

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



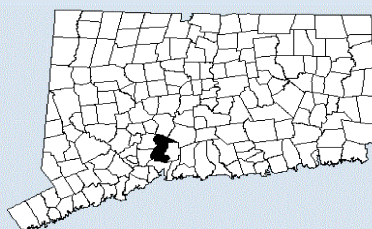
Highville Charter School District

203-287-0528

District Information

Grade Range	PK-9
Number of Schools	1
Enrollment	361
Per Pupil Expenditures ¹	\$11,898
Total Expenditures ¹	\$4,057,243

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	181	50.1	48.3
Male	180	49.9	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	341	94.5	12.9
Hispanic or Latino	10	2.8	21.2
Pacific Islander	0	0.0	0.0
White	*	*	58.4
Two or More Races	*	*	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	260	72.0	37.3
Students with Disabilities ¹	15	4.2	12.8

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	*	*	12	6.6
Male	*	*	13	7.5
Black or African American	*	*	25	7.4
Hispanic or Latino	*	*	0	*
White	0	*	0	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	2.7	19	7.4
Students with Disabilities	*	*	*	*
District	9	2.9	25	7.0
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 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.

District Profile and Performance Report for School Year 2013-14

Highville Charter School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.8
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	0.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	4.0

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 (%)
Asian	0	0	1.0
Black or African American	2	6.7	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	28	93.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,038,854	5,979	8,769
Instructional Supplies and Equipment	180,454	529	275
Improvement of Instruction and Educational Media Services	74,513	219	487
Student Support Services	113,740	334	965
Administration and Support Services	646,723	1,897	1,600
Plant Operation and Maintenance	644,557	1,890	1,472
Transportation	73,313	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	285,089	836	178
Total	4,057,243	11,898	14,642

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	4.3	4.3
State	85.8	85.8
Federal	7.8	7.8
Tuition & Other	2.1	2.1

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).

District Profile and Performance Report for School Year 2013-14

Highville Charter School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	71.2	72.5	76.1	76.9	192	74.1	75.7	No	
Hispanic or Latino	.	.	.	.	<20	.	.	n/a	
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	67.8	69.6	76.3	75.8	142	72.2	74.0	No	
Students with Disabilities	.	.	.	.	<20	.	.	n/a	
High Needs	67.8	69.6	76.4	75.5	145	71.8	74.0	No	
District	70.8	72.3	77.0	77.2	199	73.8	75.7	No	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.4	80.0	50.0	N/A	103	70.9
Curl Up	94.1	94.3	82.4	N/A	103	90.3
Push Up	70.6	65.7	38.2	N/A	103	58.3
Mile Run/PACER	76.5	60.0	44.1	N/A	103	60.2
All Tests - District	35.3	42.9	*	N/A	103	31.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	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 Language 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		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	N/A	N/A	N/A
Male	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
White	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A
District	N/A	N/A	N/A
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	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 Language 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	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Highville Charter School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Highville prides itself on parental involvement in our school. Parents are encouraged to visit, volunteer, and participate in both classroom and special events, field trips, and other school wide activities. This year two parent orientations were held provide detailed information to parents on the daily school operations and how they as parents/guardians can help their children meet the academic and social expectations at Highville.

Parent involvement has increased for the 2013-2014 school year. Parents/Guardians were required to commit to 10 hours of volunteer time each year. In August Highville also held its annual school orientation night to help parents understand Highville's expectations for their children. In October, a Parent back to school night was held to introduce parents in more detail to Highville's academic program and student performance expectation. The requirement of parental involvement has created an environment that makes parents/guardians feel comfortable asking for support in working with their children at home.

Students are also being engaged in weekly club enrichment. Club activities range from academic to athletic. Students are being provided a platform to express themselves in a nontraditional school environment. All teachers in the building run clubs. This experience allows teachers and students to develop relationships and a comfort level that creates an environment for success. Students are speaking publically, writing articles, artistically expressing themselves and developing athletic teams that allow for group collaboration. We have a Young Diplomats program that teaches students to identify a problem, determine a solution and rally others around their issues. Our most recent addition has been a ninth grade class which is centered on the idea of activism. Students are learning to identify a problem, research a viable solution and implement change.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Highville Charter relies on a blind lottery system for enrollment therefore we do not actively recruit students. However, we do provide sibling preference to those families who already have children at Highville. We also provide space for staff members to enroll their children at Highville which helps to increase the opportunity for ethnic diversity.

During the 2013-2014 school year Highville Charter School provided education to 360 students in grades PreK through nine. Students were provided with opportunities including field trips to the Yale Museum of Art, Connecticut Science Museum, Boston, MA, Dallas, TX, camping & skiing trips and other experiences 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 over the 2014-2015 school year to more deeply embed this philosophy.

District Profile and Performance Report for School Year 2013-14

Highville Charter School District

Equitable Allocation of Resources among District Schools

Highville Charter School, over the last three and a half years has experienced a surplus at the end of each fiscal year. This surplus can be attributed to the monthly financial oversight reviews that take place with the Business Manager and Executive Director. In addition to the monthly internal review that takes place, there are quarterly finance committee meetings that are scheduled with the Board of Directors.

The strength of our operation and ability to fund necessary learning programs for our students comes from our internal fiscal controls such as; monthly financial reviews, monthly cash flow statements, monthly Profit and Loss statement reviews and budget versus actual tracking. These reviews and procedures allow for us to make the necessary adjustments or planning to ensure all of our programs are funded, allocated and assessed properly. We pride ourselves with doing more with less.