

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Highville Charter School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	1
Enrollment	499
Per Pupil Expenditures	\$13,203
Total Expenditures	\$6,654,311

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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 safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	279	55.9	48.4
Male	220	44.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	5.2
Black or African American	411	82.4	12.4
Hispanic or Latino of any race	72	14.4	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	11	2.2	4.8
White	*	*	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	353	70.7	44.8
Students with Disabilities	50	10.0	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	54	23.6	45	15.7
Male	40	23.5	31	13.8
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	75	23.1	59	14.3
Hispanic or Latino of any race	15	23.1	*	*
White	0	0.0	0	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	63	27.0	62	16.8
Students with Disabilities	11	20.8	*	*
All Students - District	94	23.6	76	14.9
All Students - State		17.2		6.8

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	36.0
General Education Paraprofessionals	28.0
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	0.0
District Central Office Administrators	2.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	6.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	21	46.7	4.9
Hispanic or Latino of any race	8	17.8	5.3
Native Hawaiian or Other Pacific Islander	1	2.2	0.1
Two or More Races	0	0.0	0.3
White	15	33.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	5	15.2	6.8
Teachers	3	11.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
All Students - District	10	*	12	*
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,654,359	\$7,251	\$13,471
Support services - students	\$848,442	\$1,683	\$1,826
Support services - instruction	\$409,130	\$812	\$972
Support services - general administration	\$4,479	\$9	\$568
Support services - school based administration	\$702,502	\$1,394	\$1,274
Central and other support services	.	.	\$761
Operation and maintenance of plant	\$1,033,118	\$2,050	\$2,125
Student transportation services	\$2,363	\$1,182	\$1,695
Food services	.	.	\$10
Enterprise operations	\$-81	\$-0	\$219
Total	\$6,654,311	\$13,203	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$124,800	82.1	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$27,187	17.9	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$151,987	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	2.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	2.3
State	79.7
Federal	17.4
Tuition & Other	0.6

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	202	54.4	202	48.7	68	46.0
Hispanic or Latino of any race	33	58.1	33	48.7	16	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	0	N/A	0	N/A	0	N/A
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	186	54.8	186	48.0	68	47.3
Not Eligible for Free or Reduced-Price Meals	57	56.7	57	51.7	18	*
Students with Disabilities	42	41.5	42	34.2	16	*
Students without Disabilities	201	58.1	201	52.0	70	49.2
High Needs	195	54.2	195	47.2	72	46.4
Non-High Needs	48	59.4	48	55.8	14	*
All Students - District	243	55.2	243	48.9	86	47.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	100.0	100.0	100.0	*	110	100.0
Curl Up	100.0	96.4	89.2	*	111	95.5
Push Up	87.8	67.9	78.4	*	111	80.2
Mile Run/PACER	90.2	44.4	45.9	*	111	59.5
All Tests - District	80.5	29.6	43.2	*	110	51.8
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	*	*
White	N/A	N/A
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*
Students with Disabilities	*	*
All Students - District	17	*
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	0	*
White	N/A	N/A
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	0	*
All Students - District	*	*
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	*	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	N/A	*
White	N/A	N/A
English Learners/ Multilingual Learners	N/A	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	N/A
All Students - District	*	*
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.2	75	36.8	50	73.6	64.7
ELA Performance Index	High Needs Students	54.2	75	36.1	50	72.3	54.9
Math Performance Index	All Students	48.9	75	32.6	50	65.2	61.1
Math Performance Index	High Needs Students	47.2	75	31.5	50	62.9	50.6
Science Performance Index	All Students	47.1	75	31.4	50	62.8	62.6
Science Performance Index	High Needs Students	46.4	75	30.9	50	61.9	52.1
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	60.6%
ELA Academic Growth	High Needs Students	59.1%	100%	59.1	100	59.1	55.7%
Math Academic Growth	All Students	57.9%	100%	57.9	100	57.9	62.3%
Math Academic Growth	High Needs Students	56.3%	100%	56.3	100	56.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	23.6%	<=5%	12.9	50	25.8	17.2%
Chronic Absenteeism	High Needs Students	25.5%	<=5%	9.0	50	18.0	24.8%
% Taking CCR Courses	All Students	95.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	21.7%	75%	14.5	50	29.0	47.2%
On-track to High School Graduation	All Students	90.2%	94%	48.0	50	96.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	51.8%	75%	34.5	50	69.1	49.0%
Arts Access	All Students	83.6%	60%	50.0	50	100.0	55.1%
Accountability Index				651.5	1050	62.0	

Physical Fitness Estimated Participation Rate - District: 91.7% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	59.4	54.2	5.2	16.9	N
Math Performance Index Gap	55.8	47.2	8.6	18.4	N
Science Performance Index Gap	.	46.4	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.6
ELA	High Needs Students	99.5
Math	All Students	99.6
Math	High Needs Students	99.5
Science	All Students	98.9
Science	High Needs Students	98.6

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Highville has an active PTO. The PTO meets bi-monthly, and the principal and several staff members attend. Highville also has an “open door” policy, in which parents are allowed to visit the school at any time. They are encouraged to check in on their child(ren), volunteer in their child’s classroom, and attend field trips. The principal and deans address all parent concerns within 48 hours.

We had our first Daddy and Daughter Dance which brought out over 100 father/father figures to the event. We had a Son and Mom Bowling Event which was successful however, we will have a Mother and Son dance this year instead of the bowling due to popular demand. We have hosted a Trunk or Treat event by partnering with our local Car Club.

You can also find our Girl Scouts live Troop 60356 with our parents volunteering. Our after-school program provides activities and skills through fitness, art, culinary, and music. We keep are parents engaged through our website, social media, PowerSchool, and class dojo.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Highville Charter School is a one school district in an urban setting. We conduct a blind lottery. As such, we don’t control the demographics. Our student population is 99% black and brown students. The lottery application process is available via the Highville Charter School website.

We continue to recruit students to our school through utilizing multi-media and social media outlets. We participate in school choice fairs and have our documents translated into Spanish. Additionally we maintain a virtual tour of the school including narratives from our executive staff. Our continued efforts to reduce racial, ethnic/economic isolation are further enhanced by word-of-mouth advertisement. This is an effective tool as parents who may not see the information and have mentioned that their looking for smaller classroom for more detailed instruction.

Finally, we strive to maintain a culture of inclusivity by continuing courageous conversations about race and addressing unconscious biases, to broaden understanding and acceptance.

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Equitable Allocation of Resources among District Schools

Highville Charter School is a one school district that is committed to the equitable distribution of fiscal resources across our school that supports instruction and learning.

Our budgeting model is grounded in accountability and empowerment. The budget has two (2) parts: (1) a position allocation, comprised of equitable, uniform staffing formulas that vary from year-to-year dependent upon retention of students from grade to grade, and (2) a discretionary operating allocation, designed to enable us to purchase through effective fiscal management, derive discretionary resources. We utilize online systems in the areas of procurement and payroll. In March/April, our Director of Finance conducts an allocation presentation with the executive team in order to review the school organization and staffing process in preparation for the new school year. During this time the needs are discussed and matched with current funding. We have enjoyed increased retention of our teachers prior to the pandemic and our salary increases are between 2-3%. This helps minimize the cost of setting up classrooms. The necessity to increase health coverage contributions has been negligible.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.