5	N/A	169	81.1
Push Up	N/A	73.3	59.5	N/A	169	66.9
Mile Run/PACER	N/A	43.3	21.5	N/A	169	33.1
All Tests - District	N/A	33.3	17.7	N/A	169	26.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Park City Prep Charter School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	56.2	75	75.0	100	75.0	67.9
	High Needs Students	53.3	75	71.0	100	71.0	56.7
Math Performance Index	All Students	49.3	75	65.8	100	65.8	59.3
	High Needs Students	47.1	75	62.8	100	62.8	47.8
Science Performance Index	All Students	42.2	75	56.3	100	56.3	56.5
	High Needs Students	41.0	75	54.6	100	54.6	45.9
Chronic Absenteeism	All Students	8.1%	<=5%	43.9	50	87.7	10.6%
	High Needs Students	10.6%	<=5%	38.8	50	77.6	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		94.0%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		102.4%   26.0%	75%	17.4	50	34.7	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>535.6</b>	<b>800</b>	<b>66.9</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.5	53.3	10.2	17.3	
Math Performance Index Gap	54.8	47.1	7.6	19.6	
Science Performance Index Gap	46.2	41.0	5.2	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	98.4
Math	All Students	99.4
	High Needs Students	99.2
Science	All Students	97.6
	High Needs Students	97.7

### 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: 50.1**

#### 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 2014-15

## Park City Prep Charter School District

### Narratives

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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. In the 2014-2015 school year, 95% of Park City Prep's graduates were accepted to one or more of twenty different, selective private or public choice high schools.

Graduates have attended Hotchkiss, 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, Laurelton 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 prestigious Center for Global Studies, as well as Bridgeport Regional Aquaculture School, the Academy of Information Technology (Stamford), the Regional Center for the Arts (RCA), and Fairchild Wheeler, 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 our objective to reduce racial, ethnic and economic isolation.

# District Profile and Performance Report for School Year 2014-15

## Park City Prep Charter School District

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

As Park City Prep Charter School is a single school district, all resources are equitably distributed among all our students and staff.