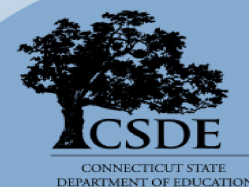


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



Lewis S. Mills High School Regional School District 10

860-673-0423 • <http://lewis.region10ct.org/>

School Information

Grade Range	9-12
Enrollment	668
Per Pupil Expenditures ¹	\$14,999
Total Expenditures ¹	\$10,544,509

¹ Expenditure data reflect the 2020-21 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 2021-22 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	359	53.7	53.9
Non-Binary	*	*	*
American Indian or Alaska Native	0	0.0	*
Asian	*	*	0.6
Black or African American	*	*	*
Hispanic or Latino of any race	39	5.8	5.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	152	22.8	22.0
White	462	69.2	71.2
English Learners/Multilingual Learners	*	*	1.5
Eligible for Free or Reduced-Price Meals	84	12.6	13.9
Students with Disabilities ²	63	9.4	13.0

² Students in this category 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

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	70	23.0	12	3.8
Male	53	14.8	39	10.1
Non-Binary	0	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	11	28.9	*	*
White	74	17.2	37	7.9
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	17	26.6	9	9.7
Students with Disabilities	16	27.1	6	8.2
School	123	18.5	51	7.2
District		11.1		4.3

Number of students qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Lewis S. Mills High School

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	48.7
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	7.6
Paraprofessional Instructional Assistants	8.0
Administrators, Coordinators and Department Chairs	
School Level	6.7
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	2.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	23.0

¹ 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.3	0.4
Black or African American	0	0.0	0.4
Hispanic or Latino of any race	1	1.3	0.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	77	97.5	98.3

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	16.7	14.7

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$7,203,140	\$10,246
Support Services - Students	\$978,813	\$1,392
Improvement of Instruction	\$244,662	\$348
Library and Media Services	\$144,636	\$206
Support Services - Instruction	\$3,051	\$4
Support Services - School-Based	\$651,165	\$926
Operation and Maintenance of Plant	\$1,262,536	\$1,796
Transportation Other Than to/From	\$56,506	\$80
Enterprise Operations	.	.
Total	\$10,544,509	\$14,999

Total per pupil expenditures (PPE) including share of district central expenditures is \$17,925.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	10	*
White	75	74.3	100	82.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	10	47.6	13	*
Students with Disabilities	*	*	13	*
School	117	73.1	155	85.2
District		73.3		84.7

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	6	*
Intellectual Disability	0	0.0
Learning Disability	20	90.9
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
School	50	79.4
District		71.6

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	917
Half/Extended Day Kindergarten	N/A

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 Profile and Performance Report for School Year 2021-22

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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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	8	*	8	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	33	64.4	33	60.3	33	69.0
White	110	61.1	110	56.0	102	62.8
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	154	61.6	154	56.7	147	64.0
Eligible for Free or Reduced-Price Meals	24	56.1	24	52.6	22	61.8
Not Eligible for Free or Reduced-Price Meals	130	62.6	130	57.4	125	64.3
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	26	54.6	26	51.6	24	59.9
Non-High Needs	128	63.0	128	57.7	123	64.8
School	154	61.6	154	56.7	147	64.0

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Grade 4			
Connecticut	37	30	32
National Public	35	26	25

¹ 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. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	87.9	141	87.9
Curl Up	N/A	N/A	N/A	95.7	141	95.7
Push Up	N/A	N/A	N/A	86.5	141	86.5
Mile Run/PACER	N/A	N/A	N/A	73.0	141	73.0
All Tests - School	N/A	N/A	N/A	62.4	141	62.4
All Tests - District	28.4	41.2	48.5	62.4		44.7

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
White	149	99.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	20	95.0
Students with Disabilities	27	92.6
School	204	99.0
District		98.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	102	60.7
Male	98.9	105	60.3
Non-Binary	N/A	N/A	N/A
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	99.6	131	58.7
English Learners/Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.1	12	34.3
Students with Disabilities	*	*	*
School	99.1	207	60.5
District	98.0		59.3

³Students 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.

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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

	Class of 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	89.9	93.2
Male	75.0	82.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.9	89.3
English Learners/Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	77.3	*
Students with Disabilities	70.6	*
School	82.3	88.4
District	82.3	88.4

⁵College 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.

⁶College 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.6	75	123.2	150	82.1	64.2
	High Needs Students	54.6	75	109.3	150	72.9	54.2
Math Performance Index	All Students	56.7	75	113.3	150	75.6	58.6
	High Needs Students	51.6	75	103.2	150	68.8	47.7
Science Performance Index	All Students	64.0	75	85.3	100	85.3	61.4
	High Needs Students	59.9	75	79.9	100	79.9	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	18.5%	<=5%	23.0	50	45.9	23.7%
	High Needs Students	26.5%	<=5%	6.9	50	13.8	34.0%
Preparation for CCR	% Taking Courses	79.5%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	60.5%	75%	40.4	50	80.7	43.5%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		99.0%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		95.8%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		82.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 62.4%	75%	41.6	50	83.2	94.0% 45.8%
Arts Access		52.9%	60%	44.1	50	88.1	52.4%
Accountability Index				1170.0	1450	80.7	

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 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	63.0	54.6	8.3	16.6	
Math Performance Index Gap	57.7	51.6	6.1	18.5	
Science Performance Index Gap	64.8	59.9	4.9	17.9	
Graduation Rate Gap	94.0%	95.8%	-1.8%	4.8%	N

¹ 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.

² 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 (%) ³
ELA	All Students	95.7
	High Needs Students	89.7
Math	All Students	95.7
	High Needs Students	89.7
Science	All Students	91.3
	High Needs Students	82.8

³Minimum participation standard is 95%.

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