

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



Connecticut River Academy Learn

860-913-2032

School Information

Grade Range **9-12**
Enrollment **454**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	254	55.9	51.5
Male	200	44.1	48.5
American Indian or Alaska Native	0	0.0	0.2
Asian	14	3.1	2.8
Black or African American	98	21.6	14.7
Hispanic or Latino	214	47.1	35.6
Pacific Islander	*	*	0.4
Two or More Races	*	*	8.6
White	114	25.1	37.7
English Language Learners	42	9.3	8.3
Eligible for Free or Reduced-Price Meals	290	63.9	50.7
Students with Disabilities ¹	74	16.3	14.7

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	82	33.2	59	23.8
Male	55	28.1	44	22.3
Black or African American	34	35.1	31	32.0
Hispanic or Latino	82	39.4	58	27.6
White	13	11.7	8	7.2
English Language Learners	13	32.5	8	19.5
Eligible for Free or Reduced-Price Meals	111	39.9	88	30.0
Students with Disabilities	32	43.2	17	22.7
School	137	30.9	103	23.1
District		16.3		8.2

Number of students in 2015-16 qualified as truant under state statute: 43

Number of school-based arrests: 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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	29.7
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	7.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	4.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.0

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	0.4
Black or African American	5	10.4	3.6
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	40	83.3	89.7

Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.5	8.8

Instruction and Resources

School Schedule

Days of Instruction	181
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	921
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:45 AM
End Time	03:00 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	6	23.1	*	*
Hispanic or Latino	6	14.3	10	25.6
White	17	58.6	18	69.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	8	11.4	15	27.8
Students with Disabilities	*	*	*	*
School	31	30.1	34	40.5
District		54.1		69.8

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	27	90.0
Other Health Impairment	19	82.6
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	58	78.4
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

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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	*	*	*	*	*	*
Black or African American	25	42.8	25	37.9	27	37.8
Hispanic or Latino	39	40.9	39	36.7	62	38.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	29	60.8	29	55.6	26	54.8
English Language Learners	9	*	9	*	9	*
Non-English Language Learners	90	49.0	90	44.4	112	42.9
Eligible for Free or Reduced-Price Meals	66	42.7	66	38.5	69	38.3
Not Eligible for Free or Reduced-Price Meals	33	57.5	33	53.2	52	47.4
Students with Disabilities	15	*	15	*	15	*
Students without Disabilities	84	50.4	84	46.0	106	43.0
High Needs	70	42.0	70	37.7	77	38.2
Non-High Needs	29	61.4	29	57.1	44	49.3
School	99	47.6	99	43.4	121	42.2

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	89.2	37	89.2
Curl Up	N/A	N/A	N/A	100.0	37	100.0
Push Up	N/A	N/A	N/A	75.7	37	75.7
Mile Run/PACER	N/A	N/A	N/A	81.1	37	81.1
All Tests - School	N/A	N/A	N/A	70.3	37	70.3
All Tests - District	35.4	42.9	28.0	87.9		52.9

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	40	87.5
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	54	87.0
Students with Disabilities	*	*
School	87	90.8
District		94.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵ Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	99.1	15	13.4
Male	100.0	19	25.3
Black or African American	100.0	*	*
Hispanic or Latino	98.8	8	9.9
White	100.0	23	41.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	99.2	8	6.5
Students with Disabilities	96.9	*	*
School	99.5	34	18.2
District	97.9		37.7

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁶ Rate (%)	Persistence ⁷ Rate (%)
Female	82.5	84.8
Male	76.9	*
Black or African American	*	*
Hispanic or Latino	85.3	*
White	70.4	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	78.7	83.9
Students with Disabilities	*	*
School	79.7	83.7
District	77.3	82.1

⁵College 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.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	47.6	75	63.5	100	63.5	67.1
	High Needs Students	42.0	75	55.9	100	55.9	55.9
Math Performance Index	All Students	43.4	75	57.9	100	57.9	62.2
	High Needs Students	37.7	75	50.3	100	50.3	50.5
Science Performance	All Students	42.2	75	56.3	100	56.3	55.3
	High Needs Students	38.2	75	50.9	100	50.9	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	30.9%	<=5%	0.0	50	0.0	9.9%
	High Needs Students	38.7%	<=5%	0.0	50	0.0	15.8%
Preparation for CCR	% Taking Courses	34.8%	75%	23.2	50	46.3	70.7%
	% Passing Exams	18.2%	75%	12.1	50	24.2	43.5%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		90.8%	94%	96.6	100	96.6	87.4%
6-year Graduation - High Needs Students (2014)		92.6%	94%	98.6	100	98.6	82.0%
Postsecondary Entrance (Class of 2016)		79.7%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		28.7% 70.3%	75%	0.0	50	0.0	92.0% 51.6%
Arts Access		62.3%	60%	50.0	50	100.0	50.5%
Accountability Index				765.4	1250	61.2	

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	61.4	42.0	19.4	16.6	
Math Performance Index Gap	57.1	37.7	19.4	18.5	
Science Performance Index Gap	49.3	38.2	11.1	16.5	
Graduation Rate Gap	94.0%	92.6%	1.4%	9.3%	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	97.1
	High Needs Students	95.9
Math	All Students	97.1
	High Needs Students	95.9
Science	All Students	94.6
	High Needs Students	92.9

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.