

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

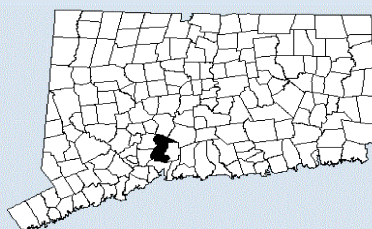


Highville Charter School District

203-287-0528

District Information

Grade Range	PK-11
Number of Schools/Programs	1
Enrollment	462
Per Pupil Expenditures ¹	\$11,480
Total Expenditures ¹	\$4,626,536

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	240	51.9	48.3
Male	222	48.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	4.9
Black or African American	430	93.1	12.8
Hispanic or Latino	17	3.7	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	8	1.7	2.7
White	7	1.5	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	265	57.4	38.0
Students with Disabilities ¹	23	5.0	13.7

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	15 7.3	33 13.9
Male	12 6.7	62 29.8
Black or African American	22 6.0	89 21.4
Hispanic or Latino	* *	* *
White	* *	* *
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	11 4.7	61 23.5
Students with Disabilities	* *	12 33.3
District	27 7.0	95 21.3
State	9.6	7.0

Number of students in 2014-15 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	48.9
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.9
School Level	5.9
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	13.5

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	0	0.0	1.0
Black or African American	2	5.9	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	32	94.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	82.2
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	N/A	N/A	N/A	N/A
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	0	0.0	0	0.0
Students with Disabilities	N/A	N/A	N/A	N/A
District	0	0.0	0	0.0
State		61.2		73.9

³College-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 Peers⁴

	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		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,140,361	5,311	9,387
Instructional Supplies and Equipment	72,078	179	318
Improvement of Instruction and Educational Media Services	146,975	365	541
Student Support Services	102,222	254	1,048
Administration and Support Services	1,125,767	2,793	1,790
Plant Operation and Maintenance	733,512	1,820	1,608
Transportation	7,675	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	297,946	739	194
Total	4,626,536	11,480	15,762

Additional Expenditures

Land, Buildings, and Debt Service	7,936,235	19,693	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	41.9	90.4
Federal	3.2	8.6
Tuition & Other	54.9	1.0

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.

	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	0	N/A	0	N/A
Black or African American	229	59.0	229	52.0	92	41.5
Hispanic or Latino	7	*	7	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	149	60.7	149	53.0	62	40.9
Not Eligible for Free or Reduced-Price Meals	91	57.9	91	51.4	35	43.3
Students with Disabilities	21	43.0	21	36.0	6	*
Students without Disabilities	219	61.2	219	54.0	91	42.8
High Needs	164	59.2	164	51.9	67	40.5
Non-High Needs	76	60.6	76	53.6	30	44.7
District	240	59.6	240	52.4	97	41.8

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	75.6	94.9	97.3	75.0	137	86.9
Curl Up	80.5	74.4	64.9	95.0	137	76.6
Push Up	95.1	87.2	94.6	100.0	137	93.4
Mile Run/PACER	43.9	61.5	73.0	*	137	54.0
All Tests - District	36.6	53.8	54.1	*	137	44.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A	N/A
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	*	0	*
Black or African American	*	0	*
Hispanic or Latino	N/A	N/A	N/A
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	0	*
Students with Disabilities	N/A	N/A	N/A
District	*	0	*
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	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	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	59.6	75	39.8	50	79.5	67.7
	High Needs Students	59.2	75	39.4	50	78.9	56.7
Math Performance Index	All Students	52.4	75	34.9	50	69.9	61.4
	High Needs Students	51.9	75	34.6	50	69.2	49.9
Science Performance Index	All Students	41.8	75	27.9	50	55.7	57.5
	High Needs Students	40.5	75	27.0	50	53.9	47.0
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	63.8%
	High Needs Students	63.0%	100%	63.0	100	63.0	58.3%
Math Academic Growth	All Students	67.9%	100%	67.9	100	67.9	65.0%
	High Needs Students	68.1%	100%	68.1	100	68.1	57.4%
Chronic Absenteeism	All Students	7.0%	<=5%	45.9	50	91.9	9.6%
	High Needs Students	5.6%	<=5%	48.9	50	97.8	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		95.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.7% 44.5%	75%	29.7	50	59.4	89.2% 50.5%
Arts Access		80.4%	60%	50.0	50	100.0	47.5%
Accountability Index				681.8	950	71.8	

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	60.6	59.2	1.5	16.5	
Math Performance Index Gap	53.6	51.9	1.7	18.9	
Science Performance Index Gap	44.7	40.5	4.3	17.2	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Highville Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Highville Charter School is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe. It is the intent of the Highville administration and staff that students achieve maximum development of social and behavior skills and competencies which will enable them to be responsible, contributing members of society. Students, parents, teachers, and administrators have the right to expect mutual courtesy as well as fair and equitable treatment and to be informed of their rights and responsibilities.

Highville incorporated the following strategies as student interventions for the 2015/16 school year.

Students with a history of behavioral and social difficulties;

- Those students who struggle with behavior and social difficulties are first seen by our intervention specialists who try to come up with strategies to resolve the problem being presented
- If the strategies of the intervention specialist are not successful then students are referred to the SAT
- Differentiated instruction is used to meet individual students learning needs
- Paraprofessionals are also trained to work with students in small groups to develop skills
- Students are tested to see where they struggle and then they work directly with our Math or Literacy coach
- If needed they are also paired with an Experience Corp Tutor
- If the above strategies are not successful then students are referred to the SSAT
- Identified Special Education Students are also seen by Special Education Teachers provided by local school districts based on their IEP's

Students identified as requiring special education;

- Differentiated instruction is used to meet individual students learning needs
- Paraprofessionals are also trained to work with students in small groups to develop skills
- Students are tested to see where they struggle and then they work directly with our Math or Literacy coach
- If needed they are also paired with an Experience Corp Tutor
- If the above strategies are not successful then students are referred to the SSAT
- Identified Special Education Students are also seen by special education teachers provided by local school districts based on student IEP's

Students who are English Language learners.

- Differentiated instruction is used to meet individual students learning needs
- Paraprofessionals are also trained to work with students in small groups to develop skills
- Students are tested to see where they struggle and then they work directly with our Math or Literacy coach
- If needed they are also paired with an Experience Corp Tutor

Efforts to Reduce Racial, Ethnic and Economic Isolation

Highville Charter School provided education to 440 students from Prekindergarten through 11th grade during the 2015/16 school year. Students were provided with opportunities including field trips to the Yale Museum of Art, Connecticut Science Museum, Boston, MA, Dallas, TX, overnight outdoors camping in NH and MA, downhill and cross country skiing at Powder Ridge in CT, as well others to expose them to experiences not readily available in their urban setting.

Through a Global Studies strategy, students were provided opportunities that enriched their knowledge of the world as a whole focusing on individual countries adopted by each classroom on a daily basis. This has enabled students to develop a clearer understanding of the economic, social, and political advantage of a multicultural society.

Efforts will continue each school year to more deeply embed this philosophy.

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Equitable Allocation of Resources among District Schools

N/A