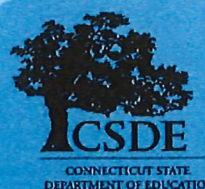


APPENDIX A

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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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.

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 Percent of Total (%)	District Percent of Total (%)
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 ¹	118	14.3	16.1

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	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

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2015-16

Killingly High School

Killingly School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	57.7
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	15.0
Administrators, Coordinators and Department Chairs	
School Level	3.9
Library/Media	
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

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
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 Teachers²

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

²Core 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

School Schedule

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

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 School³

	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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

⁴Ages 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 Proficient¹

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across 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 Standard²

	Percent of Students by Grade ³ (%)				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

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2015-16

Killingly High School

Killingly School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

³Targets 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 Exam⁴

	Participation ⁵	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

⁴College readiness exams and benchmark scores are as follows:

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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. www.act.org

IB® 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 ⁶	Persistence ⁷
	Rate (%)	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

⁶College 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.

⁷College 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%
Accountability Index				842.0	1250	67.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
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

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
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

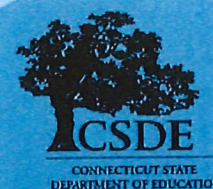
[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum 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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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.

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 Percent of Total (%)	District 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 ¹	57	15.1	15.4

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	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

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2015-16

Lyman Memorial High School

Lebanon School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	33.8
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	3.2
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
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

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
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 Teachers²

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

²Core 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 School³

	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 Peers⁴

	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

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

⁴Ages 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 Proficient¹

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across 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 Standard²

	Percent of Students by Grade ³ (%)				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

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2015-16

Lyman Memorial High School

Lebanon School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

³Targets 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 Exam⁴

	Participation ⁵	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

⁴College readiness exams and benchmark scores are as follows:

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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	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

⁶College 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.

⁷College 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%
Accountability Index				805.3	1050	76.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
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

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
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

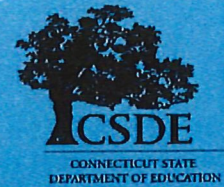
[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum 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)

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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.

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 Percent of Total (%)	District 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 ¹	245	10.9	11.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	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

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2015-16

Norwich Free Academy

Norwich Free Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	139.0
Paraprofessional Instructional Assistants	11.9
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	18.6
Library/Media	
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

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
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 Teachers²

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

²Core 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 School³

	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 Peers⁴

	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

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

⁴Ages 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 Proficient¹

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across 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 Standard²

	Percent of Students by Grade ³ (%)				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

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2015-16

Norwich Free Academy

Norwich Free Academy District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

³Targets 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 Exam⁴

	Participation ⁵	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

⁴College readiness exams and benchmark scores are as follows:

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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶ Rate (%)	Persistence ⁷ 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

⁶College 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.

⁷College 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%
Accountability Index				914.5	1250	73.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
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

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
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

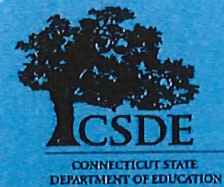
[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum 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

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)

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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 Percent of Total (%)	District 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 ¹	52	18.8	16.6

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	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

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2015-16

Putnam High School

Putnam School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.3
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	11.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
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

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
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 Teachers²

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

²Core 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 School³

	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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

⁴Ages 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 Proficient¹

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across 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 Standard²

	Percent of Students by Grade ³ (%)				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

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2015-16

Putnam High School

Putnam School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

³Targets 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 Exam⁴

	Participation ⁵	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

⁴College readiness exams and benchmark scores are as follows:

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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.
Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

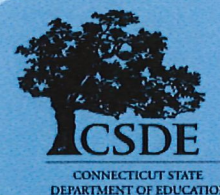
	Class of 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	52.2	*
Male	61.8	*
Black or African American	*	*
Hispanic or Latino	*	*
White	58.8	*
English Language Learners	58.8	*
Eligible for Free or Reduced-Price Meals	45.9	*
Students with Disabilities	*	*
School	57.9	73.1
District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

⁶College 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.

⁷College 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

860-228-9474 • <http://www.rhamhs.reg8.k12.ct.us/>

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)

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Students.....	1
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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.

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 Percent of Total (%)	District 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 ¹	111	10.9	11.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	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

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2015-16

RHAM High School

Regional School District 08

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	76.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	13.8
Paraprofessional Instructional Assistants	30.0
Administrators, Coordinators and Department Chairs	
School Level	3.6
Library/Media	
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

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
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 Teachers²

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

²Core 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

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1040
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 School³

	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

³College-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 Peers⁴

	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

⁴Ages 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 Proficient¹

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across 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 Standard²

	Percent of Students by Grade ³ (%)				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

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2015-16

RHAM High School

Regional School District 08

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

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

³Targets 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 Exam⁴

	Participation ⁵	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

⁴College readiness exams and benchmark scores are as follows:

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

⁵Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁶ Rate (%)	Persistence ⁷ 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

⁶College 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.

⁷College 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%
Accountability Index				1011.2	1250	80.9	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
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

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
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](#)

³Minimum participation standard is 95%.