

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Middletown High School Middletown School District

860-704-4500

School Information

Grade Range	9-12
Enrollment	1,193
Per Pupil Expenditures	\$21,012
Total Expenditures	\$25,635,105

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	603	50.5	*
Male	*	*	50.4
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	0.3
Asian	64	5.4	5.0
Black or African American	276	23.1	21.0
Hispanic or Latino of any race	279	23.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.3
Two or More Races	111	9.3	10.0
White	454	38.1	37.7
English Learners/Multilingual Learners	72	6.0	6.7
Eligible for Free or Reduced-Price Meals	611	51.2	51.9
Students with Disabilities	190	15.9	18.6

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	234	40.1	72	11.6
Male	*	*	66	10.9
Non-Binary	*	*	0	*
Black or African American	134	51.1	49	17.1
Hispanic or Latino of any race	125	45.5	45	15.4
White	129	29.3	29	6.3
English Learners/Multilingual Learners	32	41.0	9	11.0
Eligible for Free or Reduced-Price Meals	317	53.3	114	17.5
Students with Disabilities	91	49.5	40	20.2
All Students - School	451	39.0	138	11.2
All Students - District		25.0		7.9

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: 529

Number of school-based arrests: Fewer than 6

School Profile and Performance Report for School Year 2024-25

Middletown High School

Middletown School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	90.4
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	11.0
Special Education Paraprofessionals	23.0
School Level Administrators	4.2
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.7
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	46.6

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	0.8	0.2
Asian	5	3.9	2.5
Black or African American	12	9.3	6.4
Hispanic or Latino of any race	8	6.2	4.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.2
White	103	79.8	86.3

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	16.6
District	18.9

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	17	13.1	12.8
Teachers	16	14.7	13.2

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

Middletown High School

Middletown School District

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$16,072,593	\$13,174
Support Services - Students	\$3,665,046	\$3,004
Improvement of Instruction	\$625,134	\$512
Library and Media Services	\$269,628	\$221
Support Services - Instruction	.	.
Support Services - School-Based Administration	\$1,527,098	\$1,252
Operation and Maintenance of Plant	\$2,218,451	\$1,818
Transportation Other Than to/From Home	\$143,756	\$118
Enterprise Operations	\$1,113,397	\$913
Total	\$25,635,105	\$21,012

Total per pupil expenditures (PPE) including share of district central expenditures is \$26,350.

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	16	66.7
Emotional Disability	16	*
Intellectual Disability	*	*
Learning Disability	83	95.4
Other Health Impairment	37	97.4
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - School	160	84.2
All Disabilities - District		78.4

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	71	95.9	73	98.6
Hispanic or Latino of any race	59	89.4	59	96.7
White	116	97.5	114	99.1
English Learners/Multilingual Learners	18	78.3	12	*
Eligible for Free or Reduced-Price Meals	146	94.8	145	99.3
Students with Disabilities	35	92.1	43	100.0
All Students - School	285	94.4	286	98.6
All Students - District		94.1		97.9

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	1071
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:25 AM
School End Time	02:20 PM

School Profile and Performance Report for School Year 2024-25

Middletown High School

Middletown 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	*	*	*	*	*	*
Asian	17	*	17	*	17	*
Black or African American	68	48.4	68	41.5	69	49.2
Hispanic or Latino of any race	58	40.7	58	35.2	58	38.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	17	*	17	*	17	*
White	109	54.6	109	47.2	111	53.9
English Learners/Multilingual Learners	20	34.1	20	32.6	18	*
Non-English Learners/Non-Multilingual Learners	253	51.0	253	44.1	258	49.7
Eligible for Free or Reduced-Price Meals	132	42.5	132	36.9	134	41.2
Not Eligible for Free or Reduced-Price Meals	141	56.6	141	49.2	142	56.1
Students with Disabilities	33	33.0	33	29.9	34	36.9
Students without Disabilities	240	52.1	240	45.1	242	50.5
High Needs	150	41.9	150	37.0	152	41.1
Non-High Needs	123	59.4	123	50.9	124	58.4
School	273	49.8	273	43.2	276	48.8

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	83.3	246	83.3
Curl Up	N/A	N/A	N/A	91.1	247	91.1
Push Up	N/A	N/A	N/A	67.3	245	67.3
Mile Run/PACER	N/A	N/A	N/A	29.3	239	29.3
All Tests - School	N/A	N/A	N/A	25.3	237	25.3
All Tests - District	48.0	39.7	24.3	25.2		35.1

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

Middletown High School

Middletown School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	73	89.0
Hispanic or Latino of any race	60	88.3
White	151	91.4
English Learners/Multilingual Learners	15	*
Eligible for Free or Reduced-Price Meals	171	87.1
Students with Disabilities	48	56.3
All Students - School	318	90.6
All Students - District		90.0

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	153	51.5
Male	*	*
Non-Binary	*	*
Black or African American	47	31.8
Hispanic or Latino of any race	40	31.5
White	145	62.0
English Learners/ Multilingual Learners	10	27.0
Eligible for Free or Reduced-Price Meals	92	30.7
Students with Disabilities	8	9.9
All Students - School	274	46.3
All Students - District		42.6

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	79.1	83.6
Male	*	78.9
Non-Binary	*	N/A
Black or African American	60.3	74.4
Hispanic or Latino of any race	50.0	68.0
White	79.3	86.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	57.0	76.0
Students with Disabilities	38.5	*
All Students - School	68.3	81.6
All Students - District	65.6	81.4

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

Middletown High School

Middletown 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	49.8	75	99.6	150	66.4	64.7
ELA Performance Index	High Needs Students	41.9	75	83.8	150	55.9	54.9
Math Performance Index	All Students	43.2	75	86.5	150	57.6	61.1
Math Performance Index	High Needs Students	37.0	75	74.0	150	49.3	50.6
Science Performance Index	All Students	48.8	75	65.1	100	65.1	62.6
Science Performance Index	High Needs Students	41.1	75	54.8	100	54.8	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	49.6%	100%	24.8	50	49.6	58.7%
Progress Toward English Proficiency	Oral	61.9%	100%	30.9	50	61.9	55.7%
Chronic Absenteeism	All Students	39.0%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	51.6%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	96.5%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	46.3%	75%	30.9	50	61.7	47.2%
On-track to High School Graduation	All Students	82.0%	94%	43.6	50	87.3	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	90.6%	94%	96.3	100	96.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.8%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	68.3%	75%	91.1	100	91.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	25.3%	75%	8.4	50	16.9	49.0%
Arts Access	All Students	43.9%	60%	36.6	50	73.2	55.1%
Accountability Index				976.4	1550	63.0	

Physical Fitness Estimated Participation Rate - School: 82.8% | 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	59.4	41.9	17.5	17.1	Y
Math Performance Index Gap	50.9	37.0	13.9	18.6	N
Science Performance Index Gap	58.4	41.1	17.3	18.3	N
Graduation Rate Gap	94.0%	97.8%	0.0%	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	89.8
ELA	High Needs Students	84.7
Math	All Students	89.8
Math	High Needs Students	84.7
Science	All Students	92.6
Science	High Needs Students	88.8

Minimum participation standard is 95%.

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