

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Park City Prep Charter School District

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District Information

Grade Range	4-8
Number of Schools/Programs	1
Enrollment	434
Per Pupil Expenditures	\$16,727
Total Expenditures	\$6,740,970

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	215	49.5	48.4
Male	219	50.5	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	190	43.8	12.4
Hispanic or Latino of any race	206	47.5	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	1.6	4.8
White	25	5.8	45.1
English Learners/Multilingual Learners	66	15.2	11.3
Eligible for Free or Reduced-Price Meals	303	69.8	44.8
Students with Disabilities	41	9.4	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	40	19.7	13	6.0
Male	38	18.8	21	9.5
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	31	17.6	26	13.7
Hispanic or Latino of any race	39	20.1	6	2.9
White	*	*	0	0.0
English Learners/Multilingual Learners	12	17.4	*	*
Eligible for Free or Reduced-Price Meals	60	21.2	27	8.9
Students with Disabilities	14	35.9	*	*
All Students - District	78	19.3	34	7.8
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 93
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	19.0
General Education Paraprofessionals	8.0
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	1.8
School Level Administrators	1.3
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	13.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	2.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	6	22.2	4.9
Hispanic or Latino of any race	4	14.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	17	63.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	6	22.2	6.8
Teachers	6	28.6	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$4,244,398	\$10,532	\$13,471
Support services - students	\$223,413	\$554	\$1,826
Support services - instruction	\$68,206	\$169	\$972
Support services - general administration	\$147,796	\$367	\$568
Support services - school based administration	.	.	\$1,274
Central and other support services	\$438,718	\$1,089	\$761
Operation and maintenance of plant	\$1,402,673	\$3,481	\$2,125
Student transportation services	\$215,766	\$662	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$6,740,970	\$16,727	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$11,971	100.0	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	.	.	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$11,971	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	0.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	3.8
State	81.5
Federal	14.7
Tuition & Other	0.0

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	181	62.2	175	52.5	77	55.3
Hispanic or Latino of any race	196	65.5	189	58.4	82	56.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	*	*
White	22	61.9	21	55.7	9	*
English Learners/Multilingual Learners	88	62.1	84	55.5	34	59.3
Non-English Learners/Non-Multilingual Learners	324	64.2	314	55.7	140	55.1
Eligible for Free or Reduced-Price Meals	286	63.0	275	55.4	120	56.2
Not Eligible for Free or Reduced-Price Meals	126	65.5	123	56.2	54	55.3
Students with Disabilities	41	43.5	38	36.6	16	*
Students without Disabilities	371	66.0	360	57.6	158	57.2
High Needs	328	62.1	316	54.7	140	55.3
Non-High Needs	84	70.0	82	59.3	34	58.4
All Students - District	412	63.7	398	55.6	174	55.9

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	72.7	65.5	75.0	N/A	226	70.8
Curl Up	68.2	73.8	67.1	N/A	226	69.9
Push Up	40.9	39.3	11.8	N/A	226	30.5
Mile Run/PACER	33.3	*	*	N/A	226	11.9
All Tests - District	9.1	*	*	N/A	226	3.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.7	75	42.5	50	85.0	64.7
ELA Performance Index	High Needs Students	62.1	75	41.4	50	82.8	54.9
Math Performance Index	All Students	55.6	75	37.1	50	74.2	61.1
Math Performance Index	High Needs Students	54.7	75	36.5	50	72.9	50.6
Science Performance Index	All Students	55.9	75	37.3	50	74.6	62.6
Science Performance Index	High Needs Students	55.3	75	36.9	50	73.8	52.1
ELA Academic Growth	All Students	63.3%	100%	63.3	100	63.3	60.6%
ELA Academic Growth	High Needs Students	63.0%	100%	63.0	100	63.0	55.7%
Math Academic Growth	All Students	60.6%	100%	60.6	100	60.6	62.3%
Math Academic Growth	High Needs Students	58.9%	100%	58.9	100	58.9	55.9%
Progress Toward English Proficiency	Literacy	80.8%	100%	40.4	50	80.8	58.7%
Progress Toward English Proficiency	Oral	72.0%	100%	36.0	50	72.0	55.7%
Chronic Absenteeism	All Students	19.3%	<=5%	21.5	50	43.0	17.2%
Chronic Absenteeism	High Needs Students	20.3%	<=5%	19.5	50	39.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	88.7%	94%	47.2	50	94.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	3.5%	75%	2.4	50	4.7	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				644.4	1000	64.4	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	70.0	62.1	7.9	16.9	N
Math Performance Index Gap	59.3	54.7	4.6	18.4	N
Science Performance Index Gap	58.4	55.3	3.0	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	96.8
Math	High Needs Students	96.6
Science	All Students	99.4
Science	High Needs Students	99.3

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: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Special Education:

Our administration and special education teachers work closely, and cooperatively with the local Bridgeport special education personnel, participate in their professional development and engage our parents, whose children receive services on a regular basis, through in-person meetings, calls and other means of communication, to be sure that we are all working toward the same goals and objectives.

Further, our special education teachers work closely with the regular education teachers to ensure that appropriate accommodations are implemented to meet all special education students' needs when they are in the regular education setting.

Truancy Prevention:

At Park City Prep, we prioritize, and recognize, excellent student attendance. Administrators and counselors work closely with families, whose children present any issues attending school regularly or on time; consequently, we have no truancy issues. We instill the words in our motto, which includes "responsibility" through our on-going advisory curriculum so that students, and parents, are very clear about the relationship between attendance and personal responsibility.

Engaging Families in Student Learning:

Efforts to build staff skills to partner effectively with all families, and activities undertaken to support parents in working at home with their children on learning activities.

Our teachers communicate with our parents on an on-going basis, in direct parent calls and meetings, as well as through their teacher pages on our website, providing them with a host of resources to assist them in supporting their children at home.

Efforts to Engage Parents in the Planning and Improvement of School Programs:

Parents are invited to serve on our Board of Directors and act as the parent representatives for the larger parent body; they play an active role in advising ways in which we can continually improve what we do.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Choice Schools:

As a charter school, we are powerful and vocal advocates of school choice and do everything in our power to educate all parents, who express an interest in our school (not only those admitted), to seek admission to other charter schools, magnet schools and open choice programs.

Minority Educator Recruitment:

One third of our teachers are minorities and more than half of our full staff is minority. In hiring, we make every effort to hire qualified minority candidates, who represent the backgrounds of our students.

Reducing Racial, Ethnic and Economic Isolation:

90% or more of our 8th grade graduates go on to attend public choice and private high schools, where the population of students is far more diverse than in our own school or our local community. We educate our parents and our students about these options and how to apply to these schools and, in the case of tuition-charging, private schools, how to secure the financial aid, needed to attend them.

Other Experiences Designed to Increase Student Awareness of the Diversity of Individuals and Cultures:

Through our regular instructional programs, particularly in social studies and language arts, students learn of the contributions and experiences of people of many different cultural and ethnic backgrounds, and how they have contributed to the richness of our nation.

By educating and guiding our families to choose public choice and private high schools, they become part of culturally diverse student populations for the next four years of their lives and, thereby, experience first-hand the different cultural and ethnic backgrounds.

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Equitable Allocation of Resources among District Schools

Equitable Allocation of Resources:

As a single-school district, all resources are equitably allocated to all the students in our school.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.