

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



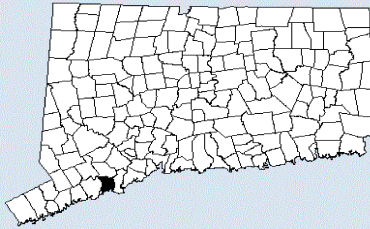
## Great Oaks Charter School District

203-464-3897

### District Information

Grade Range	6-6
Number of Schools/Programs	1
Enrollment	127
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<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 \(EdSight.ct.gov\)](#).  
 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	67	52.8	48.3
Male	60	47.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	71	55.9	12.9
Hispanic or Latino	50	39.4	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	*	*	57.2
English Language Learners	15	11.8	6.3
Eligible for Free or Reduced-Price Meals	107	84.3	37.6
Students with Disabilities <sup>1</sup>	17	13.4	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>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	9 14.5	24 36.9
Male	15 28.8	31 54.3
Black or African American	16 25.4	33 48.5
Hispanic or Latino	* *	19 39.5
White	* *	* *
English Language Learners	* *	6 *
Eligible for Free or Reduced-Price Meals	21 22.8	50 47.6
Students with Disabilities	7 *	11 *
District	24 21.1	55 45.0
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

## Great Oaks Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	14.0
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	1.0
<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	0.0
School Nurses	0.5
Other Staff Providing Non-Instructional Services/Support	3.0

<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	16.7	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	16.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	4	66.7	91.8

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

	Percent of Total (%)
District	100.0
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	N/A	N/A

### 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

## Great Oaks 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	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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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	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

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

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

<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

## 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	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	0	N/A	0	N/A	0	N/A
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 Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	0	N/A	0	N/A	0	N/A
Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	0	N/A	0	N/A	0	N/A
Students without Disabilities	0	N/A	0	N/A	0	N/A
High Needs	0	N/A	0	N/A	0	N/A
Non-High Needs	0	N/A	0	N/A	0	N/A
District	0	N/A	0	N/A	0	N/A

#### 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>			
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	59.3	N/A	N/A	118	59.3
Curl Up	N/A	46.6	N/A	N/A	118	46.6
Push Up	N/A	29.7	N/A	N/A	118	29.7
Mile Run/PACER	N/A	60.2	N/A	N/A	118	60.2
All Tests - District	N/A	13.6	N/A	N/A	118	13.6
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

## Great Oaks 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	49.5	75	65.9	100	65.9	67.9
	High Needs Students	49.4	75	65.8	100	65.8	56.7
Math Performance Index	All Students	40.3	75	53.8	100	53.8	59.3
	High Needs Students	39.7	75	52.9	100	52.9	47.8
Science Performance Index	All Students	N/A	75	0.0	0	0.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	21.1%	<=5%	17.9	50	35.8	10.6%
	High Needs Students	23.7%	<=5%	12.6	50	25.2	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		N/A	94%	0.0	0	0.0	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)		103.5%   13.6%	75%	9.0	50	18.1	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>278.0</b>	<b>550</b>	<b>50.5</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	.	49.4	.	17.3	
Math Performance Index Gap	.	39.7	.	19.6	
Science Performance Index Gap	.	N/A	.	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	98.3
	High Needs Students	98.0
Math	All Students	98.3
	High Needs Students	98.0
Science	All Students	.
	High Needs Students	.

### 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

## Great Oaks Charter School District

### Narratives

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

At Great Oaks Bridgeport (GO-BPT), our unrelenting focus on academic achievement with individualized care and support develops students' mindsets, skills and knowledge to prepare them for high school and college success. We deeply value our scholars and recognize the greatness in every individual. We believe that building a school community with a rigorous academic program that emphasizes individualized instruction and assessment and infusing it with a culture of high expectations and high accountability for personal and collective success will prepare students to succeed in high school and college.

In order to close the opportunity gap for our scholars, GO-BPT staff strives to meet the specific needs of our diverse population of low-income students, English Language Learners, special education students and other special populations. All students at Great Oaks receive a Tier II intervention in the form of multiple small-group learning opportunities tailored to their specific learning needs. We believe that by recruiting, selecting and training a corps of high-achieving college graduates to lead small group learning opportunities (academic and socio-emotional), we substantially increase our scholars' investment in their academic success, their ability to master rigorous academic content and to communicate their emotions in an appropriate manner.

Students identified for special services are in a mainstream setting with at least two adults in each classroom. In addition, GO-BPT offers the following academic supports: resource room, small group push-in or pull-out interventions and Homework Center. We also provide scholars with social-emotional guidance and development via our school Culture Team with positive incentives for good behavior, opportunities to "reset" and individualized behavioral interventions. For students with IEPs and 504 plans, GO-BPT works with Bridgeport Public Schools to provide services like social work and speech and language. Scholars may also be referred to the Response to Intervention process -- regardless of special education status -- for academics, behavior or attendance if additional supports and interventions are needed.

At GO-BPT, expectations around attendance for students and families are high. Daily attendance monitoring and calls open the dialogue for individualized attendance intervention plans. Recognition, such as quarterly perfect attendance parties and RTI referrals for truancy, celebrate success and foster two-way accountability between families and GO staff.

The GO-BPT community deeply values our scholars' families. Weekly calls and newsletters by teachers and tutors provide opportunities for partnership between families and staff. An open door policy allows parents to support their children in the school environment and easily access staff. GO parents are actively engaged in their children's education with 88% present at report card conferences and several participating in leadership opportunities like the Parent Advisory Council, organizing family events like Family Fun Fest, and speaking with legislators regarding charter school support. In our 2014-2015 family survey, 93% of families said they would recommend Great Oaks to others.

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

The Great Oaks model is set apart by its emphasis on personalized attention in both the classroom and tutorial setting. At Great Oaks Bridgeport (GO-BPT) we take care to recognize each individual student for their individual strengths as well as the strengths that they add to the group.

We exercise our value of diversity through our student recruitment process. An open enrollment school with a blind lottery, GO-BPT implements our non-discrimination policy with fidelity. GO-BPT actively recruits scholars from families that speak a language other than English through bilingual advertising, native-language radio ads, dual-language community canvasses and a lottery preference for prospective English Language Learners. As a Bridgeport school of choice, GO-BPT's enrollment reflects diversity of our community with an over-representation of students of color relative to our host district; in the 2014-2015 school year, GO-BPT scholars were 56% African-American, 40% Latino and from every Bridgeport neighborhood.

GO-BPT staff acknowledge that our students live in a community that is incredibly diverse as well as racially isolated. We seek opportunities to provide our scholars with exposure to others. In their academic courses, scholars experience a diversity of reading experiences and in language electives like French and Spanish. In addition, each scholar conducts a research project on a university and takes an annual field trip to a local university in which s/he is required to meet and mingle with college students.

Finally, GO-BPT actively recruits a diverse instructional staff from all over the country. In 2014-2015, 51% of our full time staff identified as people of color and 45% were from out-of-state. We believe that combining our diverse staff with many opportunities for small-group instruction provides continuous opportunities for sharing personal experiences and exposing our scholars to many definitions of college success. Strategic recruiting partnerships for our teaching staff and full-time Tutor Corps will continue to yield a diverse array of instructional leaders.

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

## Great Oaks Charter School District

### Equitable Allocation of Resources among District Schools

n/a