

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Orville H. Platt High School Meriden School District

203-235-7963 • <https://www.meridenk12.org/>

School Information

Grade Range	9-12
Enrollment	1,191
Per Pupil Expenditures	\$13,594
Total Expenditures	\$16,095,348

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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	3
Performance and Accountability.....	4

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	*	*	48.3
Male	606	50.9	51.6
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	*
Asian	*	*	1.7
Black or African American	153	12.8	11.6
Hispanic or Latino of any race	766	64.3	62.3
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	44	3.7	5.2
White	212	17.8	19.1
English Learners/Multilingual Learners	204	17.1	20.0
Eligible for Free or Reduced-Price Meals	963	80.9	77.8
Students with Disabilities	184	15.4	21.6

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	161	29.5	68	11.3
Male	*	*	78	12.3
Non-Binary	*	*	0	*
Black or African American	33	22.1	30	18.6
Hispanic or Latino of any race	213	29.6	86	10.8
White	42	21.4	18	8.3
English Learners/Multilingual Learners	53	28.0	23	10.6
Eligible for Free or Reduced-Price Meals	269	29.6	136	13.5
Students with Disabilities	60	35.7	30	15.3
All Students - School	305	27.1	146	11.8
All Students - District		21.6		8.7

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: 568
Number of school-based arrests: 12

School Profile and Performance Report for School Year 2024-25

Orville H. Platt High School

Meriden School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	61.4
General Education Paraprofessionals	0.0
Special Education Teachers and Instructors	6.7
Special Education Paraprofessionals	5.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.2
Counselors, Social Workers and School Psychologists	10.3
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	42.0

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	1.1	0.3
Asian	1	1.1	0.6
Black or African American	1	1.1	3.2
Hispanic or Latino of any race	10	10.5	8.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.7
Two or More Races	0	0.0	0.0
White	82	86.3	87.1

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	15.0
District	11.3

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	14	13.6	7.3
Teachers	11	13.8	8

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.

School Profile and Performance Report for School Year 2024-25

Orville H. Platt High School

Meriden School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$10,483,530	\$8,854
Support Services - Students	\$1,662,527	\$1,404
Improvement of Instruction	\$9,684	\$8
Library and Media Services	\$126,781	\$107
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$829,842	\$701
Operation and Maintenance of Plant	\$2,380,180	\$2,010
Transportation Other Than to/From Home	\$84,236	\$71
Enterprise Operations	\$518,567	\$438
Total	\$16,095,348	\$13,594

Total per pupil expenditures (PPE) including share of district central expenditures is \$16,193.

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	8	*
Emotional Disability	16	*
Intellectual Disability	*	*
Learning Disability	89	89.9
Other Health Impairment	40	93.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	160	87.0
All Disabilities - District		65.2

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	39	97.5	36	100.0
Hispanic or Latino of any race	167	95.4	154	100.0
White	42	97.7	54	100.0
English Learners/Multilingual Learners	40	85.1	34	100.0
Eligible for Free or Reduced-Price Meals	207	96.7	209	100.0
Students with Disabilities	33	97.1	40	100.0
All Students - School	261	95.6	263	100.0
All Students - District		96.1		99.4

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	994
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:00 PM

School Profile and Performance Report for School Year 2024-25

Orville H. Platt High School

Meriden 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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	38	40.0	38	32.4	38	44.9
Hispanic or Latino of any race	162	41.0	162	37.5	156	46.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	40	56.4	40	46.6	41	60.8
English Learners/Multilingual Learners	47	27.4	47	30.3	46	35.0
Non-English Learners/Non-Multilingual Learners	205	47.0	205	40.0	202	51.2
Eligible for Free or Reduced-Price Meals	195	40.9	195	36.4	192	45.4
Not Eligible for Free or Reduced-Price Meals	57	51.8	57	44.5	56	57.8
Students with Disabilities	27	27.6	27	26.3	25	35.5
Students without Disabilities	225	45.2	225	39.7	223	49.6
High Needs	206	40.2	206	36.1	204	44.8
Non-High Needs	46	57.4	46	47.7	44	63.9
School	252	43.4	252	38.2	248	48.2

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	81.6	315	81.6
Curl Up	N/A	N/A	N/A	78.8	316	78.8
Push Up	N/A	N/A	N/A	75.3	316	75.3
Mile Run/PACER	N/A	N/A	N/A	42.9	317	42.9
All Tests - School	N/A	N/A	N/A	35.4	311	35.4
All Tests - District	74.7	60.5	44.3	42.5		55.0

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.

School Profile and Performance Report for School Year 2024-25

Orville H. Platt High School

Meriden School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	43	83.7
Hispanic or Latino of any race	184	79.3
White	55	89.1
English Learners/Multilingual Learners	53	71.7
Eligible for Free or Reduced-Price Meals	242	81.8
Students with Disabilities	56	71.4
All Students - School	296	82.4
All Students - District		85.6

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	72	28.6
Male	71	25.2
Non-Binary	0	*
Black or African American	21	27.6
Hispanic or Latino of any race	66	20.1
White	41	42.3
English Learners/ Multilingual Learners	7	8.6
Eligible for Free or Reduced-Price Meals	96	22.7
Students with Disabilities	*	*
All Students - School	143	26.7
All Students - District		28.4

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.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	60.3	81.9
Male	41.7	83.0
Non-Binary	N/A	N/A
Black or African American	60.0	*
Hispanic or Latino of any race	45.5	83.9
White	65.3	85.7
English Learners/ Multilingual Learners	37.5	*
Eligible for Free or Reduced-Price Meals	49.0	80.7
Students with Disabilities	34.1	*
All Students - School	51.5	82.4
All Students - District	50.8	75.1

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

School Profile and Performance Report for School Year 2024-25

Orville H. Platt High School

Meriden School District

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	43.4	75	86.7	150	57.8	64.7
ELA Performance Index	High Needs Students	40.2	75	80.4	150	53.6	54.9
Math Performance Index	All Students	38.2	75	76.5	150	51.0	61.1
Math Performance Index	High Needs Students	36.1	75	72.2	150	48.2	50.6
Science Performance Index	All Students	48.2	75	64.3	100	64.3	62.6
Science Performance Index	High Needs Students	44.8	75	59.8	100	59.8	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	48.5%	100%	24.2	50	48.5	58.7%
Progress Toward English Proficiency	Oral	46.7%	100%	23.4	50	46.7	55.7%
Chronic Absenteeism	All Students	27.1%	<=5%	5.8	50	11.6	17.2%
Chronic Absenteeism	High Needs Students	29.2%	<=5%	1.7	50	3.4	24.8%
% Taking CCR Courses	All Students	97.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	26.7%	75%	17.8	50	35.6	47.2%
On-track to High School Graduation	All Students	94.4%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	82.4%	94%	87.7	100	87.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.6%	94%	97.4	100	97.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	51.5%	75%	68.7	100	68.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	35.4%	75%	23.6	50	47.2	49.0%
Arts Access	All Students	64.5%	60%	50.0	50	100.0	55.1%
Accountability Index				940.2	1550	60.7	

Physical Fitness Estimated Participation Rate - School: 100.0% | 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	57.4	40.2	17.2	17.1	Y
Math Performance Index Gap	47.7	36.1	11.5	18.6	N
Science Performance Index Gap	63.9	44.8	19.0	18.3	Y
Graduation Rate Gap	94.0%	91.6%	2.4%	6.5%	N

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	97.1
ELA	High Needs Students	96.9
Math	All Students	97.1
Math	High Needs Students	96.9
Science	All Students	95.6
Science	High Needs Students	96.1

Minimum participation standard is 95%.

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