

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Thomas W. Mahan School Norwich School District

860-823-4205 • <http://www.norwichschools.org/mahan/index.html>

School Information

Grade Range
EnrollmentPK-5
248

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	121	48.8	*
Male	127	51.2	52.9
American Indian or Alaska Native	0	0.0	0.6
Asian	59	23.8	7.1
Black or African American	37	14.9	18.4
Hispanic or Latino	50	20.2	31.4
Pacific Islander	0	0.0	0.4
Two or More Races	18	7.3	10.2
White	84	33.9	31.9
English Language Learners	55	22.2	17.0
Eligible for Free or Reduced-Price Meals	162	65.3	75.9
Students with Disabilities ¹	27	10.9	21.2

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	12	10.3	0	0.0
Male	8	6.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino	6	12.0	*	*
White	8	11.0	0	0.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	10.5	*	*
Students with Disabilities	*	*	*	*
School	20	8.5	*	*
District		13.4		8.9

Number of students in 2016-17 qualified as truant under state statute: 13

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.

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Norwich School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.8
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	2.4
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	1.0
Library/Media	
Specialists (Certified)	0.4
Support Staff	0.4
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	0.6
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

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	1.0
Black or African American	0	0.0	1.0
Hispanic or Latino	0	0.0	1.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	27	100.0	97.0

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	4.2	6.7

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	972
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:30 AM
End Time	02:55 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	6	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	15	71.4
District		53.8

³Ages 6-21

School Profile and Performance Report for School Year 2017-18

Thomas W. Mahan School

Norwich 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	20	88.3	20	85.1
Black or African American	16	*	16	*
Hispanic or Latino	27	74.6	27	66.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	13	*	13	*
White	29	78.1	29	71.8
English Language Learners	27	81.0	27	74.4
Non-English Language Learners	78	75.0	78	67.3
Eligible for Free or Reduced-Price Meals	68	74.6	68	66.0
Not Eligible for Free or Reduced-Price Meals	37	80.0	37	75.0
Students with Disabilities	11	*	11	*
Students without Disabilities	94	79.3	94	71.5
High Needs	79	74.4	79	66.8
Non-High Needs	26	83.0	26	76.2
School	105	76.5	105	69.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	82.9	N/A	N/A	N/A	41	82.9
Curl Up	70.7	N/A	N/A	N/A	41	70.7
Push Up	63.4	N/A	N/A	N/A	41	63.4
Mile Run/PACER	68.3	N/A	N/A	N/A	41	68.3
All Tests - School	48.8	N/A	N/A	N/A	41	48.8
All Tests - District	42.0	22.2	49.4	N/A		38.7

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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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.5	75	50.0	50	100.0	67.6
	High Needs Students	74.4	75	49.6	50	99.2	57.5
Math Performance Index	All Students	69.1	75	46.1	50	92.2	62.7
	High Needs Students	66.8	75	44.5	50	89.1	52.0
ELA Academic Growth	All Students	63.6%	100%	63.6	100	63.6	60.7%
	High Needs Students	62.6%	100%	62.6	100	62.6	55.6%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	61.9%
	High Needs Students	68.3%	100%	68.3	100	68.3	55.4%
Chronic Absenteeism	All Students	8.5%	<=5%	43.0	50	86.0	10.7%
	High Needs Students	9.6%	<=5%	40.8	50	81.6	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 48.8%	75%	32.5	50	65.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				571.8	750	76.2	

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?					N
ELA Performance Index Gap	75.0	74.4	0.6	15.6	
Math Performance Index Gap	75.0	66.8	8.2	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

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	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum participation standard is 95%.