

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

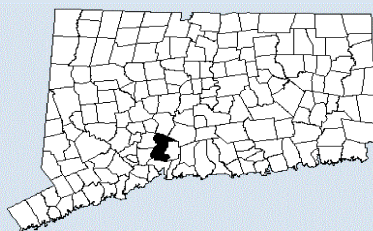


Highville Charter School District

203-287-0528 • <http://highvillecharter.com/>

District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	502
Per Pupil Expenditures ¹	\$10,402
Total Expenditures ¹	\$5,221,674

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	261	52.0	48.4
Male	241	48.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	469	93.4	12.8
Hispanic or Latino	27	5.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	*	*	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	315	62.7	36.7
Students with Disabilities ¹	25	5.0	14.8

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	18	8.8	41	16.2
Male	22	12.3	47	20.3
Black or African American	37	10.2	85	18.8
Hispanic or Latino	*	*	*	*
White	0	*	0	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	35	13.4	66	20.2
Students with Disabilities	6	20.7	11	35.5
District	40	10.4	88	18.1
State		10.7		6.8

Number of students in 2016-17 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	27.1
Paraprofessional Instructional Assistants	10.5
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	14.0

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	2.6	1.1
Black or African American	3	7.9	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	34	89.5	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	*	*	*
Hispanic or Latino	0	0.0	*	*
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	13	*
Students with Disabilities	N/A	N/A	N/A	N/A
District	12	*	18	85.7
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,517,170	5,014	9,847
Instructional Supplies and Equipment	160,263	319	287
Improvement of Instruction and Educational Media Services	18,495	37	589
Student Support Services	274,173	546	1,120
Administration and Support Services	1,262,306	2,515	1,905
Plant Operation and Maintenance	640,215	1,275	1,648
Transportation	7,235	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	341,817	681	208
Total	5,221,674	10,402	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,028,202	4,040	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	72.3	86.2
Federal	5.9	8.1
Tuition & Other	21.9	5.6

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	0	N/A	0	N/A
Black or African American	203	54.7	203	47.9
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	0	N/A	0	N/A
English Learners	*	*	*	*
Non-English Learners	207	54.4	207	47.9
Eligible for Free or Reduced-Price Meals	157	52.9	157	47.4
Not Eligible for Free or Reduced-Price Meals	53	59.7	53	50.0
Students with Disabilities	19	*	19	*
Students without Disabilities	191	56.8	191	49.9
High Needs	166	52.7	166	46.9
Non-High Needs	44	62.0	44	52.5
District	210	54.6	210	48.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	82.4	75.0	93.9	*	113	85.0
Curl Up	76.5	89.3	81.8	*	113	80.5
Push Up	70.6	92.9	81.8	*	113	82.3
Mile Run/PACER	67.6	82.1	78.8	*	113	75.2
All Tests - District	61.8	71.4	78.8	*	113	69.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	13	*
Hispanic or Latino	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	N/A	N/A
District	13	*
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	*	*
Male	*	*	*
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	0	0.0
Students with Disabilities	N/A	N/A	N/A
District	97.1	*	*
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	54.6	75	36.4	50	72.9	67.6
	High Needs Students	52.7	75	35.1	50	70.3	57.5
Math Performance Index	All Students	48.1	75	32.0	50	64.1	62.7
	High Needs Students	46.9	75	31.3	50	62.5	52.0
ELA Academic Growth	All Students	47.3%	100%	47.3	100	47.3	60.7%
	High Needs Students	45.8%	100%	45.8	100	45.8	55.6%
Math Academic Growth	All Students	41.6%	100%	41.6	100	41.6	61.9%
	High Needs Students	39.8%	100%	39.8	100	39.8	55.4%
Chronic Absenteeism	All Students	10.4%	<=5%	39.1	50	78.2	10.7%
	High Needs Students	13.6%	<=5%	32.8	50	65.6	16.6%
Preparation for CCR	% Taking Courses	85.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	5.7%	75%	3.8	50	7.6	44.8%
On-track to High School Graduation		98.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		101.8% 69.9%	75%	46.6	50	93.2	96.6% 50.1%
Arts Access		57.1%	60%	47.6	50	95.2	51.2%
Accountability Index				579.3	950	61.0	

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	62.0	52.7	9.3	15.9	
Math Performance Index Gap	52.5	46.9	5.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	99.5
	High Needs Students	99.4
Math	All Students	99.5
	High Needs Students	99.4
Science	All Students	95.3
	High Needs Students	94.2

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: * **State: 51.5**

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

Highville Charter School is committed to continuous improvement in the educational environment in partnership with parents and community. We have a shared commitment to instruction and learning to prepare our students for life, learning and work in the 21st century. The school continues to emphasize the importance of inspiring each and every student to excel. The leadership team assessed the level of services required to support our students, families, and staff in teaching, learning and behavior supports. We have a shared commitment to instruction and learning to prepare our students for the changing landscape of education, technology, and careers in our global society. NWEA data is used to inform instructional decisions. State mandated assessment results are triangulated with District data points for intervention and enrichment decisions. PowerSchool is implemented throughout Highville, including on-line progress reports in K-12 with parent grade book access. Highville Parent Advisory Council (HPAC) was established to support parent involvement efforts. An assistance team was created to support staff, students and families with attendance issues, behavior, and community services. ACES identified systemic behavioral supports needed for specific students and staff. Support plans were created for individual students requiring Tier 2 supports. Staff classroom management needs were addressed through ACES support, professional learning, and team meetings to promote consistency throughout the building. Our special education coordinator, along with school administration, was successful in creating a good working relationship with school districts servicing our students with special needs. The initiation of the SRBI process provided data to support student academic need.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Highville Charter School is committed to fostering students respect for diversity and an understanding that bridges cultures, races, ethnicity, and economic backgrounds. We strive to expand their thinking, their experiences, and their relationships within groups of peers that more accurately represent the diversity of society. Our students Pre-K-12 are offered Spanish instruction and a Rosetta Stone pilot was launched to offer a choice of languages. Second Step curriculum in grades K-8 focused on the development of interpersonal skills, responsible and considerate behavior, empathy, conflict resolution, and respect for divergent views. The implementation of SWIS data collection provided a data driven platform to improve the PBIS initiative. Our collaborative work with SERC prior to the end of the 2017/2018 school year has helped grow the PBIS initiative. Highville continues to grow the Global Studies Program to enrich students' knowledge of the world as a multi-cultural society.

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Equitable Allocation of Resources among District Schools

N/A