

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Kelly Middle School Norwich School District

860-823-4211 • <http://www.norwichpublicschools.org/kellyms/index.html>

### School Information

Grade Range **7-8**  
Enrollment **754**

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 [edsight.ct.gov](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	381	50.5	48.0
Male	373	49.5	52.0
American Indian or Alaska Native	*	*	0.7
Asian	*	*	7.3
Black or African American	149	19.8	17.9
Hispanic or Latino	209	27.7	29.1
Pacific Islander	0	0.0	0.2
Two or More Races	60	8.0	10.2
White	288	38.2	34.6
English Language Learners	75	9.9	14.1
Eligible for Free or Reduced-Price Meals	592	78.5	75.3
Students with Disabilities <sup>1</sup>	121	16.0	17.9

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	34	8.9	29	7.6
Male	37	10.2	82	22.0
Black or African American	8	5.3	30	19.6
Hispanic or Latino	22	10.8	32	15.2
White	32	11.4	37	13.1
English Language Learners	*	*	11	14.3
Eligible for Free or Reduced-Price Meals	60	10.6	99	16.6
Students with Disabilities	15	13.2	33	27.3
School	71	9.6	111	14.7
District		9.7		7.5

**Number of students in 2014-15 qualified as truant under state statute: 107**

**Number of school-based arrests: 16**

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2015-16

## Kelly Middle School

### Norwich School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	41.2
Paraprofessional Instructional Assistants	10.3
<b>Special Education</b>	
Teachers and Instructors	7.0
Paraprofessional Instructional Assistants	11.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	7.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	17.0

<sup>1</sup>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

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	0.6
Black or African American	2	3.3	1.9
Hispanic or Latino	1	1.6	1.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	58	95.1	96.2

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

School	Percent of Total (%)
School	100.0
School Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

### Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.8	9.0

## Instruction and Resources

### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	986
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:00 AM
End Time	02:45 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	54	90.0
Other Health Impairment	25	86.2
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	100	82.6
District		59.5

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2015-16

## Kelly Middle School

### Norwich 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.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	140	51.0	140	44.4	86	44.3
Hispanic or Latino	192	51.1	192	45.1	92	43.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	55	56.8	55	45.6	21	46.5
White	267	57.8	267	49.9	143	51.4
English Language Learners	82	44.7	82	41.3	34	37.5
Non-English Language Learners	618	56.3	618	48.9	327	48.5
Eligible for Free or Reduced-Price Meals	550	53.0	550	46.2	274	45.7
Not Eligible for Free or Reduced-Price Meals	150	61.9	150	54.7	87	52.9
Students with Disabilities	112	37.3	112	29.8	59	37.2
Students without Disabilities	588	58.3	588	51.4	302	49.5
High Needs	566	52.9	566	46.1	280	45.6
Non-High Needs	134	63.4	134	56.1	81	53.8
School	700	54.9	700	48.0	361	47.5

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	78.1	N/A	366	78.1
Curl Up	N/A	N/A	93.7	N/A	366	93.7
Push Up	N/A	N/A	61.2	N/A	366	61.2
Mile Run/PACER	N/A	N/A	46.2	N/A	366	46.2
All Tests - School	N/A	N/A	33.6	N/A	366	33.6
All Tests - District	38.6	28.4	33.6	N/A		33.7

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

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#### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	54.9	75	36.6	50	73.2	67.7
	High Needs Students	52.9	75	35.3	50	70.5	56.7
Math Performance Index	All Students	48.0	75	32.0	50	64.0	61.4
	High Needs Students	46.1	75	30.7	50	61.4	49.9
Science Performance Index	All Students	47.5	75	31.6	50	63.3	57.5
	High Needs Students	45.6	75	30.4	50	60.8	47.0
ELA Academic Growth	All Students	56.3%	100%	56.3	100	56.3	63.8%
	High Needs Students	56.3%	100%	56.3	100	56.3	58.3%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	65.0%
	High Needs Students	54.2%	100%	54.2	100	54.2	57.4%
Chronic Absenteeism	All Students	9.6%	<=5%	40.9	50	81.8	9.6%
	High Needs Students	10.3%	<=5%	39.4	50	78.8	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		83.5%	94%	44.4	50	88.8	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3%   33.6%	75%	22.4	50	44.8	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>565.0</b>	<b>900</b>	<b>62.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.4	52.9	10.6	16.6	
Math Performance Index Gap	56.1	46.1	10.1	19.1	
Science Performance Index Gap	53.8	45.6	8.2	17.3	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	99.2
	High Needs Students	99.5
Math	All Students	99.2
	High Needs Students	99.5
Science	All Students	99.7
	High Needs Students	99.7

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.