

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

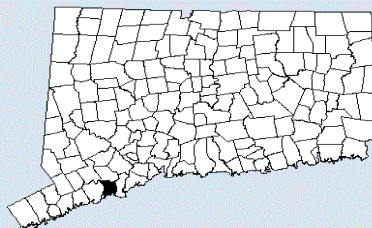


Capital Preparatory Harbor School Inc. District

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

District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	634
Per Pupil Expenditures ¹	\$11,133
Total Expenditures ¹	\$4,887,344

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	311	49.1	48.4
Male	323	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.2
Black or African American	463	73.0	12.8
Hispanic or Latino of any race	167	26.3	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	*	*	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	438	69.1	42.1
Students with Disabilities ³	71	11.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	34	11.6	21	6.5
Male	33	10.7	50	14.9
Black or African American	47	10.6	59	12.4
Hispanic or Latino of any race	20	13.1	*	*
White	0	*	0	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	58	12.6	59	11.6
Students with Disabilities	*	*	11	14.5
District	67	11.1	71	10.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A 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.

⁵This 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	20.0
Paraprofessional Instructional Assistants	26.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	2.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	4.0
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	1.0
Other Staff Providing Non-Instructional Services/Support	12.0

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	1	3.7	1.1
Black or African American	5	18.5	3.8
Hispanic or Latino of any race	1	3.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	16	59.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	16.7	*	*
Hispanic or Latino of any race	0	*	*	*
White	N/A	N/A	N/A	N/A
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	0	*
District	6	13.6	6	22.2
State		74.5		85.2

²College-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 Peers³

	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		67.6

³This 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	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This 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

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,697,943	\$3,868	\$10,545
Support services - students	\$75,040	\$171	\$1,373
Support services - instruction	\$13,274	\$30	\$644
Support services - general administration	\$24,675	\$56	\$462
Support services - school based administration	\$742,976	\$1,692	\$1,007
Central and other support services	\$642,024	\$1,462	\$671
Operation and maintenance of plant	\$1,296,088	\$2,952	\$1,629
Student transportation services	\$395,324	\$1,331	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$4,887,344	\$11,133	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$113,594	57.5	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$28,728	14.5	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	\$1,283	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$54,000	27.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$197,604	100.0	100.0
Percent of Total Expenditures Used for Special Education		4.0	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	9.6
State	87.2
Federal	3.2
Tuition & Other	.

⁴Revenue 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 2018-19

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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	*	*	*	*	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	230	58.4	230	52.1	99	54.9
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	0	N/A	0	N/A	0	N/A
English Learners	23	49.1	23	48.3	15	*
Non-English Learners	295	57.8	294	51.9	118	53.7
Eligible for Free or Reduced-Price Meals	249	56.8	249	51.4	96	52.4
Not Eligible for Free or Reduced-Price Meals	69	58.4	68	52.7	37	55.3
Students with Disabilities	44	44.5	44	36.4	22	41.0
Students without Disabilities	274	59.2	273	54.1	111	55.6
High Needs	260	56.3	260	50.9	105	52.0
Non-High Needs	58	60.9	57	55.0	28	57.7
District	318	57.1	317	51.7	133	53.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	97.7	81.6	86.8	97.9	177	91.0
Curl Up	90.7	73.5	86.8	95.7	177	86.4
Push Up	95.3	46.9	78.9	80.9	177	74.6
Mile Run/PACER	67.4	65.3	26.3	61.7	177	56.5
All Tests - District	53.5	28.6	23.7	53.2	177	40.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	28	57.1
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	52.4
Students with Disabilities	*	*
District	32	56.3
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	*	*
Male	100.0	*	*
Black or African American	100.0	*	*
Hispanic or Latino of any race	*	*	*
White	N/A	N/A	N/A
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	0	*
District	100.0	10	14.1
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	76.0	*
State	71.0	87.8

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	57.1	75	38.1	50	76.2	67.7
	High Needs Students	56.3	75	37.5	50	75.1	58.1
Math Performance Index	All Students	51.7	75	34.4	50	68.9	63.1
	High Needs Students	50.9	75	34.0	50	67.9	52.7
Science Performance Index	All Students	53.2	75	35.5	50	70.9	63.8
	High Needs Students	52.0	75	34.7	50	69.3	54.2
ELA Academic Growth	All Students	51.3%	100%	51.3	100	51.3	59.9%
	High Needs Students	51.9%	100%	51.9	100	51.9	55.1%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	62.5%
	High Needs Students	64.1%	100%	64.1	100	64.1	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	11.1%	<=5%	37.7	50	75.4	10.4%
	High Needs Students	12.5%	<=5%	35.1	50	70.1	16.1%
Preparation for CCR	% Taking Courses	16.9%	75%	11.3	50	22.5	80.0%
	% Passing Exams	14.1%	75%	9.4	50	18.8	42.6%
On-track to High School Graduation		91.2%	94%	48.5	50	97.0	88.0%
4-year Graduation All Students (2018 Cohort)		56.3%	94%	59.8	100	59.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		76.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.4% 40.1%	75%	13.4	50	26.7	96.4% 52.9%
Arts Access		0.6%	60%	0.5	50	1.0	51.9%
Accountability Index				761.5	1250	60.9	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	60.9	56.3	4.6	15.4	
Math Performance Index Gap	55.0	50.9	4.1	17.6	
Science Performance Index Gap	57.7	52.0	5.7	16.1	
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.

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.

Subject/Student Group		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	99.3
	High Needs Students	99.1

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

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 responsible and engaged citizens for social justice. CP 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. CP Harbor gives 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 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 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 is 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 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. CP 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. Parent Organization (PO) meetings and other events that engage them in the school community are held frequently and communicated about using School Messenger and the weekly principal's newsletter (Shark Bites). CP Harbor ensures 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 help 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 our 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 showing the educational trajectory of at-risk students. Student assessment data has borne out 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 CP Harbor offers 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 are 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 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 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.