

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

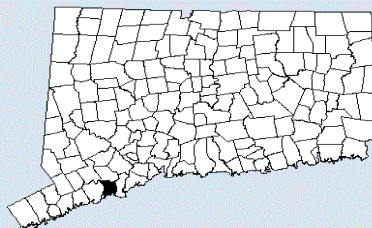


## Park City Prep Charter School District

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

### District Information

Grade Range	5-8
Number of Schools/Programs	1
Enrollment	360
Per Pupil Expenditures <sup>1</sup>	\$10,917
Total Expenditures <sup>1</sup>	\$3,930,258

<sup>1</sup>Expenditure 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](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 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	168	46.7	48.4
Male	192	53.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	186	51.7	12.9
Hispanic or Latino	147	40.8	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	21	5.8	54.8
English Learners	16	4.4	6.8
Eligible for Free or Reduced-Price Meals	279	77.5	35.9
Students with Disabilities <sup>1</sup>	38	10.6	14.3

<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	*	*	8	4.9
Male	*	*	35	18.6
Black or African American	12	6.9	33	18.4
Hispanic or Latino	*	*	8	5.5
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	15	5.6	36	13.3
Students with Disabilities	*	*	7	17.9
District	18	5.2	43	12.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 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 2016-17

## Park City Prep Charter School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	1.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.0
School Level	0.0
<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	1.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.0

<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	1.0
Black or African American	5	20.8	3.6
Hispanic or Latino	2	8.3	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	17	70.8	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.6

### 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		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Park City Prep Charter School District

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

	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

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,492,589	4,146	9,663
Instructional Supplies and Equipment	126,160	350	321
Improvement of Instruction and Educational Media Services	213,514	593	578
Student Support Services	252,947	703	1,103
Administration and Support Services	855,458	2,376	1,861
Plant Operation and Maintenance	800,810	2,224	1,637
Transportation	0	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	188,780	524	201
<b>Total</b>	<b>3,930,258</b>	<b>10,917</b>	<b>16,236</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 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
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	92.3	92.3
Federal	7.7	7.7
Tuition & Other	0.0	0.0

<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 2016-17

## Park City Prep 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	*	*	*	*	*	*
Black or African American	174	56.0	171	47.6	86	44.7
Hispanic or Latino	142	62.7	141	51.1	68	49.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	21	64.0	21	58.2	9	*
English Learners	35	56.0	35	48.5	27	44.4
Non-English Learners	308	59.8	304	50.1	140	47.9
Eligible for Free or Reduced-Price Meals	265	58.2	262	48.7	126	45.7
Not Eligible for Free or Reduced-Price Meals	78	63.5	77	54.2	41	52.2
Students with Disabilities	37	34.4	36	29.1	21	34.5
Students without Disabilities	306	62.4	303	52.4	146	49.2
High Needs	272	58.1	269	48.4	131	45.8
Non-High Needs	71	64.6	70	55.8	36	53.1
District	343	59.4	339	49.9	167	47.3

#### 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>			
Grade 4			
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	89.7	91.9	N/A	161	90.7
Curl Up	N/A	74.7	94.6	N/A	161	83.9
Push Up	N/A	66.7	81.1	N/A	161	73.3
Mile Run/PACER	N/A	59.8	48.6	N/A	161	54.7
All Tests - District	N/A	39.1	44.6	N/A	161	41.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Park City Prep 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	59.4	75	39.6	50	79.2	67.1
	High Needs Students	58.1	75	38.7	50	77.4	55.9
Math Performance Index	All Students	49.9	75	33.3	50	66.6	62.2
	High Needs Students	48.4	75	32.3	50	64.6	50.5
Science Performance	All Students	47.3	75	31.6	50	63.1	55.3
	High Needs Students	45.8	75	30.5	50	61.0	45.2
ELA Academic Growth	All Students	57.9%	100%	57.9	100	57.9	55.4%
	High Needs Students	56.9%	100%	56.9	100	56.9	49.8%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	61.7%
	High Needs Students	52.4%	100%	52.4	100	52.4	53.7%
Chronic Absenteeism	All Students	5.2%	<=5%	49.5	50	99.1	9.9%
	High Needs Students	5.6%	<=5%	48.8	50	97.7	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		88.0%	94%	46.8	50	93.6	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)		98.2%   41.6%	75%	27.7	50	55.5	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>600.5</b>	<b>900</b>	<b>66.7</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	64.6	58.1	6.6	16.7	
Math Performance Index Gap	55.8	48.4	7.4	18.7	
Science Performance Index Gap	53.1	45.8	7.3	16.6	
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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.7
	High Needs Students	99.6
Math	All Students	98.5
	High Needs Students	98.5
Science	All Students	96.5
	High Needs Students	98.5

<sup>3</sup>Minimum 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

## Park City Prep Charter School District

### Narratives

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

improving special education programs and services for students with disabilities.

We have expanded our special education personnel from 1.6 to 2.0 positions. We have had our special education and counseling personnel educate regular education teachers about the most effective ways to make appropriate accommodations for students with IEP's when they are in the mainstream setting.

In addition, our literacy and numeracy consultants work directly with our special education teachers on a regular basis to ensure that they are employing the most effective, cutting edge instructional practices.

.truancy prevention.

We prioritize the importance of attendance and punctuality in parent orientation meetings, student rewards and academic status. We average 95% student attendance and chronic absenteeism is very low and has consistently diminished.

.engaging families in student learning.

We engage our families in student learning in a variety of ways:.

1. Orientation for new students' families, outlining courses, expectations and ways in which parents can support their children in learning. 2. October parent meetings with teachers, where teachers inform parents of their areas of instruction and make recommendations about what they as parents can do to help their children. 3. Parent-Teacher conferences twice a year to discuss students' individual needs and, again, give parents specific recommendations. 4. Written academic reports 4-6 times per year, specifying areas of need and ways in which parents can help their children be successful. 5. Individually scheduled meetings with parents, based upon specific students' needs - on-going throughout the year. 6. Volunteer opportunities for parents to participate in educational activities or trips

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

As a State charter school, enrollment is open to students residing anywhere in the State to attend our school. Without funding for transportation outside of Bridgeport, we have been largely unsuccessful in being able to recruit students outside of Bridgeport; therefore, we have prioritized our high school admission process to steer students in our graduating grade 8 class to seek high school options outside of Bridgeport and toward high schools with more diverse student populations, such as inter-district magnet schools, vocational and technical schools, parochial schools and independent schools.

Annually, 85%-90% of our graduates go on to attend such schools as The Center for Global Studies, Platt Technical High School, Fairfield College Preparatory School, Notre Dame High School of Fairfield, Green's Farms Academy in Westport, Hopkins School in New Haven, St. Luke's in New Canaan, and through A Better Chance's Community School Program, CT public high schools in Ridgefield, Darien, Guilford, Madison, Simsbury, MA public high schools in Wellesley, Andover and Amherst, and Strath Haven High School in PA, as well as many other public choice and private high schools.

By attending schools with more diverse student populations, our graduates become immersed in the cultures of others and are better prepared for future success in our increasingly global society.

# District Profile and Performance Report for School Year 2016-17

## Park City Prep Charter School District

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

We are a single school district so that every student in our district has access to all resources needed to meet their instructional needs.

All classrooms are fully equipped with a full array of technology, books, and other instructional materials.

Teachers are given every kind of resource, all supplies and on-going professional development.

There is nothing available to teachers in any school district which is not available to our teachers so that they can ensure that every student's needs are met.