

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

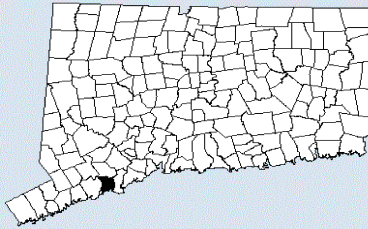


Park City Prep Charter School District

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

District Information

Grade Range	5-8
Number of Schools/Programs	1
Enrollment	360
Per Pupil Expenditures ¹	\$11,902
Total Expenditures ¹	\$4,284,565

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	182	50.6	48.3
Male	178	49.4	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	189	52.5	12.8
Hispanic or Latino	149	41.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	19	5.3	55.9
English Learners	*	*	6.4
Eligible for Free or Reduced-Price Meals	278	77.2	38.0
Students with Disabilities ¹	27	7.5	13.7

¹Students 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 ²	Suspension/ Expulsion ³
	Count Rate (%)	Count Rate (%)
Female	* *	14 7.9
Male	* *	48 27.3
Black or African American	14 7.7	43 23.2
Hispanic or Latino	* *	17 11.6
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	20 7.4	54 19.7
Students with Disabilities	6 22.2	7 24.1
District	22 6.3	62 17.5
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: 0

²A 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.

³The 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	40.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	1.6
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	0.0
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	0.5
Other Staff Providing Non-Instructional Services/Support	8.0

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	4.6	1.0
Black or African American	3	13.6	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	81.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	91.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.8	9.4

Instruction and Resources

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		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,386,811	3,852	9,387
Instructional Supplies and Equipment	697,100	1,936	318
Improvement of Instruction and Educational Media Services	207,415	576	541
Student Support Services	351,518	976	1,048
Administration and Support Services	822,206	2,284	1,790
Plant Operation and Maintenance	819,515	2,276	1,608
Transportation	0	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	0	0	194
Total	4,284,565	11,902	15,762

Additional Expenditures

Land, Buildings, and Debt Service	681,777	1,894	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	93.2	88.2
Federal	4.0	4.7
Tuition & Other	2.7	7.1

⁴Revenue 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).

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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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	178	58.1	178	50.4	88	45.7
Hispanic or Latino	146	63.5	146	56.2	74	49.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	17	*	17	*	10	*
English Learners	14	*	14	*	*	*
Non-English Learners	330	61.1	330	53.8	*	*
Eligible for Free or Reduced-Price Meals	265	58.5	265	51.7	139	45.9
Not Eligible for Free or Reduced-Price Meals	79	68.3	79	59.9	35	57.2
Students with Disabilities	28	35.3	28	29.0	10	*
Students without Disabilities	316	63.0	316	55.8	164	49.3
High Needs	268	58.4	268	51.4	139	45.9
Non-High Needs	76	69.3	76	61.1	35	57.2
District	344	60.8	344	53.6	174	48.2

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	77.9	79.0	N/A	167	78.4
Curl Up	N/A	77.9	90.1	N/A	167	83.8
Push Up	N/A	47.7	44.4	N/A	167	46.1
Mile Run/PACER	N/A	45.3	17.3	N/A	167	31.7
All Tests - District	N/A	25.6	12.3	N/A	167	19.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

These statistics are the 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	60.8	75	40.5	50	81.0	67.7
	High Needs Students	58.4	75	38.9	50	77.8	56.7
Math Performance Index	All Students	53.6	75	35.7	50	71.4	61.4
	High Needs Students	51.4	75	34.3	50	68.6	49.9
Science Performance Index	All Students	48.2	75	32.1	50	64.2	57.5
	High Needs Students	45.9	75	30.6	50	61.2	47.0
ELA Academic Growth	All Students	70.8%	100%	70.8	100	70.8	63.8%
	High Needs Students	69.2%	100%	69.2	100	69.2	58.3%
Math Academic Growth	All Students	77.1%	100%	77.1	100	77.1	65.0%
	High Needs Students	75.1%	100%	75.1	100	75.1	57.4%
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.8	9.6%
	High Needs Students	7.7%	<=5%	44.5	50	89.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		88.2%	94%	46.9	50	93.9	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.0% 19.2%	75%	12.8	50	25.5	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				655.9	900	72.9	

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	69.3	58.4	10.9	16.5	
Math Performance Index Gap	61.1	51.4	9.6	18.9	
Science Performance Index Gap	57.2	45.9	11.3	17.2	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	99.3
Math	All Students	99.4
	High Needs Students	99.3
Science	All Students	98.9
	High Needs Students	98.6

³Minimum participation standard is 95%.

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: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

As the number of students with disabilities has dramatically increased, we have added an additional special education position and have hired new special education teachers, both of whom have more specialized training in reading intervention (LLI and Wilson) than our former special education teachers had.

Truancy is not a significant issue in our school. The small percentage of students who come late to school are a result of parents who transport them, who have multiple other children they are delivering to other schools in the City of Bridgeport. In the small number of cases where lateness is an issue, our two school counselors work closely and intensively with those parents and students.

We work continuously to keep our parents informed and involved in their children's learning, primarily through our teacher's home pages on our website as well as through other parent resources on the website. Parents are further educated through parent meetings and conferences at various times throughout the year. Our parents are further involved in the improvement of the school by serving as voting members of the school's Board of Directors.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 2015-2016 school year, nearly 90% 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, Hotchkiss School, 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, Amherst (MA) High School, Simsbury, Ridgefield and Guilford High Schools, in CT, as well as Strath Haven High School in PA.

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.

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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.