

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

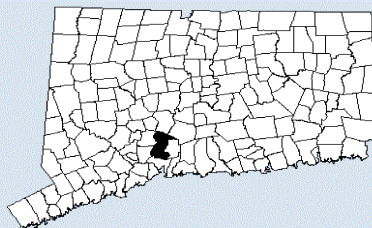


## Highville Charter School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	502
Per Pupil Expenditures <sup>1</sup>	\$11,773
Total Expenditures <sup>1</sup>	\$5,439,270

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	259	51.6	48.4
Male	243	48.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	0	0.0	5.1
Black or African American	479	95.4	12.9
Hispanic or Latino	15	3.0	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	*	*	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	335	66.7	35.9
Students with Disabilities <sup>1</sup>	33	6.6	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	18	8.5	25	10.2
Male	16	8.6	47	19.7
Black or African American	*	*	67	14.8
Hispanic or Latino	*	*	*	*
White	0	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	29	10.5	64	19.4
Students with Disabilities	*	*	12	35.3
District	34	8.6	72	14.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The 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 2016-17

## Highville Charter School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	28.1
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	1.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	5.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	12.5

<sup>1</sup>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.

#### 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	4	10.5	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	34	89.5	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.2	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
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	8	*	*	*
Students with Disabilities	N/A	N/A	N/A	N/A
District	13	59.1	8	*
State		63.6		77.5

<sup>3</sup>College-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 Peers<sup>4</sup>

	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		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Highville Charter School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,246,744	4,863	9,663
Instructional Supplies and Equipment	236,972	513	321
Improvement of Instruction and Educational Media Services	97,678	211	578
Student Support Services	313,133	678	1,103
Administration and Support Services	1,258,645	2,724	1,861
Plant Operation and Maintenance	960,365	2,079	1,637
Transportation	5,432	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	320,301	693	201
Total	5,439,270	11,773	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,340,327	5,066	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.2	0.2
State	66.1	90.6
Federal	5.7	8.2
Tuition & Other	28.0	1.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## Highville Charter School District

### 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	226	54.5	226	50.3	85	39.3
Hispanic or Latino	6	*	6	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	0	N/A
English Learners	*	*	*	*	*	*
Non-English Learners	230	54.8	230	50.3	87	39.6
Eligible for Free or Reduced-Price Meals	161	54.0	161	50.1	56	38.1
Not Eligible for Free or Reduced-Price Meals	72	56.7	72	51.4	33	42.3
Students with Disabilities	17	*	17	*	*	*
Students without Disabilities	216	56.3	216	52.0	84	40.5
High Needs	171	53.7	171	49.8	61	37.7
Non-High Needs	62	58.3	62	52.6	28	44.0
District	233	54.9	233	50.5	89	39.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	97.3	75.8	84.4	*	118	87.3
Curl Up	100.0	87.9	81.3	*	118	90.7
Push Up	40.5	93.9	81.3	*	118	69.5
Mile Run/PACER	59.5	42.4	28.1	*	118	44.1
All Tests - District	35.1	36.4	18.8	*	118	31.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Highville Charter School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	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		87.4

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	0	*
Male	*	0	*
Black or African American	*	0	0.0
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	*	0	*
Students with Disabilities	N/A	N/A	N/A
District	100.0	0	0.0
State	96.1		43.5

<sup>3</sup>College 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

<sup>4</sup>Participation 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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	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	72.0	88.5

<sup>5</sup>College 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.

<sup>6</sup>College 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 2016-17

## Highville Charter School District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	54.9	75	36.6	50	73.2	67.1
	High Needs Students	53.7	75	35.8	50	71.5	55.9
Math Performance Index	All Students	50.5	75	33.7	50	67.4	62.2
	High Needs Students	49.8	75	33.2	50	66.4	50.5
Science Performance	All Students	39.6	75	26.4	50	52.9	55.3
	High Needs Students	37.7	75	25.1	50	50.2	45.2
ELA Academic Growth	All Students	46.3%	100%	46.3	100	46.3	55.4%
	High Needs Students	45.2%	100%	45.2	100	45.2	49.8%
Math Academic Growth	All Students	52.6%	100%	52.6	100	52.6	61.7%
	High Needs Students	53.0%	100%	53.0	100	53.0	53.7%
Chronic Absenteeism	All Students	8.6%	<=5%	42.8	50	85.7	9.9%
	High Needs Students	10.2%	<=5%	39.6	50	79.2	15.8%
Preparation for CCR	% Taking Courses	65.6%	75%	43.8	50	87.5	70.7%
	% Passing Exams	N/A	75%	0.0	50	0.0	43.5%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		99.2%   31.4%	75%	20.9	50	41.8	92.0%   51.6%
Arts Access		52.2%	60%	43.5	50	87.1	50.5%
<b>Accountability Index</b>				<b>628.4</b>	<b>1050</b>	<b>59.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	58.3	53.7	4.6	16.7	
Math Performance Index Gap	52.6	49.8	2.8	18.7	
Science Performance Index Gap	44.0	37.7	6.3	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
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

<sup>3</sup>Minimum 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: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2016-17

## Highville Charter School District

### Narratives

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#### **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 2016/17 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 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.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Highville Charter School provided education to 502 students from Prekindergarten through 12th grade during the 2016/17 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 as 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.

# District Profile and Performance Report for School Year 2016-17

## Highville Charter School District

### Equitable Allocation of Resources among District Schools

N/A