

STRATEGIC SCHOOL PROFILE 2008-09

Single Elementary School District Edition

Charter School for Young Children on Asylum Hill, Inc.
Charter School for Young Children on Asylum Hill

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Location: 1265 Asylum Avenue
Hartford,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: N/A

Per Capita Income in 2000: N/A

Town Population in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

1990-2000 Population Growth: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

Number of Public Schools: 1

District Enrollment as % of Estimated Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter School

School Grade Range: PK-K

Instructional Focus: Literacy/vocabulary through inquiry

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 136

5-Year Enrollment Change: N/A*

*Between 2003 and 2008, (re)opened

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	0	0.0	N/A	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.0
Students Identified as Gifted and/or Talented	0	0.0	N/A	2.3
Students with Disabilities	5	3.7	N/A	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	13	41.9	N/A	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,098	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	N/A	N/A
Computer Education	N/A	N/A
English Language Arts	N/A	N/A
Health	N/A	N/A
Library Media Skills	N/A	N/A
Mathematics	N/A	N/A
Music	N/A	N/A
Physical Education	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A
World Languages	N/A	N/A
	N/A	N/A
	N/A	N/A

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	N/A	N/A
World Language	N/A	N/A

Average Class Size	School	DRG	State
Kindergarten	16.0	N/A	18.3
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	7.0
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	100.0	N/A	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.
287-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	N/A	N/A	3.3
% of Computers with Internet Access	N/A	N/A	99.0
% of Computers that are High or Moderate Power	N/A	N/A	94.6
# of Print Volumes Per Student*	N/A	N/A	28.2
# of Print Periodical Subscriptions	N/A	N/A	13

*This school does not have its own library.

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DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	3.00

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	2.6	N/A	13.3
% with Master's Degree or Above	55.6	N/A	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Assigned to Same School the Previous Year	N/A	N/A	N/A

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Charter School for Young Children on Asylum Hill has worked hard to create a strong collaborative relationship with our families. We have a very active parent group that meets monthly and organizes numerous events for families, including our fall festival, concerts, cultural celebrations, and other school-wide events. We participated in a literacy grant aimed at increasing parents' ability to promote reading with their children in their homes. Additionally, parents visited the school during our 2nd Cups of Coffee, open houses and campus tours. The 2nd Cup of Coffee creates an opportunity for an informal parent forum focused on coffee and conversation. Monthly school newsletters and bi-weekly updates from the classroom teachers also help to keep families apprised of school information and events.

Reading logs and journals are used to engage parents in their student's academic success. Students are permitted to take books home with the sole purpose of sharing with an adult in their home.

Our open door policy encourages parents to volunteer during the school day. A room parent coordinates parent

participation needed for field trips and special classroom events. Parents often join their children for lunch or to participate in a small group activity

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.7
Asian American	1	0.7
Black	55	40.4
Hispanic	34	25.0
White	45	33.1
Total Minority	91	66.9

Percent of Minority Professional Staff: 9.1%

Non-English Home Language: 3.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Charter School for Young Children on Asylum Hill provides multiple opportunities for increasing awareness of diversity and celebrating the rich cultural backgrounds of our families. While each grade level has activities that promote awareness of diversity of cultures, our parent group also plans numerous events throughout the year. For example, near the Thanksgiving holiday, our families organized a "Cultural Thanksgiving." At this pot luck dinner, families brought a dish that represented their culture or heritage. Book readings and music, representing numerous countries and cultures, added to the celebration.

In our inaugural year, 69.2% of the students were ethnically diverse, and the school served children from 18 cities and towns. Fifty percent of our children were from Hartford, and 50% were from the surrounding communities. Our school continually seeks to improve existing practices and to maximize the richly diverse tapestry that exists at every level within our total school community. Students are encouraged to think beyond themselves and engage in initiatives that foster service to others. Parents are encouraged to share their interests and talents with our community. One parent thrilled the children with a Caribbean drum performance, while another brought her culinary skills to the table and taught the students how to make a traditional Jamaican meal. Opportunities to meet with the principal and to have a voice in the school are offered throughout the school year. The "2nd Cup of Coffee," an informal opportunity to chat with the principal, is held in the mornings every few weeks. Additionally, our active parent group meets monthly, and at varied times, to meet the needs of our busy families.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.gov.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	91.2	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	N/A	N/A

* Counts by category may be suppressed to protect student privacy.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		N/A

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	N/A

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Charter School for Young Children on Asylum Hill has created a school improvement committee this year. We use the ongoing collection and analysis of student performance data as the basis for determining the effectiveness of our instruction and identifying additional needs. In our preschool classrooms, the Connecticut Preschool Assessment Framework is used as a tool to assess the progress of our children across all developmental domains. Numerous other standardized and informal assessments are used across all grade levels to evaluate student growth.

We continue to focus on the performance of students within the subgroups of our population. Grade level teams work collaboratively to design and organize instruction that targets students in order to move more of these students toward goal or advanced levels in each performance area.

The Charter School is a professional learning community. Weekly data team meetings are used to evaluate student achievement and to plan instruction. A fully functioning Early Intervention Team meets weekly to assess the progress of students needing additional support. Data is collected and analyzed throughout the year to document student growth in all areas. This information is shared with families and is used to plan instruction. This process has enabled us to work effectively with regular education students and to identify those with special education needs.

High performing students are continuously identified in each area and receive academic enrichment. All services are conducted within the classroom environment.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Charter School for Young Children on Asylum Hill opened in September of 2008. We submitted our application for accreditation to the National Association for the Education of Young Children (NAEYC) in May of 2009 and are awaiting our site visit this fall.

The Charter School for Young Children on Asylum Hill is an innovative school that focuses on developing children's vocabulary and literacy skills through hands-on, inquiry-based experiences. Children enjoy a myriad of activities that are structured to increase a child's natural inquisitiveness and love of learning. Each child's interests and skills are considered in the planning and creation of the classroom environment and instruction. The school is located in a gorgeous setting that enhances learning in a natural environment. This state of the art facility continues to expand to meet the needs of its increasing enrollment. CREC, St. Joseph's College, and the Asylum Hill Congregational Church have joined together to create this school that is used to train new teachers how to provide a high quality education to young children.
