

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Danbury High School Danbury School District

203-797-4803 • <https://dhs.danbury.k12.ct.us/>

School Information

Grade Range	9-12
Enrollment	3,612
Per Pupil Expenditures	\$16,137
Total Expenditures	\$58,142,057

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://edsight.ct.gov>

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	48.6
Male	1,864	51.6	51.4
Non-Binary	*	*	0.1
American Indian or Alaska Native	9	0.2	*
Asian	156	4.3	4.1
Black or African American	250	6.9	6.1
Hispanic or Latino of any race	2,256	62.5	66.1
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	104	2.9	3.9
White	837	23.2	19.5
English Learners/Multilingual Learners	1,086	30.1	37.6
Eligible for Free or Reduced-Price Meals	1,991	55.1	56.5
Students with Disabilities	467	12.9	14.6

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	232	12.9
Male	395	22.1	443	23.1
Non-Binary	*	*	0	*
Black or African American	49	20.0	69	26.6
Hispanic or Latino of any race	480	22.0	461	19.7
White	147	18.1	112	13.3
English Learners/Multilingual Learners	318	30.4	297	25.8
Eligible for Free or Reduced-Price Meals	453	24.3	448	20.4
Students with Disabilities	125	28.2	111	22.6
All Students - School	723	20.6	675	18.1
All Students - District		15.2		8.3

A student is **chronically absent** if they miss 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 782
Number of school-based arrests: 19

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	197.0
General Education Paraprofessionals	5.0
Special Education Teachers and Instructors	33.0
Special Education Paraprofessionals	27.0
School Level Administrators	14.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	26.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	62.0

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	0.4	0.1
Asian	8	2.9	2.2
Black or African American	19	6.8	4.6
Hispanic or Latino of any race	28	10.0	9.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	0.7	0.4
White	221	79.2	83.1

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.1
District	12.4

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	39	14.2	11.3
Teachers	34	14.7	11.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$52,789,886	\$14,652
Support Services - Students	\$1,938,057	\$538
Improvement of Instruction	\$11,885	\$3
Library and Media Services	\$15,911	\$4
Support Services - Instruction	\$134,714	\$37
Support Services - School-Based Administration	.	.
Operation and Maintenance of Plant	\$3,251,604	\$902
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$58,142,057	\$16,137

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,252.

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	15	30.6
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	176	78.6
Other Health Impairment	59	72.0
Other Disabilities	*	*
Speech/Language Impairment	23	69.7
All Disabilities - School	282	60.6
All Disabilities - District		63.3

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	59	93.7	59	100.0
Hispanic or Latino of any race	467	94.9	573	99.5
White	207	98.6	215	99.5
English Learners/Multilingual Learners	189	88.3	273	98.6
Eligible for Free or Reduced-Price Meals	421	95.5	480	99.2
Students with Disabilities	79	95.2	139	99.3
All Students - School	788	95.9	925	99.4
All Students - District		95.7		99.2

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	971
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:20 AM
School End Time	02:00 PM

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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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	31	51.6	31	50.4	31	48.9
Black or African American	59	44.6	59	38.1	59	44.7
Hispanic or Latino of any race	447	40.8	447	36.0	451	43.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	207	53.6	207	47.3	209	52.0
English Learners/Multilingual Learners	222	30.1	222	29.0	223	36.2
Non-English Learners/Non-Multilingual Learners	542	51.4	542	44.3	548	50.1
Eligible for Free or Reduced-Price Meals	411	41.4	411	36.5	420	42.9
Not Eligible for Free or Reduced-Price Meals	353	49.6	353	43.8	351	49.9
Students with Disabilities	73	30.4	73	25.2	74	35.2
Students without Disabilities	691	46.8	691	41.4	697	47.3
High Needs	509	39.3	509	34.8	513	41.7
Non-High Needs	255	56.9	255	50.0	258	54.9
School	764	45.2	764	39.9	771	46.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	86.0	817	86.0
Curl Up	N/A	N/A	N/A	96.5	817	96.5
Push Up	N/A	N/A	N/A	80.7	813	80.7
Mile Run/PACER	N/A	N/A	N/A	68.7	819	68.7
All Tests - School	N/A	N/A	N/A	55.1	799	55.1
All Tests - District	65.2	60.2	47.2	55.0		57.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	68	83.8
Hispanic or Latino of any race	546	69.2
White	230	89.6
English Learners/Multilingual Learners	254	52.8
Eligible for Free or Reduced-Price Meals	518	77.6
Students with Disabilities	114	74.6
All Students - School	911	76.6
All Students - District		76.0

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	280	32.1
Male	199	22.6
Non-Binary	0	*
Black or African American	24	19.7
Hispanic or Latino of any race	219	20.5
White	170	39.9
English Learners/ Multilingual Learners	50	10.2
Eligible for Free or Reduced-Price Meals	187	20.2
Students with Disabilities	6	2.7
All Students - School	479	27.3
All Students - District		26.3

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	65.7	87.3
Male	53.6	82.3
Non-Binary	N/A	N/A
Black or African American	77.0	77.8
Hispanic or Latino of any race	46.3	81.8
White	73.3	90.5
English Learners/ Multilingual Learners	21.2	91.4
Eligible for Free or Reduced-Price Meals	54.6	83.1
Students with Disabilities	41.4	79.1
All Students - School	59.4	85.2
All Students - District	58.5	85.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	45.2	75	90.4	150	60.3	64.7
ELA Performance Index	High Needs Students	39.3	75	78.6	150	52.4	54.9
Math Performance Index	All Students	39.9	75	79.8	150	53.2	61.1
Math Performance Index	High Needs Students	34.8	75	69.6	150	46.4	50.6
Science Performance Index	All Students	46.1	75	61.5	100	61.5	62.6
Science Performance Index	High Needs Students	41.7	75	55.6	100	55.6	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	37.2%	100%	18.6	50	37.2	58.7%
Progress Toward English Proficiency	Oral	44.6%	100%	22.3	50	44.6	55.7%
Chronic Absenteeism	All Students	20.6%	<=5%	18.8	50	37.6	17.2%
Chronic Absenteeism	High Needs Students	24.9%	<=5%	10.1	50	20.3	24.8%
% Taking CCR Courses	All Students	97.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	27.3%	75%	18.2	50	36.4	47.2%
On-track to High School Graduation	All Students	76.0%	94%	40.4	50	80.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	76.6%	94%	81.5	100	81.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	84.1%	94%	89.5	100	89.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	59.4%	75%	79.2	100	79.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	55.1%	75%	18.4	50	36.7	49.0%
Arts Access	All Students	54.9%	60%	45.7	50	91.5	55.1%
Accountability Index				928.2	1550	59.9	

Physical Fitness Estimated Participation Rate - School: 89.5% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	56.9	39.3	17.6	17.1	Y
Math Performance Index Gap	50.0	34.8	15.2	18.6	N
Science Performance Index Gap	54.9	41.7	13.2	18.3	N
Graduation Rate Gap	94.0%	84.1%	9.9%	6.5%	Y

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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.6
ELA	High Needs Students	95.7
Math	All Students	96.6
Math	High Needs Students	95.7
Science	All Students	97.7
Science	High Needs Students	97.2

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>