

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

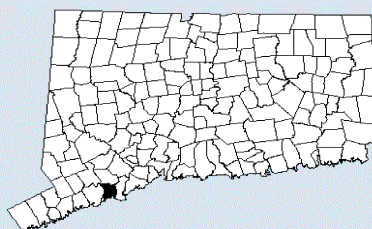


Great Oaks Charter School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | 6-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 324 |
| Per Pupil Expenditures ¹ | \$18,182 |
| Total Expenditures ¹ | \$4,109,206 |

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | 155 | 47.8 | 48.4 |
| Male | 169 | 52.2 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | * | * | 5.1 |
| Black or African American | 151 | 46.6 | 12.9 |
| Hispanic or Latino | 152 | 46.9 | 24.0 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | * | * | 2.9 |
| White | 12 | 3.7 | 54.8 |
| English Learners | 51 | 15.7 | 6.8 |
| Eligible for Free or Reduced-Price Meals | 263 | 81.2 | 35.9 |
| Students with Disabilities ¹ | 57 | 17.6 | 14.3 |

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 | 9.8 | 38 | 26.4 |
| Male | 19 | 12.0 | 81 | 49.1 |
| Black or African American | 14 | 10.1 | 63 | 43.8 |
| Hispanic or Latino | 16 | 11.2 | 48 | 33.1 |
| White | * | * | 6 | * |
| English Learners | * | * | 12 | 24.0 |
| Eligible for Free or Reduced-Price Meals | 32 | 13.2 | 105 | 42.0 |
| Students with Disabilities | 11 | 19.3 | 35 | 58.3 |
| District | 33 | 11.0 | 119 | 38.5 |
| State | | 9.9 | | 6.7 |

Number of students in 2015-16 qualified as truant under state statute: 21

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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Great Oaks Charter School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|------|
| General Education | |
| Teachers and Instructors | 12.0 |
| Paraprofessional Instructional Assistants | 50.0 |
| Special Education | |
| Teachers and Instructors | 3.0 |
| Paraprofessional Instructional Assistants | 7.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 0.0 |
| School Level | 3.0 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 1.0 |
| Counselors, Social Workers and School Psychologists | 0.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 10.0 |

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 | 5.3 | 1.0 |
| Black or African American | 6 | 31.6 | 3.6 |
| Hispanic or Latino | 2 | 10.5 | 3.6 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 5.3 | 0.1 |
| White | 9 | 47.4 | 91.4 |

Classroom Teacher Attendance: 2015-16

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 5.9 | 9.6 |

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 | | 68.2 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District Count | District Rate (%) | State Rate (%) |
|----------------------------|-------------------|----------------------|-------------------|
| Autism | 0 | 0.0 | 1.7 |
| Emotional Disturbance | 0 | 0.0 | 1.0 |
| Intellectual Disability | 0 | 0.0 | 0.5 |
| Learning Disability | 0 | 0.0 | 4.9 |
| Other Health Impairment | 0 | 0.0 | 2.9 |
| Other Disabilities | 0 | 0.0 | 1.1 |
| Speech/Language Impairment | 0 | 0.0 | 1.8 |
| All Disabilities | 0 | 0.0 | 13.9 |

¹Grades K-12

Overall Expenditures:³ 2015-16

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,372,978 | 6,075 | 9,663 |
| Instructional Supplies and Equipment | 223,265 | 988 | 321 |
| Improvement of Instruction and Educational Media Services | 1,135,088 | 5,023 | 578 |
| Student Support Services | 34,239 | 152 | 1,103 |
| Administration and Support Services | 610,186 | 2,700 | 1,861 |
| Plant Operation and Maintenance | 344,217 | 1,523 | 1,637 |
| Transportation | 255,911 | . | 877 |
| Costs of Students Tuitioned Out | . | N/A | N/A |
| Other | 133,322 | 590 | 201 |
| Total | 4,109,206 | 18,182 | 16,236 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,749 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2015-16

| | District Total (\$) | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------|------------------------|-------------------------------------|----------------------------------|
| Certified Personnel | 0 | 0.0 | 34.6 |
| Noncertified Personnel | 0 | 0.0 | 14.6 |
| Purchased Services | 0 | 0.0 | 5.8 |
| Tuition to Other Schools | 0 | 0.0 | 21.8 |
| Special Ed. Transportation | 0 | 0.0 | 8.5 |
| Other Expenditures | 0 | 0.0 | 14.7 |
| Total Expenditures | 0 | 0.0 | 100.0 |

Expenditures by Revenue Source:⁴

2015-16

| | Percent of Total (%) | |
|-----------------|-------------------------------------|-------------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 0.0 | 0.0 |
| State | 59.7 | 59.7 |
| Federal | 28.3 | 28.3 |
| Tuition & Other | 11.9 | 11.9 |

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).

District Profile and Performance Report for School Year 2016-17

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 |
| Black or African American | 139 | 44.2 | 138 | 40.6 | 56 | 37.8 |
| Hispanic or Latino | 139 | 48.8 | 136 | 45.4 | 41 | 39.2 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 11 | * | 11 | * | * | * |
| English Learners | 69 | 50.0 | 68 | 50.1 | 17 | * |
| Non-English Learners | 229 | 46.1 | 226 | 41.2 | 84 | 39.4 |
| Eligible for Free or Reduced-Price Meals | 224 | 45.8 | 220 | 42.6 | 77 | 38.4 |
| Not Eligible for Free or Reduced-Price Meals | 74 | 50.7 | 74 | 45.1 | 24 | 41.3 |
| Students with Disabilities | 53 | 32.5 | 52 | 27.4 | 12 | * |
| Students without Disabilities | 245 | 50.1 | 242 | 46.6 | 89 | 40.8 |
| High Needs | 251 | 45.8 | 247 | 42.5 | 84 | 38.5 |
| Non-High Needs | 47 | 53.4 | 47 | 47.0 | 17 | * |
| District | 298 | 47.0 | 294 | 43.2 | 101 | 39.1 |

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 | 48.1 | 54.4 | N/A | 209 | 51.2 |
| Curl Up | N/A | 63.2 | 63.1 | N/A | 209 | 63.2 |
| Push Up | N/A | 52.8 | 47.6 | N/A | 209 | 50.2 |
| Mile Run/PACER | N/A | 24.5 | 7.8 | N/A | 209 | 16.3 |
| All Tests - District | N/A | * | * | N/A | 209 | 4.8 |
| All Tests - State | 52.8 | 51.4 | 51.4 | 50.6 | | 51.6 |

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

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 | 47.0 | 75 | 31.3 | 50 | 62.6 | 67.1 |
| | High Needs Students | 45.8 | 75 | 30.5 | 50 | 61.0 | 55.9 |
| Math Performance Index | All Students | 43.2 | 75 | 28.8 | 50 | 57.6 | 62.2 |
| | High Needs Students | 42.5 | 75 | 28.3 | 50 | 56.7 | 50.5 |
| Science Performance | All Students | 39.1 | 75 | 26.0 | 50 | 52.1 | 55.3 |
| | High Needs Students | 38.5 | 75 | 25.7 | 50 | 51.4 | 45.2 |
| ELA Academic Growth | All Students | 37.9% | 100% | 37.9 | 100 | 37.9 | 55.4% |
| | High Needs Students | 35.9% | 100% | 35.9 | 100 | 35.9 | 49.8% |
| Math Academic Growth | All Students | 52.0% | 100% | 52.0 | 100 | 52.0 | 61.7% |
| | High Needs Students | 53.4% | 100% | 53.4 | 100 | 53.4 | 53.7% |
| Chronic Absenteeism | All Students | 11.0% | <=5% | 38.1 | 50 | 76.1 | 9.9% |
| | High Needs Students | 12.4% | <=5% | 35.2 | 50 | 70.4 | 15.8% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 70.7% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 43.5% |
| On-track to High School Graduation | | N/A | 94% | 0.0 | 0 | 0.0 | 87.8% |
| 4-year Graduation All Students (2016 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.4% |
| 6-year Graduation - High Needs Students (2014) | | N/A | 94% | 0.0 | 0 | 0.0 | 82.0% |
| Postsecondary Entrance (Class of 2016) | | N/A | 75% | 0.0 | 0 | 0.0 | 72.0% |
| Physical Fitness (estimated part rate) and (fitness) | | 100.0% 4.8% | 75% | 3.2 | 50 | 6.4 | 92.0% 51.6% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 50.5% |
| Accountability Index | | | | 426.2 | 850 | 50.1 | |

| 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 | 53.4 | 45.8 | 7.7 | 16.7 | |
| Math Performance Index Gap | 47.0 | 42.5 | 4.5 | 18.7 | |
| Science Performance Index Gap | . | 38.5 | . | 16.6 | |
| 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 | 99.0 |
| | High Needs Students | 98.8 |
| Math | All Students | 97.7 |
| | High Needs Students | 97.3 |
| Science | All Students | 99.0 |
| | High Needs Students | 98.8 |

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: 50.2

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 2016-17

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, all 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. As a result of strong instructional practices in their core content classroom as well as individualized instruction in tutorial, Great Oaks scholars made notable growth in math as measured by the Smarter Balanced Assessment. Great Oaks increased the number of students scoring 3 or higher in math, growth that exceeded the state and host district average. 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 2 hours of daily ELA and math support. 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, 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 perfect attendance parties and RTI referrals for chronic absenteeism, celebrate success and foster two-way accountability between families and GO staff. In SY 16-17, Great Oaks reduced the percentage of chronically absent students from 15% to 9%. 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 engage with several participating in leadership opportunities like parent education workshops, family events like Back to School Night, and opportunities to speak with legislators regarding charter school support. We also provide one hour of after school homework tutoring four days a week. Our families greatly appreciate this support as it alleviates some of the burden that they face when providing homework help to their child.

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 the diversity of our community. In fact, GO-BPT over-represents students of color, Special Education students and English Language Learners relative to our host district. In the 2016-2017 school year, GO-BPT scholars were 49% African-American, 28% Latino, 16% Special Education and 14% English Language Learner. GO-BPT staff acknowledge that our students live in a community that is simultaneously incredibly diverse as well as racially isolated. We seek opportunities to celebrate our scholars' backgrounds while also providing them with exposure to others through curriculum, community service opportunities and college visits. Finally, GO-BPT actively recruits a diverse instructional staff from all over the country. 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. Moreover, the Great Oaks team is thrilled to be working with the Relay Graduate School of Education to provide our diverse Tutor Corps with a pathway to teacher certification. We are confident that strategic recruiting partnerships for our teaching staff and full-time Tutor Corps will continue to yield a diverse array of instructional leaders.

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Equitable Allocation of Resources among District Schools

N/A