Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Danbury High School
Danbury School District

203-797-4803 • www.danbury.k12.ct.us/dhsweb/Main/

School Information

Grade Range	**9-12**
Enrollment	**2,941**

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

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

		School	District
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,407	47.8	48.5
Male	1,534	52.2	51.5
American Indian or Alaska Native	*	*	0.1
Asian	196	6.7	6.6
Black or African American	279	9.5	7.5
Hispanic or Latino	1,190	40.5	46.0
Pacific Islander	*	*	0.1
Two or More Races	63	2.1	2.6
White	1,209	41.1	37.1
English Language Learners	410	13.9	23.1
Eligible for Free or Reduced-Price Meals	1,326	45.1	53.5
Students with Disabilities[1]	379	12.9	12.5

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	156	11.2	186	13.2
Male	189	12.5	369	23.6
Black or African American	36	12.9	72	25.2
Hispanic or Latino	162	13.9	301	24.9
White	124	10.4	151	12.5
English Language Learners	59	13.7	138	30.4
Eligible for Free or Reduced-Price Meals	181	14.6	320	25.0
Students with Disabilities	86	24.3	113	29.5
School	345	11.9	555	18.7
District		7.4		7.2

Number of students in 2014-15 qualified as truant under state statute: 125

Number of school-based arrests: 12

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	156.7
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	23.6
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
School Level	13.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.6
Counselors, Social Workers and School Psychologists	19.2
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	53.1

[1]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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	6	2.7	1.8
Black or African American	9	4.0	3.9
Hispanic or Latino	15	6.7	6.8
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	194	86.6	87.2

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	98.3
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]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	9.2	9.5

Instruction and Resources

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	924
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:20 AM
End Time	02:00 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	29	40.8	52	71.2
Hispanic or Latino	76	32.6	131	56.5
White	150	52.3	263	80.4
English Language Learners	13	14.8	25	28.7
Eligible for Free or Reduced-Price Meals	100	39.1	167	63.7
Students with Disabilities	29	42.6	62	70.5
School	295	45.1	488	70.6
District		43.4		68.0

[3]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[4]

	Count	Rate (%)
Autism	20	54.1
Emotional Disturbance	6	26.1
Intellectual Disability	*	*
Learning Disability	162	74.7
Other Health Impairment	43	69.4
Other Disabilities	6	*
Speech/Language Impairment	*	*
School	243	64.1
District		63.5

[4]Ages 6-21

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	46	60.9	46	64.1	43	52.4
Black or African American	64	48.2	64	42.9	55	46.5
Hispanic or Latino	202	45.4	202	41.8	286	43.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	13	*	13	*	*	*
White	273	60.1	273	53.4	261	55.6
English Language Learners	70	35.1	70	32.5	86	32.1
Non-English Language Learners	528	56.3	528	51.3	572	51.8
Eligible for Free or Reduced-Price Meals	234	46.0	234	42.7	296	44.0
Not Eligible for Free or Reduced-Price Meals	364	58.8	364	53.2	362	53.5
Students with Disabilities	75	37.9	75	34.9	86	32.5
Students without Disabilities	523	56.1	523	51.2	572	51.8
High Needs	292	45.0	292	41.7	358	42.6
Non-High Needs	306	62.2	306	56.3	300	57.2
School	598	53.8	598	49.1	658	49.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	93.4	608	93.4
Curl Up	N/A	N/A	N/A	97.2	608	97.2
Push Up	N/A	N/A	N/A	84.4	608	84.4
Mile Run/PACER	N/A	N/A	N/A	68.3	608	68.3
All Tests - School	N/A	N/A	N/A	62.2	608	62.2
All Tests - District	29.9	25.0	24.4	62.0		33.9

[2]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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	69	68.1	82.3	No	83.8
Hispanic or Latino	286	69.6	80.1	No	81.9
English Language Learners	138	47.8	71.6	No	74.4
Eligible for Free or Reduced-Price Meals	412	70.9	77.0	No	79.1
Students with Disabilities	80	66.3	71.7	No	74.5
School	732	79.5	84.3	No	85.5
District		77.1	82.7	No	84.1

[1]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.

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

[3]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[4]

	Participation[5]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.4	224	33.9
Male	93.7	203	29.7
Black or African American	94.4	28	19.4
Hispanic or Latino	92.9	70	15.1
White	96.7	275	44.8
English Language Learners	90.3	7	4.0
Eligible for Free or Reduced-Price Meals	93.8	89	17.2
Students with Disabilities	*	*	*
School	95.0	427	31.7
District	94.5		30.4

[4]College 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

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

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[6]	Persistence[7]
	Rate (%)	Rate (%)
Female	72.5	85.8
Male	66.9	88.3
Black or African American	81.5	*
Hispanic or Latino	54.0	78.8
White	77.4	90.9
English Language Learners	37.5	66.7
Eligible for Free or Reduced-Price Meals	56.2	81.5
Students with Disabilities	41.3	85.7
School	69.8	87.0
District	67.9	86.9

[6]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.

[7]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

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	53.8	75	71.7	100	71.7	67.7
	High Needs Students	45.0	75	60.0	100	60.0	56.7
Math Performance Index	All Students	49.1	75	65.5	100	65.5	61.4
	High Needs Students	41.7	75	55.5	100	55.5	49.9
Science Performance Index	All Students	49.2	75	65.7	100	65.7	57.5
	High Needs Students	42.6	75	56.8	100	56.8	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	11.9%	<=5%	36.3	50	72.6	9.6%
	High Needs Students	14.8%	<=5%	30.5	50	60.9	15.6%
Preparation for CCR	% Taking Courses	58.2%	75%	38.8	50	77.6	67.6%
	% Passing Exams	31.7%	75%	21.2	50	42.3	40.7%
On-track to High School Graduation		74.6%	94%	39.7	50	79.4	85.1%
4-year Graduation All Students (2015 Cohort)		79.5%	94%	84.6	100	84.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.5%	94%	85.7	100	85.7	78.6%
Postsecondary Entrance (Class of 2015)		69.8%	75%	93.1	100	93.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		85.6% | 62.2%	75%	20.7	50	41.4	89.2% | 50.5%
Arts Access		44.7%	60%	37.2	50	74.5	47.5%
Accountability Index				**863.0**	**1250**	**69.0**	

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	62.2	45.0	17.2	16.6	
Math Performance Index Gap	56.3	41.7	14.6	19.1	
Science Performance Index Gap	57.2	42.6	14.6	17.3	
Graduation Rate Gap	94.0%	80.5%	13.5%	13.0%	Y

[1]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.

[2]If 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	95.6
	High Needs Students	94.3
Math	All Students	95.6
	High Needs Students	94.3
Science	All Students	98.0
	High Needs Students	97.8

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

[3]Minimum participation standard is 95%.