

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

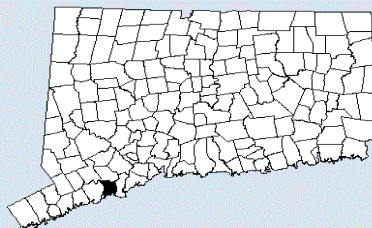


## Great Oaks Charter School District

203-870-8188 • <http://www.greatoakscharter.org>

### District Information

Grade Range	6-10
Number of Schools/Programs	1
Enrollment	465
Per Pupil Expenditures <sup>1</sup>	\$13,667
Total Expenditures <sup>1</sup>	\$5,466,999

<sup>1</sup>Expenditure 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](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, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	249	53.5	48.4
Male	216	46.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.2
Black or African American	224	48.2	12.8
Hispanic or Latino of any race	209	44.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	7	1.5	3.6
White	22	4.7	52.4
English Learners	60	12.9	7.6
Eligible for Free or Reduced-Price Meals	340	73.1	42.1
Students with Disabilities <sup>3</sup>	85	18.3	15.4

<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.

**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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	48	20.9	30	11.8
Male	51	26.4	41	18.9
Black or African American	45	22.6	43	18.8
Hispanic or Latino of any race	41	21.5	23	10.9
White	9	39.1	*	*
English Learners	9	14.8	*	*
Eligible for Free or Reduced-Price Meals	81	25.6	59	17.1
Students with Disabilities	23	32.4	22	25.9
District	99	23.4	71	15.1
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

<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 2018-19

## Great Oaks Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	49.0
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	7.0
<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	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	5.0

<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	0	0.0	1.1
Black or African American	15	46.9	3.8
Hispanic or Latino of any race	2	6.3	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	15	46.9	90.5

#### Classroom Teacher Attendance: 2017-18

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

### 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	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
State		74.5		85.2

<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		67.6

<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 2018-19

## Great Oaks Charter School District

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

	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

<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> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,869,101	\$4,673	\$10,545
Support services - students	\$85,936	\$215	\$1,373
Support services - instruction	\$11,120	\$28	\$644
Support services - general administration	\$162,589	\$406	\$462
Support services - school based administration	\$1,103,796	\$2,759	\$1,007
Central and other support services	\$818,060	\$2,045	\$671
Operation and maintenance of plant	\$1,070,792	\$2,677	\$1,629
Student transportation services	\$345,606	\$1,226	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$5,466,999	\$13,667	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$223,912	63.4	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$46,165	13.1	13.0
Purchased Services Other Than Transportation	\$28,134	8.0	5.5
Special Education Tuition	.	.	22.6
Supplies	\$34,218	9.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	\$20,787	5.9	0.1
Total	\$353,216	100.0	100.0
Percent of Total Expenditures Used for Special Education		6.5	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	8.8
State	77.4
Federal	11.5
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 2018-19

## Great Oaks 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
Asian	0	N/A	0	N/A	0	N/A
Black or African American	128	53.5	128	42.8	33	55.4
Hispanic or Latino of any race	144	51.3	144	43.6	45	51.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	6	*	6	*	*	*
White	18	*	18	*	7	*
English Learners	74	51.1	74	44.1	29	54.4
Non-English Learners	225	52.6	225	42.8	61	51.0
Eligible for Free or Reduced-Price Meals	222	51.7	222	41.3	62	52.2
Not Eligible for Free or Reduced-Price Meals	77	54.0	77	48.2	28	51.8
Students with Disabilities	47	38.5	47	30.4	20	43.9
Students without Disabilities	252	54.8	252	45.5	70	54.4
High Needs	249	50.7	249	41.2	72	51.4
Non-High Needs	50	60.2	50	52.9	18	*
District	299	52.3	299	43.1	90	52.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	74.0	73.9	63.6	251	71.7
Curl Up	N/A	67.3	65.2	58.2	251	64.5
Push Up	N/A	37.5	40.2	30.9	251	37.1
Mile Run/PACER	N/A	38.5	25.0	14.5	251	28.3
All Tests - District	N/A	18.3	9.8	*	251	13.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2018-19

## Great Oaks Charter School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	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		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

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

<sup>3</sup>College 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

<sup>4</sup>Participation 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 <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
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	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	71.0	87.8

<sup>5</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>6</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 2018-19

## Great Oaks Charter 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.3	75	34.8	50	69.7	67.7
	High Needs Students	50.7	75	33.8	50	67.6	58.1
Math Performance Index	All Students	43.1	75	28.8	50	57.5	63.1
	High Needs Students	41.2	75	27.4	50	54.9	52.7
Science Performance Index	All Students	52.1	75	34.7	50	69.4	63.8
	High Needs Students	51.4	75	34.3	50	68.6	54.2
ELA Academic Growth	All Students	58.3%	100%	58.3	100	58.3	59.9%
	High Needs Students	55.6%	100%	55.6	100	55.6	55.1%
Math Academic Growth	All Students	40.5%	100%	40.5	100	40.5	62.5%
	High Needs Students	38.6%	100%	38.6	100	38.6	55.2%
Progress Toward English Proficiency	Literacy	52.1%	100%	26.0	50	52.1	60.0%
	Oral	32.3%	100%	16.2	50	32.3	52.1%
Chronic Absenteeism	All Students	23.4%	<=5%	13.2	50	26.4	10.4%
	High Needs Students	24.7%	<=5%	10.6	50	21.1	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		24.4%	94%	13.0	50	26.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.3%   13.1%	75%	8.8	50	17.5	96.4%   52.9%
Arts Access		38.1%	60%	31.8	50	63.6	51.9%
<b>Accountability Index</b>				<b>506.4</b>	<b>1050</b>	<b>48.2</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	60.2	50.7	9.5	15.4	
Math Performance Index Gap	52.9	41.2	11.8	17.6	
Science Performance Index Gap	.	51.4	.	16.1	
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.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.7
	High Needs Students	98.8
Math	All Students	98.7
	High Needs Students	98.8
Science	All Students	98.9
	High Needs Students	98.6

<sup>3</sup>Minimum 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: N/A State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Great Oaks Charter School District

### Narratives

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

The Great Oaks Charter District was recently approved for a two-year extension which included the approval of several improvement plans to ensure students reach their highest level of success. These plans outline core strategies, specific actions, and student achievement measures to guide the continuous improvement of Great Oaks. These Core Strategies are: Instructional and Curriculum Redesign, Data Teams for Instruction, Attendance, and Culture, and Improved Communication with all stakeholders. Within each Core Strategy, specific actions are identified to support key improvements which are expected to have the greatest chance of impacting student learning. Our plan creates high expectations for all staff members, teams, and departments to engage regularly in the reflective practices of examining data, acting, reviewing the results of our actions, adjusting our practice to improve results, and evaluating effectiveness in a cycle of continuous improvement. We have scheduled multiple check-ins to review this data and the implementation of our plan.

Our school is focused on continuing to improve classroom instruction, supporting students who need interventions, and addressing school climate needs which are identified in annual surveys. Teacher goals are aligned to the actions in our improvement plans and identify targeted growth in learning for every student. The school improvement process includes content/discipline and grade-based teams, which develop and monitor instructional and communication strategies and goals to support the cycle of continuous improvement. We host parent coffees and workshops designed to address issues pertinent to parents, such as: transitions from elementary to middle and middle to high school; curriculum topics of interest, such as addressing the needs of student in reading and math; supporting students dealing with stress and anxiety; dealing with school climate issues; and, the college application process.

Our high school and middle school provide family outreach and support to students with absentee issues as well as support staff to help engage students in the many activities offered before, during, and after school. Our school publishes monthly newsletters that highlight activities occurring within the school, and makes use of social media to keep parents informed. Our school has a very active volunteer support corps and a budding PTA in which parents can be involved in helping their children reach their highest potential. Our doors open a half-hour before classes begin for study-hall, extra help, and club activities as well as stay open after hours while hosting a very robust after-school program. Our student management system and our school website promote continuous and effective communication between our parents, students, staff, and the community.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

At the heart of our school is a commitment to reduce Racial, Ethnic and Economic Isolation for all students in all areas, regardless of challenges or any circumstances. Hosting one of the largest percentages of Diverse Learners and Learners of English by percentage for Charter Schools in the State exemplifies who we are and what we believe in.

Efforts to reduce racial, ethnic and economic isolation are evident in our school. The demographics of our school community are continuing to diversify as evidenced by the many countries of origins of our faculty and students and the ever-growing population of the city. Great Oaks Charter works with our partners at the Great Oaks Foundation, Buck Foundation, Barr Foundation, and Tauck Foundation to find ways to create opportunities for our students that breakdown stereotypes and create enriching experiences. Great Oaks Charter continues to partner with Bridgeport Public Schools to provide services and trainings designed to reduce the isolation experienced by community members due to economic and other circumstances.

Recruitment efforts for our school continues to be a high priority. Great Oaks participates in Charter School Choice, attends Open Houses, hosts Open Houses, and provides opportunities for parents and families to meet with staff and administration. All media outlets are engaged to facilitate outreach to families. Other efforts to reduce racial, ethnic, and economic isolation include recruitment of educators of color, school-based cultural celebrations, STEM Nights, and our student run Social Justice Day.

# District Profile and Performance Report for School Year 2018-19

## Great Oaks Charter School District

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

This is a one school district, this is not applicable.