

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Highville Charter School
Highville Charter School District

EDWARD C. FAVOLISE, Director
 WILLIAM D. TROY, Asst. Principal

Telephone: (203) 287-0528
 Telephone: (203) 287-0528
 Location: 130 Leederhill Dr.
 Hamden,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© 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 Grade Range: PK- 7
 Instructional Focus: International Studies Concentration

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 277
 5-Year Enrollment Change: N/A*
 *Between 2002 and 2007, (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	133	48.0	N/A	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.3
Students Identified as Gifted and/or Talented	0	0.0	N/A	2.3
Students with Disabilities	3	1.1	N/A	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	89.7	N/A	79.2
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	181	181
Total Hours per Year	1,021	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	31	31
Computer Education*	30	17
English Language Arts	368	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills	0	18
Mathematics	229	199
Music	31	33
Physical Education	31	40
Science	148	97
Social Studies	112	92
Technology Education	0	1
World Languages	31	10

*Interdisciplinary Approach

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	18.5	N/A	18.1
Grade 2	15.0	N/A	19.3
Grade 5	16.0	N/A	20.9
Grade 7	17.0	N/A	20.5

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	7.1
% 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	66.7	N/A	79.1

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	12.6	N/A	3.4
% of Computers with Internet Access	100.0	N/A	98.3
% of Computers that are High or Moderate Power	100.0	N/A	91.7
# of Print Volumes Per Student*	0.0	N/A	27.7
# of Print Periodical Subscriptions	0	N/A	16

*This school does not have its own library.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	17.00
Paraprofessional Instructional Assistants	6.00
Special Education: Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	0.00
Administrators, Coordinators, and Department Chairs District Central Office School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.50

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	2.9	N/A	13.2
% with Master's Degree or Above	58.8	N/A	77.9
Attendance, 2006-07: 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

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

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. Each year a parent orientation is held to 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.

A Parent Teacher Advisory Council was created this year to meet on a monthly basis to seek feedback and input on all school programs. Parents/Guardians will also be required to commit to 10 hours of volunteer time each year. 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	1	0.4
Black	251	90.6
Hispanic	19	6.9
White	6	2.2
Total Minority	271	97.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

During the 2007-2008 school year Highville Charter School provided education to 277 students in grades PreK through seven. Students were provided with opportunities including field trips to the Yale Museum of Art, Connecticut Science Museum, Bronx Zoo, and others to expose them to experiences not readily available in their urban setting. By using the Global Studies format students were provided on a daily basis opportunities that enriched their knowledge of the world as a whole focusing on individual countries adopted by each classroom. This enabled students to develop a clearer understanding of the economic, social, and political advantage of a multicultural society. Efforts will continue over the 2008-2009 school year to more deeply embed this philosophy.

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	20.0	33.8	27.0
Grade 6	29.4	35.4	39.5
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	50.0	52.0	32.5
Writing	45.0	63.4	6.7
Mathematics	85.0	60.0	93.3
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	91.3	96.4

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, 2006-07		
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	43.8	62.1
Writing	N/A	N/A	46.3	63.0
Mathematics	N/A	N/A	63.8	62.7
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, 2006-07

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

Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	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 Board of Directors has created an aggressive program to redefine the school's curriculum. All teachers are or will receive training in curriculum development that will focus on the creation of unit studies, global integration, and rubrics that will measure the progress of all students. To complement this, teachers are presently being trained in a program known as "Responsive Classroom", "Empowering Writers", and "Guided Reading" using programs provided by Houghton Mifflin Harcourt entitled "Story Book". This program will emphasize reading improvement using leveled readers and anthologies. As stated earlier a Parent Teacher Advisory Council meets monthly and is involved in feedback and program recommendations. To meet our special education needs Highville has increased contact with both the Hamden and New Haven Pupil Personnel departments and have arranged with New Haven to provide teachers training in their program entitled "Good to Great".

SUPPLEMENTAL SCHOOL INFORMATION

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

Highville's divergent population provided opportunities for all staff to work with children encouraging tolerance and the recognition of the strength of diversity.

Highville's students continue to outperform their peers in the Connecticut Mastery Test easily meeting Adequate Yearly Progress and in many cases exceeding numerous schools which possess greater resources. Students who participated in the Stanford 10 performance exceeded expectations. Due to Highville's previous issues approximately 1/3 of the students were newly enrolled. While this presented a significant challenge both teachers and students rose to the challenge demonstrating ongoing growth in all academic areas.
