

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Brien McMahon High School Norwalk School District

203-852-9488 • <https://bmhs.norwalkps.org>

School Information

Grade Range	9-12
Enrollment	1,739
Per Pupil Expenditures	\$18,635
Total Expenditures	\$32,910,032

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	*	*	48.3
Male	871	50.1	51.6
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	69	4.0	3.6
Black or African American	226	13.0	13.1
Hispanic or Latino of any race	1,078	62.0	57.3
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	34	2.0	3.7
White	324	18.6	21.8
English Learners/Multilingual Learners	354	20.4	23.4
Eligible for Free or Reduced-Price Meals	870	50.0	51.5
Students with Disabilities	263	15.1	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	280	32.0	*	*
Male	*	*	127	14.1
Non-Binary	*	*	*	*
Black or African American	65	28.8	39	16.4
Hispanic or Latino of any race	395	36.5	134	11.9
White	63	19.5	15	4.6
English Learners/Multilingual Learners	165	46.7	47	12.4
Eligible for Free or Reduced-Price Meals	311	36.1	135	14.0
Students with Disabilities	100	38.0	43	15.2
All Students - School	551	31.6	194	10.8
All Students - District		17.9		5.8

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: 706
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	104.4
General Education Paraprofessionals	48.5
Special Education Teachers and Instructors	14.0
Special Education Paraprofessionals	11.1
School Level Administrators	6.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	39.0

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	0	0.0	0.2
Asian	4	2.6	2.6
Black or African American	22	14.1	9.3
Hispanic or Latino of any race	20	12.8	13.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	110	70.5	74.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.5
District	11.4

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	26	16.5	12.3
Teachers	24	18.5	13.5

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	\$21,184,489	\$11,996
Support Services - Students	\$3,243,152	\$1,836
Improvement of Instruction	\$154,507	\$87
Library and Media Services	\$1,071	\$1
Support Services - Instruction	\$1,519,655	\$861
Support Services - School-Based Administration	\$1,376,832	\$780
Operation and Maintenance of Plant	\$5,430,325	\$3,075
Transportation Other Than to/From Home	.	.
Enterprise Operations	.	.
Total	\$32,910,032	\$18,635

Total per pupil expenditures (PPE) including share of district central expenditures is \$20,406.

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	69.6
Emotional Disability	12	36.4
Intellectual Disability	0	0.0
Learning Disability	106	77.4
Other Health Impairment	31	79.5
Other Disabilities	0	0.0
Speech/Language Impairment	13	*
All Disabilities - School	178	67.9
All Disabilities - District		74.3

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	53	96.4	52	98.1
Hispanic or Latino of any race	226	98.3	265	97.1
White	87	95.6	74	100.0
English Learners/Multilingual Learners	51	94.4	87	91.6
Eligible for Free or Reduced-Price Meals	187	97.4	210	97.2
Students with Disabilities	50	92.6	52	94.5
All Students - School	390	97.3	408	96.9
All Students - District		96.3		96.6

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	181
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1066
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:30 AM
School End Time	02:15 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	15	*	15	*	15	*
Black or African American	49	46.5	49	40.2	51	35.6
Hispanic or Latino of any race	215	46.5	215	42.4	219	43.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	86	66.5	86	64.4	86	64.3
English Learners/Multilingual Learners	55	30.7	55	32.7	57	37.0
Non-English Learners/Non-Multilingual Learners	318	55.7	318	51.0	322	50.1
Eligible for Free or Reduced-Price Meals	179	48.3	179	43.6	184	44.1
Not Eligible for Free or Reduced-Price Meals	194	55.5	194	52.6	195	51.9
Students with Disabilities	47	34.8	47	30.4	50	33.4
Students without Disabilities	326	54.5	326	50.8	329	50.3
High Needs	219	45.6	219	41.3	225	42.5
Non-High Needs	154	61.3	154	58.1	154	56.3
School	373	52.1	373	48.3	379	48.1

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	65.7	391	65.7
Curl Up	N/A	N/A	N/A	74.0	396	74.0
Push Up	N/A	N/A	N/A	56.2	395	56.2
Mile Run/PACER	N/A	N/A	N/A	43.1	385	43.1
All Tests - School	N/A	N/A	N/A	26.8	381	26.8
All Tests - District	75.3	70.8	63.6	33.0		60.4

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	65	96.9
Hispanic or Latino of any race	275	88.0
White	106	98.1
English Learners/Multilingual Learners	84	75.0
Eligible for Free or Reduced-Price Meals	286	90.9
Students with Disabilities	62	75.8
All Students - School	476	91.6
All Students - District		92.6

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	138	34.2
Male	107	25.6
Non-Binary	0	*
Black or African American	16	14.8
Hispanic or Latino of any race	105	20.9
White	99	60.0
English Learners/ Multilingual Learners	14	9.4
Eligible for Free or Reduced-Price Meals	87	21.3
Students with Disabilities	*	*
All Students - School	245	29.8
All Students - District		38.4

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.

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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	73.3	86.7
Male	60.8	89.4
Non-Binary	N/A	N/A
Black or African American	84.7	94.1
Hispanic or Latino of any race	54.2	83.9
White	82.1	95.8
English Learners/ Multilingual Learners	24.7	73.1
Eligible for Free or Reduced-Price Meals	61.3	83.2
Students with Disabilities	54.0	79.2
All Students - School	67.0	87.8
All Students - District	64.3	86.9

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	52.1	75	104.1	150	69.4	64.7
ELA Performance Index	High Needs Students	45.6	75	91.1	150	60.7	54.9
Math Performance Index	All Students	48.3	75	96.5	150	64.4	61.1
Math Performance Index	High Needs Students	41.3	75	82.7	150	55.1	50.6
Science Performance Index	All Students	48.1	75	64.1	100	64.1	62.6
Science Performance Index	High Needs Students	42.5	75	56.6	100	56.6	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	39.0%	100%	19.5	50	39.0	58.7%
Progress Toward English Proficiency	Oral	41.2%	100%	20.6	50	41.2	55.7%
Chronic Absenteeism	All Students	31.6%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	38.8%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	97.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	29.8%	75%	19.9	50	39.7	47.2%
On-track to High School Graduation	All Students	86.9%	94%	46.2	50	92.5	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	91.6%	94%	97.4	100	97.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.9%	94%	97.7	100	97.7	87.3%
Postsecondary Entrance (Class of 2024)	All Students	67.0%	75%	89.3	100	89.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	26.8%	75%	8.9	50	17.8	49.0%
Arts Access	All Students	75.4%	60%	50.0	50	100.0	55.1%
Accountability Index				994.7	1550	64.2	

Physical Fitness Estimated Participation Rate - School: 75.9% | 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	61.3	45.6	15.7	17.1	N
Math Performance Index Gap	58.1	41.3	16.8	18.6	N
Science Performance Index Gap	56.3	42.5	13.9	18.3	N
Graduation Rate Gap	94.0%	91.9%	2.1%	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	94.3
ELA	High Needs Students	92.2
Math	All Students	94.3
Math	High Needs Students	92.2
Science	All Students	96.3
Science	High Needs Students	95.1

Minimum participation standard is 95%.

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