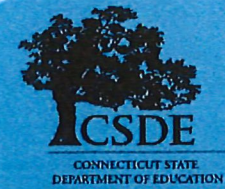


**APPENDIX A**

**SCHOOL PROFILE AND PERFORMANCE REPORTS (2015-16)**

**SCHOOL PROFILE AND PERFORMANCE REPORT  
FOR SCHOOL YEAR 2015-16**



**Killingly High School  
Killingly School District**

860-779-6620 • <http://www.killingly.k12.ct.us/khs/>

**School Information**

Grade Range 9-12  
Enrollment 825

**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)

College Enrollment, Persistence, and Graduation  
(National Student Clearinghouse)

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Educators..... 2  
Instruction..... 2  
Performance and Accountability..... 3

**Notes**

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|--|-------|-----------------------------------|-------------------------------------|
| Female                                   | 412   | 49.9                              | 49.0                                |
| Male                                     | 413   | 50.1                              | 51.0                                |
| American Indian or Alaska Native         | *     | *                                 | 1.9                                 |
| Asian                                    | 17    | 2.1                               | 3.2                                 |
| Black or African American                | 27    | 3.3                               | 3.9                                 |
| Hispanic or Latino                       | 39    | 4.7                               | 7.4                                 |
| Pacific Islander                         | 0     | 0.0                               | 0.0                                 |
| Two or More Races                        | *     | *                                 | 0.2                                 |
| White                                    | 726   | 88.0                              | 83.3                                |
| English Language Learners                | 6     | 0.7                               | 2.8                                 |
| Eligible for Free or Reduced-Price Meals | 310   | 37.6                              | 45.2                                |
| Students with Disabilities <sup>1</sup>  | 118   | 14.3                              | 16.1                                |

<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<br>Absenteeism <sup>2</sup> |          | Suspension/<br>Expulsion <sup>3</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | Count                               | Rate (%) | Count                                 | Rate (%) |
| Female                                   | 73                                  | 18.3     | 26                                    | 6.4      |
| Male                                     | 72                                  | 18.2     | 80                                    | 19.9     |
| Black or African American                | *                                   | *        | 6                                     | 28.6     |
| Hispanic or Latino                       | 27                                  | 11.9     | 24                                    | 10.7     |
| White                                    | 110                                 | 21.2     | 72                                    | 13.6     |
| English Language Learners                | *                                   | *        | *                                     | *        |
| Eligible for Free or Reduced-Price Meals | 66                                  | 25.6     | 61                                    | 20.2     |
| Students with Disabilities               | 24                                  | 21.6     | 28                                    | 23.9     |
| School                                   | 145                                 | 18.3     | 106                                   | 13.1     |
| District                                 |                                     | 11.3     |                                       | 6.7      |

Number of students in 2014-15 qualified as truant under state statute: 100

Number of school-based arrests: 0

<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.

# School Profile and Performance Report for School Year 2015-16

## Killingly High School

### Killingly School District

## Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 57.7 |
| Paraprofessional Instructional Assistants                 | 0.0  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 7.0  |
| Paraprofessional Instructional Assistants                 | 15.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| School Level  | 3.9  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 1.0  |
| Support Staff   | 1.0  |
| Instructional Specialists Who Support Teachers            | 0.3  |
| Counselors, Social Workers and School Psychologists       | 7.2  |
| School Nurses   | 1.5  |
| Other Staff Providing Non-Instructional Services/Support  | 28.5 |

<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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|----------------------------------|-------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 0     | 0.0                               | 0.0                                 |
| Asian                            | 0     | 0.0                               | 0.8                                 |
| Black or African American        | 0     | 0.0                               | 0.0                                 |
| Hispanic or Latino               | 0     | 0.0                               | 0.4                                 |
| Pacific Islander                 | 0     | 0.0                               | 0.0                                 |
| Two or More Races                | 0     | 0.0                               | 0.0                                 |
| White                            | 81    | 100.0                             | 98.7                                |

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| School                              | 95.6                 |
| School Poverty Quartile: Middle     |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

### Classroom Teacher Attendance, 2014-15

|  | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 10.4   | 10.5     |

## Instruction and Resources

|                                       |      |
|---------------------------------------|------|
| Days of Instruction                   | 185  |
| Hours of Instruction Per Year         |      |
| Grades 1-12 and Full-Day Kindergarten | 1035 |
| Half/Extended Day Kindergarten        | N/A  |

### School Schedule

|                           |          |
|---------------------------|----------|
| School Hours for Students |          |
| Start Time                | 07:34 AM |
| End Time                  | 02:15 PM |

### 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                | *     | *        | *     | *        |
| Hispanic or Latino                       | 30    | 42.9     | 8     | *        |
| White                                    | 61    | 57.5     | 113   | 66.9     |
| English Language Learners                | 0     | 0.0      | 0     | 0.0      |
| Eligible for Free or Reduced-Price Meals | 21    | 38.9     | 29    | 50.0     |
| Students with Disabilities               | *     | *        | 6     | 26.1     |
| School                                   | 94    | 50.3     | 125   | 66.5     |
| District                                 |       | 50.3     |       | 66.8     |

<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                     | 12    | *        |
| Emotional Disturbance      | 10    | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 37    | 74.0     |
| Other Health Impairment    | 15    | 57.7     |
| Other Disabilities         | 0     | 0.0      |
| Speech/Language Impairment | *     | *        |
| School                     | 78    | 66.1     |
| District                   |       | 59.8     |

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

# School Profile and Performance Report for School Year 2015-16

## Killingly High School

### Killingly School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | SPI  | Count | SPI  | Count   | SPI  |
| American Indian or Alaska Native             | *                          | *    | *     | *    | *       | *    |
| Asian  | 7                          | *    | 7     | *    | *       | *    |
| Black or African American                    | *                          | *    | *     | *    | 7       | *    |
| Hispanic or Latino                           | *                          | *    | *     | *    | 10      | *    |
| 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  | 157                        | 56.7 | 157   | 48.7 | 144     | 53.5 |
| English Language Learners                    | 0                          | N/A  | 0     | N/A  | *       | *    |
| Non-English Language Learners                | 172                        | 56.4 | 172   | 48.6 | *       | *    |
| Eligible for Free or Reduced-Price Meals     | 55                         | 52.6 | 55    | 45.8 | 55      | 46.7 |
| Not Eligible for Free or Reduced-Price Meals | 117                        | 58.2 | 117   | 50.0 | 116     | 55.5 |
| Students with Disabilities                   | 20                         | 38.9 | 20    | 34.8 | 36      | 32.9 |
| Students without Disabilities                | 152                        | 58.8 | 152   | 50.5 | 135     | 57.9 |
| High Needs                                   | 67                         | 50.8 | 67    | 44.0 | 72      | 43.7 |
| Non-High Needs                               | 105                        | 60.1 | 105   | 51.6 | 99      | 59.2 |
| School                                       | 172                        | 56.4 | 172   | 48.6 | 171     | 52.6 |

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

|                 | NAEP 2015 |         | NAEP 2013 |         |
|-----------------|-----------|---------|-----------|---------|
|                 | Grade 4   | Grade 8 | Grade 4   | Grade 8 |
| <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          | N/A   | N/A  | N/A  | 85.0 | 180               | 85.0     |
| Curl Up              | N/A   | N/A  | N/A  | 95.6 | 180               | 95.6     |
| Push Up              | N/A   | N/A  | N/A  | 76.1 | 180               | 76.1     |
| Mile Run/PACER       | N/A   | N/A  | N/A  | 56.7 | 180               | 56.7     |
| All Tests - School   | N/A   | N/A  | N/A  | 48.9 | 180               | 48.9     |
| All Tests - District | 18.8  | 31.9 | 14.0 | 48.9 |                   | 29.0     |

<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.

# School Profile and Performance Report for School Year 2015-16

## Killingly High School

### Killingly School District

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | 0.0      | .                       |                 | .                       |
| English Language Learners                | *                         | *        | .                       |                 | .                       |
| Eligible for Free or Reduced-Price Meals | 81                        | 67.9     | 65.8                    | Yes             | 69.3                    |
| Students with Disabilities               | 22                        | 63.6     | 59.5                    | Yes             | 63.8                    |
| School                                   | 184                       | 83.2     | 78.9                    | Yes             | 80.8                    |
| District                                 |                           | 76.8     | 78.4                    | No              | 80.4                    |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

|  | Participation <sup>5</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 95.2                       | 47                | 25.1     |
| Male                                     | 92.0                       | 49                | 26.1     |
| Black or African American                | *                          | *                 | *        |
| Hispanic or Latino                       | 93.9                       | 17                | 20.7     |
| White                                    | 93.1                       | 72                | 26.2     |
| English Language Learners                | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 88.4                       | 16                | 14.3     |
| Students with Disabilities               | *                          | 0                 | *        |
| School                                   | 93.6                       | 96                | 25.6     |
| District                                 | 91.3                       |                   | 23.8     |

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. [www.act.org](http://www.act.org)

IB<sup>®</sup> 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 <sup>6</sup><br>Rate (%) | Persistence <sup>7</sup><br>Rate (%) |
| Female                                   | 68.7                              | 83.3                                 |
| Male                                     | 54.2                              | 81.3                                 |
| Black or African American                | *                                 | *                                    |
| Hispanic or Latino                       | *                                 | *                                    |
| White                                    | 60.9                              | 82.4                                 |
| English Language Learners                | *                                 | *                                    |
| Eligible for Free or Reduced-Price Meals | 55.6                              | 67.6                                 |
| Students with Disabilities               | *                                 | *                                    |
| School                                   | 61.9                              | 82.5                                 |
| District                                 | 59.9                              | 82.5                                 |

<sup>6</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>7</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

# School Profile and Performance Report for School Year 2015-16

## Killingly High School

### Killingly School District

#### 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        | 56.4          | 75     | 75.3         | 100         | 75.3        | 67.7          |
|   | High Needs Students | 50.8          | 75     | 67.7         | 100         | 67.7        | 56.7          |
| Math Performance Index                                    | All Students        | 48.6          | 75     | 64.9         | 100         | 64.9        | 61.4          |
|   | High Needs Students | 44.0          | 75     | 58.7         | 100         | 58.7        | 49.9          |
| Science Performance Index                                 | All Students        | 52.6          | 75     | 70.2         | 100         | 70.2        | 57.5          |
|   | High Needs Students | 43.7          | 75     | 58.2         | 100         | 58.2        | 47.0          |
| ELA Academic Growth                                       | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 63.8%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 58.3%         |
| Math Academic Growth                                      | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 65.0%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 57.4%         |
| Chronic Absenteeism                                       | All Students        | 18.3%         | <=5%   | 23.5         | 50          | 47.0        | 9.6%          |
|   | High Needs Students | 23.7%         | <=5%   | 12.7         | 50          | 25.4        | 15.6%         |
| Preparation for CCR                                       | % Taking Courses    | 58.4%         | 75%    | 38.9         | 50          | 77.9        | 67.6%         |
|   | % Passing Exams     | 25.6%         | 75%    | 17.1         | 50          | 34.1        | 40.7%         |
| On-track to High School Graduation                        |                     | 81.5%         | 94%    | 43.3         | 50          | 86.7        | 85.1%         |
| 4-year Graduation All Students (2015 Cohort)              |                     | 83.2%         | 94%    | 88.5         | 100         | 88.5        | 87.2%         |
| 6-year Graduation - High Needs Students (2013 Cohort)     |                     | 71.6%         | 94%    | 76.1         | 100         | 76.1        | 78.6%         |
| Postsecondary Entrance (Class of 2015)                    |                     | 61.9%         | 75%    | 82.6         | 100         | 82.6        | 71.9%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 89.6%   48.9% | 75%    | 16.3         | 50          | 32.6        | 89.2%   50.5% |
| Arts Access   |                     | 57.7%         | 60%    | 48.1         | 50          | 96.1        | 47.5%         |
| <b>Accountability Index</b>                               |                     |               |        | <b>842.0</b> | <b>1250</b> | <b>67.4</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     | 60.1                             | 50.8            | 9.3         | 16.6                                  |                                 |
| Math Performance Index Gap    | 51.6                             | 44.0            | 7.5         | 19.1                                  |                                 |
| Science Performance Index Gap | 59.2                             | 43.7            | 15.5        | 17.3                                  |                                 |
| Graduation Rate Gap           | 91.7%                            | 71.6%           | 20.1%       | 13.0%                                 | Y                               |

<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                        | 93.5 |
|                  | High Needs Students                 | 86.1 |
| Math             | All Students                        | 93.5 |
|                  | High Needs Students                 | 86.1 |
| Science          | All Students                        | 96.2 |
|                  | High Needs Students                 | 93.8 |

#### Supporting Resources

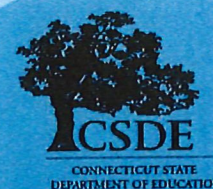
[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Lyman Memorial High School Lebanon School District

860-642-7567 • <http://www.lebanonct.org/joomla/index.php/our-schools/lyman-memorial-hig>

### School Information

|             |      |
|-------------|------|
| Grade Range | 9-12 |
| Enrollment  | 377  |

### 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)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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

|  | School |                      | District             |
|--|--------|----------------------|----------------------|
|  | Count  | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 203    | 53.8                 | 49.3                 |
| Male                                     | 174    | 46.2                 | 50.7                 |
| American Indian or Alaska Native         | 7      | 1.9                  | 1.3                  |
| Asian                                    | *      | *                    | 1.4                  |
| Black or African American                | *      | *                    | 1.8                  |
| Hispanic or Latino                       | 10     | 2.7                  | 4.7                  |
| Pacific Islander                         | 0      | 0.0                  | *                    |
| Two or More Races                        | *      | *                    | *                    |
| White                                    | 354    | 93.9                 | 89.9                 |
| English Language Learners                | *      | *                    | *                    |
| Eligible for Free or Reduced-Price Meals | 43     | 11.4                 | 17.5                 |
| Students with Disabilities <sup>1</sup>  | 57     | 15.1                 | 15.4                 |

<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                                   | 20                               | 9.9      | 8                                 | 4.0      |
| Male                                     | 22                               | 12.4     | 15                                | 8.4      |
| Black or African American                | 0                                | *        | 0                                 | *        |
| Hispanic or Latino                       | 0                                | *        | *                                 | *        |
| White                                    | *                                | *        | 21                                | 5.9      |
| English Language Learners                | 0                                | *        | 0                                 | *        |
| Eligible for Free or Reduced-Price Meals | 10                               | 22.2     | *                                 | *        |
| Students with Disabilities               | 10                               | 17.9     | 6                                 | 10.3     |
| School                                   | 42                               | 11.1     | 23                                | 6.1      |
| District                                 |                                  | 6.5      |                                   | 2.3      |

Number of students in 2014-15 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.

# School Profile and Performance Report for School Year 2015-16

## Lyman Memorial High School

### Lebanon School District

## Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 33.8 |
| Paraprofessional Instructional Assistants                 | 1.0  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 3.2  |
| Paraprofessional Instructional Assistants                 | 11.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| School Level  | 2.0  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 1.0  |
| Support Staff   | 0.0  |
| Instructional Specialists Who Support Teachers            | 0.5  |
| Counselors, Social Workers and School Psychologists       | 3.0  |
| School Nurses   | 1.0  |
| Other Staff Providing Non-Instructional Services/Support  | 11.7 |

<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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|----------------------------------|-------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 0     | 0.0                               | 0.0                                 |
| Asian                            | 1     | 2.0                               | 1.8                                 |
| Black or African American        | 0     | 0.0                               | 0.0                                 |
| Hispanic or Latino               | 3     | 6.1                               | 3.6                                 |
| Pacific Islander                 | 0     | 0.0                               | 0.0                                 |
| Two or More Races                | 0     | 0.0                               | 0.0                                 |
| White                            | 45    | 91.8                              | 92.8                                |

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| School                              | 100.0                |
| School Poverty Quartile: Low        |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

### Classroom Teacher Attendance, 2014-15

|  | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 8.6    | 9.1      |

## Instruction and Resources

### School Schedule

|                                       |      |
|---------------------------------------|------|
| Days of Instruction                   | 180  |
| Hours of Instruction Per Year         |      |
| Grades 1-12 and Full-Day Kindergarten | 1012 |
| Half/Extended Day Kindergarten        | N/A  |

|                           |          |
|---------------------------|----------|
| School Hours for Students |          |
| Start Time                | 07:30 AM |
| End Time                  | 02:05 PM |

### 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                | N/A   | N/A      | N/A   | N/A      |
| Hispanic or Latino                       | 0     | 0.0      | 0     | 0.0      |
| White                                    | 40    | 48.8     | *     | *        |
| English Language Learners                | N/A   | N/A      | N/A   | N/A      |
| Eligible for Free or Reduced-Price Meals | *     | *        | 6     | *        |
| Students with Disabilities               | *     | *        | *     | *        |
| School                                   | 40    | 47.1     | 59    | 58.4     |
| District                                 |       | 47.1     |       | 54.6     |

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | *     | *        |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 19    | 86.4     |
| Other Health Impairment    | 10    | *        |
| Other Disabilities         | 0     | 0.0      |
| Speech/Language Impairment | *     | *        |
| School                     | 41    | 71.9     |
| District                   |       | 54.4     |

<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.

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



# School Profile and Performance Report for School Year 2015-16

## Lyman Memorial High School

### Lebanon School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | SPI  | Count | SPI  | Count   | SPI  |
| American Indian or Alaska Native             | 0                          | N/A  | 0     | N/A  | *       | *    |
| Asian  | *                          | *    | *     | *    | *       | *    |
| Black or African American                    | 0                          | N/A  | 0     | N/A  | *       | *    |
| Hispanic or Latino                           | *                          | *    | *     | *    | *       | *    |
| 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  | 81                         | 62.7 | 81    | 61.9 | 87      | 60.3 |
| English Language Learners                    | 0                          | N/A  | 0     | N/A  | *       | *    |
| Non-English Language Learners                | 84                         | 62.2 | 84    | 61.3 | *       | *    |
| Eligible for Free or Reduced-Price Meals     | 6                          | *    | 6     | *    | 12      | *    |
| Not Eligible for Free or Reduced-Price Meals | 78                         | 62.7 | 78    | 61.4 | 82      | 59.7 |
| Students with Disabilities                   | 10                         | *    | 10    | *    | 17      | *    |
| Students without Disabilities                | 74                         | 65.2 | 74    | 64.7 | 77      | 63.7 |
| High Needs                                   | 14                         | *    | 14    | *    | 26      | 47.5 |
| Non-High Needs                               | 70                         | 65.3 | 70    | 64.5 | 68      | 63.9 |
| School                                       | 84                         | 62.2 | 84    | 61.3 | 94      | 59.4 |

### 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          | N/A   | N/A  | N/A  | 88.5 | 26                | 88.5     |
| Curl Up              | N/A   | N/A  | N/A  | 88.5 | 26                | 88.5     |
| Push Up              | N/A   | N/A  | N/A  | 88.5 | 26                | 88.5     |
| Mile Run/PACER       | N/A   | N/A  | N/A  | 92.3 | 26                | 92.3     |
| All Tests - School   | N/A   | N/A  | N/A  | 53.8 | 26                | 53.8     |
| All Tests - District | 40.8  | 80.8 | 57.1 | 53.8 |                   | 59.1     |

<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.

# School Profile and Performance Report for School Year 2015-16

## Lyman Memorial High School

### Lebanon School District

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | *        | .                       |                 | .                       |
| English Language Learners                | 0                         | 0.0      | .                       |                 | .                       |
| Eligible for Free or Reduced-Price Meals | *                         | *        | .                       |                 | .                       |
| Students with Disabilities               | *                         | *        | .                       |                 | .                       |
| School                                   | 92                        | 96.7     | 93.7                    | Yes             | 93.8                    |
| District                                 |                           | 94.7     | 93.0                    | Yes             | 93.1                    |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

|  | Participation <sup>5</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 98.0                       | 53                | 54.1     |
| Male                                     | 96.6                       | 45                | 51.1     |
| Black or African American                | N/A                        | N/A               | N/A      |
| Hispanic or Latino                       | *                          | 0                 | *        |
| White                                    | 98.3                       | *                 | *        |
| English Language Learners                | N/A                        | N/A               | N/A      |
| Eligible for Free or Reduced-Price Meals | 95.0                       | 7                 | 35.0     |
| Students with Disabilities               | *                          | *                 | *        |
| School                                   | 97.3                       | 98                | 52.7     |
| District                                 | 94.8                       |                   | 50.8     |

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> 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 <sup>6</sup> | Persistence <sup>7</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 87.3                  | 89.1                     |
| Male                                     | 65.7                  | 90.5                     |
| Black or African American                | N/A                   | N/A                      |
| Hispanic or Latino                       | *                     | *                        |
| White                                    | 80.2                  | 90.2                     |
| English Language Learners                | N/A                   | N/A                      |
| Eligible for Free or Reduced-Price Meals | *                     | *                        |
| Students with Disabilities               | *                     | *                        |
| School                                   | 78.9                  | 89.6                     |
| District                                 | 78.9                  | 89.6                     |

<sup>6</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>7</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

# School Profile and Performance Report for School Year 2015-16

## Lyman Memorial High School

### Lebanon School District

#### 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        | 62.2          | 75     | 83.0         | 100         | 83.0        | 67.7          |
|   | High Needs Students | N/A           | 75     | 0.0          | 0           | 0.0         | 56.7          |
| Math Performance Index                                    | All Students        | 61.3          | 75     | 81.7         | 100         | 81.7        | 61.4          |
|   | High Needs Students | N/A           | 75     | 0.0          | 0           | 0.0         | 49.9          |
| Science Performance Index                                 | All Students        | 59.4          | 75     | 79.1         | 100         | 79.1        | 57.5          |
|   | High Needs Students | 47.5          | 75     | 63.3         | 100         | 63.3        | 47.0          |
| ELA Academic Growth                                       | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 63.8%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 58.3%         |
| Math Academic Growth                                      | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 65.0%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 57.4%         |
| Chronic Absenteeism                                       | All Students        | 11.1%         | <=5%   | 37.8         | 50          | 75.7        | 9.6%          |
|   | High Needs Students | 16.8%         | <=5%   | 26.3         | 50          | 52.6        | 15.6%         |
| Preparation for CCR                                       | % Taking Courses    | 53.2%         | 75%    | 35.5         | 50          | 71.0        | 67.6%         |
|   | % Passing Exams     | 52.7%         | 75%    | 35.1         | 50          | 70.3        | 40.7%         |
| On-track to High School Graduation                        |                     | 81.6%         | 94%    | 43.4         | 50          | 86.8        | 85.1%         |
| 4-year Graduation All Students (2015 Cohort)              |                     | 96.7%         | 94%    | 100.0        | 100         | 100.0       | 87.2%         |
| 6-year Graduation - High Needs Students (2013 Cohort)     |                     | 93.8%         | 94%    | 99.7         | 100         | 99.7        | 78.6%         |
| Postsecondary Entrance (Class of 2015)                    |                     | 78.9%         | 75%    | 100.0        | 100         | 100.0       | 71.9%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 27.4%   53.8% | 75%    | 0.0          | 50          | 0.0         | 89.2%   50.5% |
| Arts Access   |                     | 24.3%         | 60%    | 20.2         | 50          | 40.5        | 47.5%         |
| <b>Accountability Index</b>                               |                     |               |        | <b>805.3</b> | <b>1050</b> | <b>76.7</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     | 65.3                             | N/A             | .           | 16.6                                  |                                 |
| Math Performance Index Gap    | 64.5                             | N/A             | .           | 19.1                                  |                                 |
| Science Performance Index Gap | 63.9                             | 47.5            | 16.4        | 17.3                                  |                                 |
| Graduation Rate Gap           | 94.0%                            | 93.8%           | 0.3%        | 13.0%                                 | N                               |

<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                 | .     |
| Math             | All Students                        | 100.0 |
|                  | High Needs Students                 | .     |
| Science          | All Students                        | 99.0  |
|                  | High Needs Students                 | 96.3  |

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Norwich Free Academy Norwich Free Academy District

860-887-2505 • <http://www.nfaschool.org>

### School Information

Grade Range 9-12  
Enrollment 2,247

### 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)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

### Contents

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| Instruction.....                    | 2 |
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### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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

|  | School |                      | District             |
|--|--------|----------------------|----------------------|
|  | Count  | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 1,160  | 51.6                 | 51.8                 |
| Male                                     | 1,087  | 48.4                 | 48.2                 |
| American Indian or Alaska Native         | 28     | 1.2                  | 1.2                  |
| Asian                                    | 173    | 7.7                  | 7.6                  |
| Black or African American                | 322    | 14.3                 | 14.5                 |
| Hispanic or Latino                       | 327    | 14.6                 | 14.5                 |
| Pacific Islander                         | 22     | 1.0                  | 1.0                  |
| Two or More Races                        | 61     | 2.7                  | 2.8                  |
| White                                    | 1,314  | 58.5                 | 58.4                 |
| English Language Learners                | 149    | 6.6                  | 6.6                  |
| Eligible for Free or Reduced-Price Meals | 1,173  | 52.2                 | 52.6                 |
| Students with Disabilities <sup>1</sup>  | 245    | 10.9                 | 11.3                 |

<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                                   | 117                              | 10.3     | 84                                | 7.3      |
| Male                                     | 106                              | 10.0     | 162                               | 15.0     |
| Black or African American                | 39                               | 10.9     | 63                                | 17.2     |
| Hispanic or Latino                       | 57                               | 15.6     | 71                                | 18.9     |
| White                                    | 109                              | 9.2      | 90                                | 7.5      |
| English Language Learners                | 21                               | 13.9     | 23                                | 14.3     |
| Eligible for Free or Reduced-Price Meals | 143                              | 13.8     | 196                               | 16.5     |
| Students with Disabilities               | 38                               | 16.9     | 74                                | 28.9     |
| School                                   | 223                              | 10.2     | 246                               | 11.0     |
| District                                 |                                  | 10.9     |                                   | 11.8     |

Number of students in 2014-15 qualified as truant under state statute: 45

Number of school-based arrests: 11

<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.

# School Profile and Performance Report for School Year 2015-16

## Norwich Free Academy

### Norwich Free Academy District

## Educators

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

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 139.0 |
| Paraprofessional Instructional Assistants                 | 11.9  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 24.0  |
| Paraprofessional Instructional Assistants                 | 11.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| School Level  | 18.6  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 2.0   |
| Support Staff   | 3.0   |
| Instructional Specialists Who Support Teachers            | 0.3   |
| Counselors, Social Workers and School Psychologists       | 20.4  |
| School Nurses   | 4.5   |
| Other Staff Providing Non-Instructional Services/Support  | 94.8  |

<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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|----------------------------------|-------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 0     | 0.0                               | 0.0                                 |
| Asian                            | 3     | 1.5                               | 1.5                                 |
| Black or African American        | 6     | 2.9                               | 2.9                                 |
| Hispanic or Latino               | 5     | 2.4                               | 2.4                                 |
| Pacific Islander                 | 0     | 0.0                               | 0.0                                 |
| Two or More Races                | 1     | 0.5                               | 0.5                                 |
| White                            | 191   | 92.7                              | 92.7                                |

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| School                              | 100.0                |
| School Poverty Quartile: Middle     |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

### Classroom Teacher Attendance, 2014-15

|  | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 6.3    | 6.3      |

## Instruction and Resources

### School Schedule

|                                       |      |
|---------------------------------------|------|
| Days of Instruction                   | 181  |
| Hours of Instruction Per Year         |      |
| Grades 1-12 and Full-Day Kindergarten | 1079 |
| Half/Extended Day Kindergarten        | N/A  |

|                           |          |
|---------------------------|----------|
| School Hours for Students |          |
| Start Time                | 07:25 AM |
| End Time                  | 02:10 PM |

### 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                | 47    | 49.5     | 48    | 54.5     |
| Hispanic or Latino                       | 44    | 47.8     | 41    | 57.7     |
| White                                    | 206   | 60.6     | 173   | 64.6     |
| English Language Learners                | 19    | 41.3     | 10    | 25.6     |
| Eligible for Free or Reduced-Price Meals | 134   | 52.3     | 124   | 57.1     |
| Students with Disabilities               | 30    | 46.2     | 27    | 61.4     |
| School                                   | 338   | 57.0     | 315   | 62.9     |
| District                                 |       | 56.1     |       | 59.3     |

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | *     | *        |
| Emotional Disturbance      | 12    | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 79    | 71.2     |
| Other Health Impairment    | 36    | 60.0     |
| Other Disabilities         | 6     | 30.0     |
| Speech/Language Impairment | 9     | *        |
| School                     | 149   | 60.8     |
| District                   |       | 0.0      |

<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.

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

# School Profile and Performance Report for School Year 2015-16

## Norwich Free Academy

### Norwich Free Academy District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | SPI  | Count | SPI  | Count   | SPI  |
| American Indian or Alaska Native             | *                          | *    | *     | *    | 10      | *    |
| Asian  | 35                         | 65.3 | 35    | 69.5 | 38      | 59.4 |
| Black or African American                    | 63                         | 45.7 | 63    | 40.6 | 77      | 42.5 |
| Hispanic or Latino                           | 45                         | 42.0 | 45    | 39.4 | 61      | 40.9 |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | 14      | *    |
| Two or More Races                            | *                          | *    | *     | *    | 19      | *    |
| White  | 404                        | 61.3 | 404   | 54.6 | 304     | 60.8 |
| English Language Learners                    | 44                         | 36.7 | 44    | 37.9 | 31      | 32.1 |
| Non-English Language Learners                | 514                        | 59.8 | 514   | 53.7 | 492     | 56.4 |
| Eligible for Free or Reduced-Price Meals     | 248                        | 48.8 | 248   | 44.2 | 250     | 45.4 |
| Not Eligible for Free or Reduced-Price Meals | 310                        | 65.3 | 310   | 59.0 | 273     | 63.7 |
| Students with Disabilities                   | 70                         | 42.6 | 70    | 33.8 | 62      | 36.0 |
| Students without Disabilities                | 488                        | 60.2 | 488   | 55.1 | 461     | 57.5 |
| High Needs                                   | 272                        | 48.7 | 272   | 43.9 | 271     | 44.9 |
| Non-High Needs                               | 286                        | 66.7 | 286   | 60.6 | 252     | 65.7 |
| School                                       | 558                        | 58.0 | 558   | 52.4 | 523     | 54.9 |

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

|                 | NAEP 2015 |         | NAEP 2013 |         |
|-----------------|-----------|---------|-----------|---------|
|                 | Grade 4   | Grade 8 | Grade 4   | Grade 8 |
| <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          | N/A   | N/A | N/A | 88.6 | 498               | 88.6     |
| Curl Up              | N/A   | N/A | N/A | 82.1 | 498               | 82.1     |
| Push Up              | N/A   | N/A | N/A | 71.7 | 498               | 71.7     |
| Mile Run/PACER       | N/A   | N/A | N/A | 55.0 | 498               | 55.0     |
| All Tests - School   | N/A   | N/A | N/A | 42.4 | 498               | 42.4     |
| All Tests - District | N/A   | N/A | N/A | 42.4 |                   | 42.4     |

<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.

# School Profile and Performance Report for School Year 2015-16

## Norwich Free Academy

### Norwich Free Academy District

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | 94                        | 84.0     | 82.6                    | Yes             | 84.0                    |
| Hispanic or Latino                       | 76                        | 77.6     | 79.8                    | No              | 81.6                    |
| English Language Learners                | 53                        | 81.1     | 92.2                    | No              | 92.5                    |
| Eligible for Free or Reduced-Price Meals | 282                       | 79.8     | 80.9                    | No              | 82.5                    |
| Students with Disabilities               | 71                        | 70.4     | 75.5                    | No              | 77.8                    |
| School                                   | 584                       | 88.5     | 86.7                    | Yes             | 87.6                    |
| District                                 |                           | 87.6     | 85.5                    | Yes             | 86.6                    |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

|  | Participation <sup>5</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 97.8                       | 178               | 30.7     |
| Male                                     | 97.9                       | 159               | 30.9     |
| Black or African American                | 96.7                       | 16                | 8.7      |
| Hispanic or Latino                       | 97.5                       | 21                | 12.9     |
| White                                    | 98.2                       | 225               | 37.0     |
| English Language Learners                | 94.1                       | *                 | *        |
| Eligible for Free or Reduced-Price Meals | 96.2                       | 73                | 15.4     |
| Students with Disabilities               | *                          | *                 | *        |
| School                                   | 97.8                       | 337               | 30.8     |
| District                                 | 96.8                       |                   | 29.7     |

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> 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 <sup>6</sup><br>Rate (%) | Persistence <sup>7</sup><br>Rate (%) |
| Female                                   | 79.3                              | 92.4                                 |
| Male                                     | 70.9                              | 83.3                                 |
| Black or African American                | 68.4                              | 89.2                                 |
| Hispanic or Latino                       | 69.2                              | 80.0                                 |
| White                                    | 77.5                              | 90.7                                 |
| English Language Learners                | 64.3                              | 95.2                                 |
| Eligible for Free or Reduced-Price Meals | 62.3                              | 81.0                                 |
| Students with Disabilities               | 46.7                              | *                                    |
| School                                   | 75.5                              | 88.8                                 |
| District                                 | 74.9                              | 88.8                                 |

<sup>6</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>7</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

# School Profile and Performance Report for School Year 2015-16

## Norwich Free Academy

### Norwich Free Academy District

#### 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        | 58.0          | 75     | 77.3         | 100         | 77.3        | 67.7          |
|   | High Needs Students | 48.7          | 75     | 65.0         | 100         | 65.0        | 56.7          |
| Math Performance Index                                    | All Students        | 52.4          | 75     | 69.9         | 100         | 69.9        | 61.4          |
|   | High Needs Students | 43.9          | 75     | 58.5         | 100         | 58.5        | 49.9          |
| Science Performance Index                                 | All Students        | 54.9          | 75     | 73.3         | 100         | 73.3        | 57.5          |
|   | High Needs Students | 44.9          | 75     | 59.9         | 100         | 59.9        | 47.0          |
| ELA Academic Growth                                       | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 63.8%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 58.3%         |
| Math Academic Growth                                      | All Students        | N/A           | 100%   | 0.0          | 0           | 0.0         | 65.0%         |
|   | High Needs Students | N/A           | 100%   | 0.0          | 0           | 0.0         | 57.4%         |
| Chronic Absenteeism                                       | All Students        | 10.2%         | <=5%   | 39.7         | 50          | 79.4        | 9.6%          |
|   | High Needs Students | 13.9%         | <=5%   | 32.2         | 50          | 64.3        | 15.6%         |
| Preparation for CCR                                       | % Taking Courses    | 59.7%         | 75%    | 39.8         | 50          | 79.6        | 67.6%         |
|   | % Passing Exams     | 30.8%         | 75%    | 20.5         | 50          | 41.1        | 40.7%         |
| On-track to High School Graduation                        |                     | 86.3%         | 94%    | 45.9         | 50          | 91.8        | 85.1%         |
| 4-year Graduation All Students (2015 Cohort)              |                     | 88.5%         | 94%    | 94.2         | 100         | 94.2        | 87.2%         |
| 6-year Graduation - High Needs Students (2013 Cohort)     |                     | 78.3%         | 94%    | 83.3         | 100         | 83.3        | 78.6%         |
| Postsecondary Entrance (Class of 2015)                    |                     | 75.5%         | 75%    | 100.0        | 100         | 100.0       | 71.9%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 89.2%   42.4% | 75%    | 14.1         | 50          | 28.2        | 89.2%   50.5% |
| Arts Access   |                     | 49.2%         | 60%    | 41.0         | 50          | 82.0        | 47.5%         |
| <b>Accountability Index</b>                               |                     |               |        | <b>914.5</b> | <b>1250</b> | <b>73.2</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? |                                  |                 |             |                                       | Y                               |
| ELA Performance Index Gap     | 66.7                             | 48.7            | 18.0        | 16.6                                  |                                 |
| Math Performance Index Gap    | 60.6                             | 43.9            | 16.7        | 19.1                                  |                                 |
| Science Performance Index Gap | 65.7                             | 44.9            | 20.8        | 17.3                                  |                                 |
| Graduation Rate Gap           | 94.0%                            | 78.3%           | 15.7%       | 13.0%                                 | Y                               |

<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                        | 97.5 |
|                  | High Needs Students                 | 95.7 |
| Math             | All Students                        | 97.5 |
|                  | High Needs Students                 | 95.7 |
| Science          | All Students                        | 97.7 |
|                  | High Needs Students                 | 97.0 |

#### Supporting Resources

[Two-page FAQ](#)

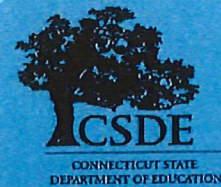
[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.



# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015-16



## Putnam High School Putnam School District

860-963-6905 • [www.putnam.k12.ct.us/phs/index.html](http://www.putnam.k12.ct.us/phs/index.html)

### School Information

Grade Range 9-12  
Enrollment 276

### 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)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

### Contents

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| Instruction.....                    | 2 |
| Performance and Accountability..... | 3 |

### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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

|  | School |                      | District             |
|--|--------|----------------------|----------------------|
|  | Count  | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 150    | 54.3                 | 49.5                 |
| Male                                     | 126    | 45.7                 | 50.5                 |
| American Indian or Alaska Native         | *      | *                    | *                    |
| Asian                                    | *      | *                    | 0.8                  |
| Black or African American                | 8      | 2.9                  | 1.6                  |
| Hispanic or Latino                       | 21     | 7.6                  | 8.9                  |
| Pacific Islander                         | 0      | 0.0                  | *                    |
| Two or More Races                        | 18     | 6.5                  | 5.3                  |
| White                                    | 226    | 81.9                 | 83.1                 |
| English Language Learners                | *      | *                    | 2.1                  |
| Eligible for Free or Reduced-Price Meals | 158    | 57.2                 | 60.7                 |
| Students with Disabilities <sup>1</sup>  | 52     | 18.8                 | 16.6                 |

<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                                   | 34                               | 22.7     | 8                                 | 5.3      |
| Male                                     | 34                               | 26.6     | 20                                | 15.3     |
| Black or African American                | 0                                | *        | 0                                 | *        |
| Hispanic or Latino                       | *                                | *        | *                                 | *        |
| White                                    | 57                               | 25.9     | 20                                | 8.9      |
| English Language Learners                | *                                | *        | 0                                 | *        |
| Eligible for Free or Reduced-Price Meals | 48                               | 29.8     | 26                                | 15.2     |
| Students with Disabilities               | 16                               | 31.4     | 15                                | 25.9     |
| School                                   | 68                               | 24.5     | 28                                | 9.9      |
| District                                 |                                  | 14.7     |                                   | 6.4      |

Number of students in 2014-15 qualified as truant under state statute: 102

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.

# School Profile and Performance Report for School Year 2015-16

## Putnam High School

### Putnam School District

## Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 24.3 |
| Paraprofessional Instructional Assistants                 | 0.0  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 4.0  |
| Paraprofessional Instructional Assistants                 | 11.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| School Level  | 2.0  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 1.0  |
| Support Staff   | 0.0  |
| Instructional Specialists Who Support Teachers            | 0.2  |
| Counselors, Social Workers and School Psychologists       | 3.0  |
| School Nurses   | 0.9  |
| Other Staff Providing Non-Instructional Services/Support  | 9.1  |

<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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|----------------------------------|-------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 0     | 0.0                               | 0.0                                 |
| Asian                            | 0     | 0.0                               | 0.8                                 |
| Black or African American        | 0     | 0.0                               | 0.0                                 |
| Hispanic or Latino               | 0     | 0.0                               | 0.8                                 |
| Pacific Islander                 | 0     | 0.0                               | 0.0                                 |
| Two or More Races                | 0     | 0.0                               | 0.8                                 |
| White                            | 36    | 100.0                             | 97.6                                |

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| School                              | 100.0                |
| School Poverty Quartile: Middle     |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

### Classroom Teacher Attendance, 2014-15

|  | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 7.1    | 9.8      |

## Instruction and Resources

### School Schedule

|                                       |      |
|---------------------------------------|------|
| Days of Instruction                   | 183  |
| Hours of Instruction Per Year         |      |
| Grades 1-12 and Full-Day Kindergarten | 1031 |
| Half/Extended Day Kindergarten        | N/A  |

|                           |          |
|---------------------------|----------|
| School Hours for Students |          |
| Start Time                | 07:25 AM |
| End Time                  | 02:05 PM |

### 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                | *     | *        | *     | *        |
| Hispanic or Latino                       | *     | *        | 6     | *        |
| White                                    | 22    | 51.2     | 42    | 80.8     |
| English Language Learners                | 0     | 0.0      | *     | *        |
| Eligible for Free or Reduced-Price Meals | 12    | 35.3     | 27    | 73.0     |
| Students with Disabilities               | *     | *        | *     | *        |
| School                                   | 27    | 46.6     | 52    | 78.8     |
| District                                 |       | 45.2     |       | 71.8     |

<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                     | *     | *        |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | 0     | 0.0      |
| Learning Disability        | 23    | 92.0     |
| Other Health Impairment    | *     | *        |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | *     | *        |
| School                     | 36    | 69.2     |
| District                   |       | 68.9     |

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

# School Profile and Performance Report for School Year 2015-16

## Putnam High School

### Putnam School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | SPI  | Count | SPI  | Count   | SPI  |
| 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                    | *                          | *    | *     | *    | 0       | N/A  |
| Hispanic or Latino                           | *                          | *    | *     | *    | *       | *    |
| Native Hawaiian or Other Pacific Islander    | 0                          | N/A  | 0     | N/A  | 0       | N/A  |
| Two or More Races                            | *                          | *    | *     | *    | *       | *    |
| White  | 38                         | 52.2 | 38    | 46.4 | 60      | 47.5 |
| English Language Learners                    | *                          | *    | *     | *    | *       | *    |
| Non-English Language Learners                | *                          | *    | *     | *    | *       | *    |
| Eligible for Free or Reduced-Price Meals     | 27                         | 45.1 | 27    | 42.6 | 37      | 44.4 |
| Not Eligible for Free or Reduced-Price Meals | 22                         | 60.5 | 22    | 52.1 | 30      | 51.0 |
| Students with Disabilities                   | 11                         | *    | 11    | *    | 19      | *    |
| Students without Disabilities                | 38                         | 56.3 | 38    | 51.8 | 48      | 53.5 |
| High Needs                                   | 28                         | 45.2 | 28    | 42.2 | 41      | 41.9 |
| Non-High Needs                               | 21                         | 61.0 | 21    | 53.2 | 26      | 56.0 |
| School                                       | 49                         | 52.0 | 49    | 46.9 | 67      | 47.4 |

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

|                 | NAEP 2015 |         | NAEP 2013 |         |
|-----------------|-----------|---------|-----------|---------|
|                 | Grade 4   | Grade 8 | Grade 4   | Grade 8 |
| <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          | N/A   | N/A  | N/A  | 85.0 | 40                | 85.0     |
| Curl Up              | N/A   | N/A  | N/A  | 90.0 | 40                | 90.0     |
| Push Up              | N/A   | N/A  | N/A  | 75.0 | 40                | 75.0     |
| Mile Run/PACER       | N/A   | N/A  | N/A  | 47.5 | 40                | 47.5     |
| All Tests - School   | N/A   | N/A  | N/A  | 37.5 | 40                | 37.5     |
| All Tests - District | 69.6  | 46.1 | 54.8 | 37.5 |                   | 53.8     |

<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.

# School Profile and Performance Report for School Year 2015-16

## Putnam High School

### Putnam School District

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | *        | .                       |                 | .                       |
| English Language Learners                | 0                         | 0.0      | .                       |                 | .                       |
| Eligible for Free or Reduced-Price Meals | *                         | *        | 75.0                    | Yes             | 77.3                    |
| Students with Disabilities               | *                         | *        | .                       |                 | .                       |
| School                                   | 55                        | 92.7     | 84.4                    | Yes             | 85.6                    |
| District                                 |                           | 86.2     | 83.7                    | Yes             | 85.0                    |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

|  | Participation <sup>5</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 97.1                       | 17                | 25.0     |
| Male                                     | 96.4                       | 12                | 21.4     |
| Black or African American                | *                          | 0                 | *        |
| Hispanic or Latino                       | *                          | *                 | *        |
| White                                    | 97.9                       | 26                | 27.4     |
| English Language Learners                | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 95.8                       | 12                | 16.9     |
| Students with Disabilities               | *                          | 0                 | *        |
| School                                   | 96.8                       | 29                | 23.4     |
| District                                 | 92.1                       |                   | 20.7     |

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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#### College Entrance and Persistence

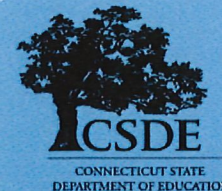
|  | Class of 2015                     | Class of 2014                        |
|--|-----------------------------------|--------------------------------------|
|  | Entrance <sup>6</sup><br>Rate (%) | Persistence <sup>7</sup><br>Rate (%) |
| Female                                   | 52.2                              | *                                    |
| Male                                     | 61.8                              | *                                    |
| Black or African American                | *                                 | *                                    |
| Hispanic or Latino                       | *                                 | *                                    |
| White                                    | 58.8                              | *                                    |
| English Language Learners                | 58.8                              | *                                    |
| Eligible for Free or Reduced-Price Meals | 45.9                              | *                                    |
| Students with Disabilities               | *                                 | *                                    |
| School                                   | 57.9                              | 73.1                                 |
| District                                 | 50.8                              | 73.1                                 |

<sup>6</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>7</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

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## RHAM High School Regional School District 08

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### School Information

Grade Range 9-12  
Enrollment 1,023

### 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)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

### Contents

|                                     |   |
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| Instruction.....                    | 2 |
| Performance and Accountability..... | 3 |

### Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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

|  | School |                      | District             |
|--|--------|----------------------|----------------------|
|  | Count  | Percent of Total (%) | Percent of Total (%) |
| Female                                   | 487    | 47.6                 | 48.8                 |
| Male                                     | 536    | 52.4                 | 51.2                 |
| American Indian or Alaska Native         | 0      | 0.0                  | *                    |
| Asian                                    | 20     | 2.0                  | 1.9                  |
| Black or African American                | *      | *                    | *                    |
| Hispanic or Latino                       | 18     | 1.8                  | 1.7                  |
| Pacific Islander                         | 0      | 0.0                  | 0.0                  |
| Two or More Races                        | *      | *                    | 0.6                  |
| White                                    | 978    | 95.6                 | 95.1                 |
| English Language Learners                | 0      | 0.0                  | 0.0                  |
| Eligible for Free or Reduced-Price Meals | 80     | 7.8                  | 7.4                  |
| Students with Disabilities <sup>1</sup>  | 111    | 10.9                 | 11.7                 |

<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                                   | 41                               | 8.4      | 14                                | 2.9      |
| Male                                     | 44                               | 8.4      | 47                                | 8.9      |
| Black or African American                | 0                                | *        | *                                 | *        |
| Hispanic or Latino                       | *                                | *        | *                                 | *        |
| White                                    | 80                               | 8.3      | 53                                | 5.5      |
| English Language Learners                | N/A                              | N/A      | N/A                               | N/A      |
| Eligible for Free or Reduced-Price Meals | 19                               | 24.7     | 16                                | 19.0     |
| Students with Disabilities               | 21                               | 20.8     | 21                                | 18.1     |
| School                                   | 85                               | 8.4      | 61                                | 6.0      |
| District                                 |                                  | 6.9      |                                   | 4.5      |

**Number of students in 2014-15 qualified as truant under state statute: 11**

**Number of school-based arrests: 0**

<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.

# School Profile and Performance Report for School Year 2015-16

## RHAM High School

### Regional School District 08

## Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 76.5 |
| Paraprofessional Instructional Assistants                 | 0.0  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 13.8 |
| Paraprofessional Instructional Assistants                 | 30.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| School Level  | 3.6  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 1.0  |
| Support Staff   | 2.0  |
| Instructional Specialists Who Support Teachers            | 0.0  |
| Counselors, Social Workers and School Psychologists       | 8.4  |
| School Nurses   | 1.0  |
| Other Staff Providing Non-Instructional Services/Support  | 35.5 |

<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 | School<br>Percent of Total<br>(%) | District<br>Percent of Total<br>(%) |
|----------------------------------|-------|-----------------------------------|-------------------------------------|
| American Indian or Alaska Native | 0     | 0.0                               | 0.6                                 |
| Asian                            | 1     | 0.9                               | 0.6                                 |
| Black or African American        | 0     | 0.0                               | 0.0                                 |
| Hispanic or Latino               | 3     | 2.8                               | 2.3                                 |
| Pacific Islander                 | 0     | 0.0                               | 0.0                                 |
| Two or More Races                | 0     | 0.0                               | 0.0                                 |
| White                            | 103   | 96.3                              | 96.6                                |

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

| School                              | Percent of Total (%) |
|-------------------------------------|----------------------|
| School                              | 100.0                |
| School Poverty Quartile: Low        |                      |
| State High Poverty Quartile Schools | 97.6                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

### Classroom Teacher Attendance, 2014-15

|  | School | District |
|--|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 4.4    | 4.5      |

## Instruction and Resources

|                                       |      |
|---------------------------------------|------|
| Days of Instruction                   | 180  |
| Hours of Instruction Per Year         |      |
| Grades 1-12 and Full-Day Kindergarten | 1040 |
| Half/Extended Day Kindergarten        | N/A  |

### School Schedule

|                                  |          |
|----------------------------------|----------|
| <b>School Hours for Students</b> |          |
| Start Time                       | 07:25 AM |
| End Time                         | 02:10 PM |

### 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                | *     | *        | *     | *        |
| Hispanic or Latino                       | *     | *        | *     | *        |
| White                                    | 196   | 81.0     | 223   | 91.0     |
| English Language Learners                | N/A   | N/A      | N/A   | N/A      |
| Eligible for Free or Reduced-Price Meals | 11    | *        | 15    | *        |
| Students with Disabilities               | 20    | 83.3     | 19    | 90.5     |
| School                                   | 198   | 80.2     | 234   | 91.1     |
| District                                 |       | 79.6     |       | 89.7     |

<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                     | 6     | *        |
| Emotional Disturbance      | *     | *        |
| Intellectual Disability    | *     | *        |
| Learning Disability        | 30    | 78.9     |
| Other Health Impairment    | 26    | 76.5     |
| Other Disabilities         | *     | *        |
| Speech/Language Impairment | *     | *        |
| School                     | 72    | 64.9     |
| District                   |       | 60.4     |

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

# School Profile and Performance Report for School Year 2015-16

## RHAM High School

### Regional School District 08

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

|  | English Language Arts(ELA) |      | Math  |      | Science |      |
|--|----------------------------|------|-------|------|---------|------|
|  | Count                      | SPI  | Count | SPI  | Count   | SPI  |
| American Indian or Alaska Native             | 0                          | N/A  | 0     | N/A  | 0       | N/A  |
| Asian  | 0                          | N/A  | 0     | N/A  | *       | *    |
| Black or African American                    | *                          | *    | *     | *    | *       | *    |
| Hispanic or Latino                           | *                          | *    | *     | *    | *       | *    |
| Native Hawaiian or Other Pacific Islander    | 0                          | N/A  | 0     | N/A  | 0       | N/A  |
| Two or More Races                            | *                          | *    | *     | *    | *       | *    |
| White  | 238                        | 67.2 | 238   | 66.7 | 261     | 67.0 |
| English Language Learners                    | 0                          | N/A  | 0     | N/A  | 0       | N/A  |
| Non-English Language Learners                | 243                        | 67.0 | 243   | 66.3 | 273     | 66.5 |
| Eligible for Free or Reduced-Price Meals     | 18                         | *    | 18    | *    | 16      | *    |
| Not Eligible for Free or Reduced-Price Meals | 225                        | 68.0 | 225   | 67.3 | 257     | 66.9 |
| Students with Disabilities                   | 34                         | 44.3 | 34    | 42.6 | 32      | 49.2 |
| Students without Disabilities                | 209                        | 70.6 | 209   | 70.1 | 241     | 68.8 |
| High Needs                                   | 46                         | 48.8 | 46    | 47.2 | 44      | 54.2 |
| Non-High Needs                               | 197                        | 71.2 | 197   | 70.7 | 229     | 68.8 |
| School                                       | 243                        | 67.0 | 243   | 66.3 | 273     | 66.5 |

### 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          | N/A   | N/A | N/A  | 83.3 | 246               | 83.3     |
| Curl Up              | N/A   | N/A | N/A  | 99.2 | 246               | 99.2     |
| Push Up              | N/A   | N/A | N/A  | 88.6 | 246               | 88.6     |
| Mile Run/PACER       | N/A   | N/A | N/A  | 73.2 | 246               | 73.2     |
| All Tests - School   | N/A   | N/A | N/A  | 59.8 | 246               | 59.8     |
| All Tests - District | N/A   | N/A | 70.9 | 59.8 |                   | 65.6     |

<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.

# School Profile and Performance Report for School Year 2015-16

## RHAM High School

### Regional School District 08

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

|  | 2014-15                   |          |                         |                 | 2015-16                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | *        | .                       |                 | .                       |
| English Language Learners                | 0                         | 0.0      | .                       |                 | .                       |
| Eligible for Free or Reduced-Price Meals | 29                        | 82.8     | .                       |                 | .                       |
| Students with Disabilities               | 34                        | 67.6     | 70.4                    | No              | 73.3                    |
| School                                   | 267                       | 92.9     | 87.7                    | Yes             | 88.5                    |
| District                                 |                           | 92.6     | 87.7                    | Yes             | 88.5                    |

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

<sup>3</sup>Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

|  | Participation <sup>5</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 98.0                       | 172               | 68.8     |
| Male                                     | 97.2                       | 150               | 59.1     |
| Black or African American                | *                          | 0                 | *        |
| Hispanic or Latino                       | *                          | *                 | *        |
| White                                    | 97.7                       | 315               | 64.7     |
| English Language Learners                | N/A                        | N/A               | N/A      |
| Eligible for Free or Reduced-Price Meals | 85.7                       | 11                | 31.4     |
| Students with Disabilities               | *                          | *                 | *        |
| School                                   | 97.6                       | 322               | 63.9     |
| District                                 | 97.1                       |                   | 62.8     |

<sup>4</sup>College readiness exams and benchmark scores are as follows:

- SAT<sup>®</sup> - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>5</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<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> 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 <sup>6</sup><br>Rate (%) | Persistence <sup>7</sup><br>Rate (%) |
| Female                                   | 83.1                              | 93.2                                 |
| Male                                     | 85.0                              | 97.2                                 |
| Black or African American                | *                                 | *                                    |
| Hispanic or Latino                       | *                                 | *                                    |
| White                                    | 83.1                              | 95.4                                 |
| English Language Learners                | 83.1                              | *                                    |
| Eligible for Free or Reduced-Price Meals | 57.1                              | *                                    |
| Students with Disabilities               | 48.3                              | 90.9                                 |
| School                                   | 84.1                              | 95.1                                 |
| District                                 | 84.1                              | 95.1                                 |

<sup>6</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>7</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



# School Profile and Performance Report for School Year 2015-16

## RHAM High School

### Regional School District 08

#### 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        | 67.0          | 75     | 89.3          | 100         | 89.3        | 67.7          |
|   | High Needs Students | 48.8          | 75     | 65.1          | 100         | 65.1        | 56.7          |
| Math Performance Index                                    | All Students        | 66.3          | 75     | 88.4          | 100         | 88.4        | 61.4          |
|   | High Needs Students | 47.2          | 75     | 63.0          | 100         | 63.0        | 49.9          |
| Science Performance Index                                 | All Students        | 66.5          | 75     | 88.6          | 100         | 88.6        | 57.5          |
|   | High Needs Students | 54.2          | 75     | 72.3          | 100         | 72.3        | 47.0          |
| ELA Academic Growth                                       | All Students        | N/A           | 100%   | 0.0           | 0           | 0.0         | 63.8%         |
|   | High Needs Students | N/A           | 100%   | 0.0           | 0           | 0.0         | 58.3%         |
| Math Academic Growth                                      | All Students        | N/A           | 100%   | 0.0           | 0           | 0.0         | 65.0%         |
|   | High Needs Students | N/A           | 100%   | 0.0           | 0           | 0.0         | 57.4%         |
| Chronic Absenteeism                                       | All Students        | 8.4%          | <=5%   | 43.2          | 50          | 86.3        | 9.6%          |
|   | High Needs Students | 21.2%         | <=5%   | 17.6          | 50          | 35.2        | 15.6%         |
| Preparation for CCR                                       | % Taking Courses    | 85.7%         | 75%    | 50.0          | 50          | 100.0       | 67.6%         |
|   | % Passing Exams     | 63.9%         | 75%    | 42.6          | 50          | 85.2        | 40.7%         |
| On-track to High School Graduation                        |                     | 96.9%         | 94%    | 50.0          | 50          | 100.0       | 85.1%         |
| 4-year Graduation All Students (2015 Cohort)              |                     | 92.9%         | 94%    | 98.8          | 100         | 98.8        | 87.2%         |
| 6-year Graduation - High Needs Students (2013 Cohort)     |                     | 86.5%         | 94%    | 92.1          | 100         | 92.1        | 78.6%         |
| Postsecondary Entrance (Class of 2015)                    |                     | 84.1%         | 75%    | 100.0         | 100         | 100.0       | 71.9%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 88.2%   59.8% | 75%    | 19.9          | 50          | 39.8        | 89.2%   50.5% |
| Arts Access   |                     | 36.6%         | 60%    | 30.5          | 50          | 61.0        | 47.5%         |
| <b>Accountability Index</b>                               |                     |               |        | <b>1011.2</b> | <b>1250</b> | <b>80.9</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? |                                  |                 |             |                                       | Y                               |
| ELA Performance Index Gap     | 71.2                             | 48.8            | 22.4        | 16.6                                  |                                 |
| Math Performance Index Gap    | 70.7                             | 47.2            | 23.5        | 19.1                                  |                                 |
| Science Performance Index Gap | 68.8                             | 54.2            | 14.6        | 17.3                                  |                                 |
| Graduation Rate Gap           | 94.0%                            | 86.5%           | 7.5%        | 13.0%                                 | N                               |

<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                        | 98.0 |
|                  | High Needs Students                 | 93.9 |
| Math             | All Students                        | 98.0 |
|                  | High Needs Students                 | 93.9 |
| Science          | All Students                        | 98.2 |
|                  | High Needs Students                 | 93.6 |

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.