
REGION 14 PUBLIC SCHOOLS

School Development Plan Nonnewaug High School 2024-2025



Nonnewaug High School

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NONNEWAUG HIGH SCHOOL STAFF

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*Declan Curtin,, Asst. Principal **

*Andrew Tammero, Dean/AD **

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Jesse Hungerford

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COUNSELING

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INTRODUCTION

STATEMENT OF PURPOSE

In order to maintain coherence within the Region 14 Public Schools, we must explicitly connect our mission, goals, theory of action, measures, and practices. Our expectations for student learning must reflect high impact goals and must embed the Region 14 Vision of a Learner needed for success in the 21st century. The achievement of these goals can only be achieved with full alignment of all Region 14 Public Schools' organizational systems, supports, and personnel. Thus, the 2024-2025 Nonnewaug High School Development Plan seeks to connect all aspects of the above mentioned areas with a focus on student growth and achievement.

REGION 14 PUBLIC SCHOOLS MISSION

The mission of the Region 14 School District is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

REGION 14 VISION OF A LEARNER

Region 14 Students:

THINK CRITICALLY AND CREATIVELY – They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality and imagination.

COLLABORATE AND COMMUNICATE EFFECTIVELY – They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.

DEMONSTRATE EMPATHY – They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.

TAKE INITIATIVE – They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.

PERSEVERE – They persist through challenges to achieve goals and build resilience.

ADAPT AND ADJUST – They remain flexible and open to new ideas, and they adjust to new situations.

REGION 14 GOALS

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

REGION 14 PUBLIC SCHOOLS FIVE-YEAR GOALS

NONNEWAUG HIGH SCHOOL THEORY OF ACTION FOR CONTINUOUS IMPROVEMENT

If Nonnewaug High School intentionally and thoughtfully builds the capacity of teachers through meaningful differentiated professional learning, instructional leader based coaching, provision of necessary resources, a continuous focus on data to improve instructional practices while simultaneously educating all stakeholders in the importance of student achievement, then student performance will improve across many indicators of academic success.

NONNEWAUG HIGH SCHOOL MISSION

The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential and that they are all provided with the knowledge, skills, and understandings needed to become productive, compassionate citizens.

TEACHING AND LEARNING

The staff of Region 14 and Nonnewaug High School believe that the commitment to student achievement in all aspects of academics is critical. We continue to promote meaningful, differentiation and specific, needs based instruction for students and professional development for teachers. While we focus on standards, we understand that there are multiple avenues for realizing success for all students. We are utilizing data from standardized assessments such as PSATs, SATs, NGSS, AP exams, and NWEA, in conjunction with our in-district data to identify areas of focus.

A positive school climate is at the heart of any successful school. During the last several years, we have placed an emphasis on a positive school climate for all members of our community. Additionally, all members of our school community are expected to follow our school-wide expectations, which we promote through many avenues. The work that we do is aligned with national and state school climate standards.

REGION 14 STUDENT ACADEMIC GOALS

- At least 75% of students will meet grade-level proficiency targets on state standardized assessments (SAT/PSAT/SBAC) in ELA and mathematics each year.
- A minimum of 2% improvement per year on all standardized state assessments.
- At least 75% of students will meet grade-level proficiency targets on state standardized assessments NGSS science each year.

NONNEWAUG HIGH SCHOOL GOALS

GOAL 1: VISION OF A LEARNER ATTRIBUTES

By the end of semester one of senior year, all students in the Class of 2025 will meet district proficiency in at least one “I can” statement for all six aspects of the Region 14 Vision of a Learner.

Strategies

What specific actions will lead us to our goal?

1. Each teacher will include at least four VoL grades in powerschool. For teachers with new curricula, these standards are already embedded.
2. The leadership team will use one data meeting quarterly to examine Powerschool Data and identify student data on who have met the “I can” statement assessment through assignments in class.
3. The leadership team, in conjunction with the director of teaching and learning, will create a bank of assessments with specific VOL attributes for departments to use when planning common formative assessments. Additionally, VOL standards will be compiled for new curricula into [this document](#).
4. Teachers and students will revisit the vision of the learner attributes and make connections to lessons by embedding such attributes in the curriculum.
5. VOL attributes will be combined with the “Pride in the Tribe” in order to expand into academic and community settings.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Powerschool data will demonstrate student achievement by class VOL “I can” statements, and by individual student reports.
- New curricula and rewritten curricula will specifically demonstrate connections with the VOL attributes and “I can” statements.
- Students in grades 9-11 should have at least 4 completed VOL “I can” assignments by the end of the 2024-2025 school year.
- All students in the class of 2025 will have at least 2 completed VOL “I can” assignments by the end of quarter 1 in the 2024-2025 school year.

GOAL 2: ELA

The overall school score on the 2025 administration of the SAT ELA exam will improve by 5% from 58% to 63% when compared to fall 2024 scores.

SAT/PSAT Alignment

- Command of Evidence: Finding evidence in a passage that supports the answer to a question.
- Words in Context: Use context clues to determine the meaning of a word.
- Analysis in History/Social Science and Science: Examine hypotheses, interpret data, and consider implications
- Expression of ideas: These questions ask you to improve the substance and quality of the writer’s message.

Strategies- directly connect to the indicator

What specific actions will lead us to our goal?

1. Principal administration, and teachers will assess current practices in ELA to determine additional instructional strategies, materials, and supports needed to address the CCSS and SAT standards. Additionally, the alignment between CCSS, NWEA, Khan Academy, and PSAT/SAT type questions in class will be reviewed. (District and School Goal relationships/indicators)- with an emphasis on command of evidence (literary, informational, and quantitative), words in context, and language (grammar/editing and revising).
2. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
3. All staff will engage in deep analysis of ELA data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data, NWEA, PSAT/SAT and Khan Academy data. This analysis will include looking at trends across the school and the grade levels, as well as reviewing individual teacher and student results. Teams will create projections of scores based on past test results and future growth. Action steps will be identified to address areas of concern.
4. Curriculum updates (starting in Summer 2024 and continuing the 2024-2024 school year) and common planning time will better align content to the Common Core Standards, and Vision of the Learner Attributes.
5. Administration/ILS's will facilitate PLC meetings to discuss current practices in ELA instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
6. Staff from multiple departments will engage in professional development in ELA based on their needs. Professional development sessions may occur in a variety of ways throughout the school year. **Additionally, the literacy coach will provide in-class coaching to teachers.**
7. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and outside-school tutoring sessions.
8. All staff will participate in discipline-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results
9. Designate a testing coordinator to oversee testing administration, communications, accommodations, and data analysis.
10. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practice.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Student grades on department Common Formative Assessments/Unit Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- PSAT Scores (Cohort and year over year) will improve in the 2024-2025 school year compared to the 2023-2024 school year.
- SAT Scores will improve in 2025 as compared to 2023 and 2024.

GOAL 3: MATHEMATICS

The overall school score on the 2025 administration of the SAT Math exam will improve by 6% from 41% to 47% when compared to fall 2024 scores.

SAT/PSAT Alignment

- Heart Of Algebra
 - Create, solve, or interpret a linear expression or equation in 1 variable.
 - Create, solve, or interpret linear inequalities in 1 variable.
 - Build a linear function that models a linear relationship between 2 quantities.
 - Create, solve, and interpret systems of linear inequalities in 2 variables. \
- Problem Solving and Data Analysis
 - Use ratios, rates, proportional relationships, and scale drawings to solve single- and multistep problems.
 - Solve single- and multi step problems involving percentages.
 - Solve single- and multi step problems involving measurement quantities, units, and unit conversion.
 - Use scatterplot, linear, quadratic, or exponential models to describe how the variables are related.
- Passport to Advanced Math
 - Create a quadratic or exponential function or equation that models a context.
 - Determine the most suitable form of an expression or equation to reveal a particular trait, given a context.
 - Create equivalent expressions involving rational exponents and radicals, which includes simplifying or rewriting in other forms.
 - Create an equivalent form of an algebraic expression by using structure and fluency with operations.
- Additional Topics in Math
 - Solve problems using volume formulas.
 - Use trigonometric ratios and the Pythagorean theorem to solve applied problems involving right triangles.
 - Add, subtract, multiply, divide, and simplify complex numbers.
 - Convert between degrees. Use radians to determine arc lengths. Use trigonometric functions of radian measure.
 - Apply theorems about circles to find arc lengths, angle measures, chord lengths, and areas of sectors.

Strategies

What specific actions will lead us to our goal?

1. All staff will engage in deep analysis of math data, including in-district data, NWEA MAP test data, and PSAT/SAT data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. Action steps will be identified to address areas of concern.
2. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
3. Algebra 1 teachers will implement *Illustrative Math*, engaging in professional development throughout the school year to ensure comprehensive understanding and implementation of the program. All staff will engage in professional development in math and will collaborate with

colleagues to ensure cohesive and consistent implementation of *Illustrative Math*.

4. Teachers will utilize student-centered approaches to increase student engagement and differentiation in math. Strategies will include math workshop and purposeful discourse. These strategies will promote independence while students engage in meaningful activities.
5. Additional support will be provided to students who need it (as identified through SRBI) through both in-school intervention and after-school tutoring sessions.
6. Curriculum updates (taking place in Summer 2024) will better align content to the Common Core Standards, specifically with regard to Algebra 2 alignment, and integration of Probability and Statistics concepts woven into our Geometry courses.
7. Update of graduation requirements to fully align teaching and learning with state standards.
8. Teachers will continue to integrate practice SAT problems into lessons pertaining to the concepts being taught.
9. The math department will review, survey, and formulate common formative assessments aligned to the SAT/PSAT/NWEA and determine which department, interim and universal assessments are needed to inform instruction.
10. Administration will facilitate PLC meetings to discuss current practices in math instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
11. Staff from multiple departments will engage in professional development in math based on their needs. Professional development sessions may occur in a variety of ways throughout the school year. Additionally, the literacy coach will provide in-class coaching to teachers.
12. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and outside-school tutoring sessions.
13. All staff will participate in discipline-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results
14. Designate a testing coordinator to oversee testing administration, communications, accommodations, and data analysis.
15. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practice.

Indicators

What information can we use to measure our progress toward our goal?

- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- PSAT Scores (Cohort and year over year) will improve in the 2024-2025 school year compared to the 2023-2024 school year.
- SAT Scores will improve in 2025 as compared to 2023 and 2024.

GOAL 4: SCIENCE

The overall school score on the 2025 administration of the NGSS exam will improve by 2% from 47% to 49% when compared to fall 2024 scores.

Strategies

What specific actions will lead us to our goal?

1. All staff will engage in deep analysis of science data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data, NWEA MAP test data, and PSAT/SAT data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. Action steps will be identified to address areas of concern. This analysis will include looking at trends across the school and using this to improve teaching and learning.
2. The science department will review testing data within the department, PLCs.
3. SAT/NGSS Prep course as a graduation requirement will assist in preparing students for the exams. Enrollment in these classes based on PSAT/NWEA scores.
4. Within PLCs, teachers will develop a systemic process to review, collaborate on and analyze data from common formative, summative and benchmark assessments.
5. Curriculum updates (taking place in Summer 2024) will better align content to the Common Core Standards, NGSS standards, and Vision of the Learner Attributes.
6. The science department will ensure all forms of assessment are authentic, meaningful and relevant.
7. Utilize interim NGSS assessments or embed canceled NGSS style questions in assessment given over a variety of classes. Teachers will continue to integrate practice NGSS problems into lessons pertaining to the concepts being taught.
8. The science department will utilize currently existing [curricular strand examination](#) and work to find ways all content is addressed prior to NGSS administration in the spring of students junior year.
9. Teachers will utilize student-centered approaches to increase student engagement and differentiation in math. Strategies will include math workshop and purposeful discourse. These strategies will promote independence while students engage in meaningful activities.
10. Additional support will be provided to students who need it (as identified through SRBI) through both in-school intervention and after-school tutoring sessions.
11. Update of graduation requirements to fully align teaching and learning with state standards.
12. The science department will review, survey, and formulate common formative assessments aligned to the SAT/PSAT/NWEA and determine which department, interim and universal assessments are needed to inform instruction.
13. Administration/IL's will facilitate PLC meetings to discuss current practices in math instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
14. Staff from multiple departments will engage in professional development in math based on their needs. Professional development sessions may occur in a variety of ways throughout the school year. Additionally, the literacy coach will provide in-class coaching to teachers.
15. Additional targeted intervention will be provided to students who, as identified through SRBI, department meetings, SST, and a review of assessment data will be provided through both in-school intervention (during Tribe, Focus, Chiefs, and study halls) and outside-school tutoring

sessions.

16. All staff will participate in discipline-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units to support areas of need identified through testing results
17. Designate a testing coordinator to oversee testing administration, communications, accommodations, and data analysis.
18. Interdisciplinary PL groups will meet as part of the Wednesday afternoon PL plan with a designated focus aligned to standardized test performance and the sharing of best practice.

Indicators

What information can we use to measure our progress toward our goal?

- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- NGSS Scores will improve in 2025 as compared to 2024.
- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.

GOAL 5: CLIMATE

At least 75% of parents will agree or strongly agree with the statement that "the PSAT/SATs are important to my child's education/post-secondary planning" as measured by the 2024-2025 NHS Parent Input Survey.

Strategies

What specific actions will lead us to our goal?

1. Principal and other staff will provide information and updates to the Board of Education.
2. Social media and other electronic communications (Instagram, Weekly News Updates) will be used to share information about student learning and school happenings. Particular emphasis will be placed on those areas tied to school and district goals.
3. Teachers and staff will communicate with parents on an ongoing basis throughout the year—open house, parent/teacher conferences, individual communications.
4. Use of social media and other platforms to encourage parent participation and increase awareness of testing.
5. Encourage incentives for participation in the survey and in testing.
6. Promotion of SAT prep class as well as other indicators of success linking them to test scores. Scholarships and other financial incentives.
7. Celebration of student success and add SAT stories in the weekly newsletter which now uses the SMORE platform.

Indicators

What information can we use to measure our progress toward our goal?

- a. Climate Survey (Spring 2025)
- a. PSAT/SAT/NGSS Scores
- b. Parent feedback from weekly news updates
- c. Teacher reflection on SLO's, mid year and end of year conferences.

GOAL 6: Attendance

The school chronic absenteeism will decrease to under 10% for the 2024-2025 school year.

Strategies

What specific actions will lead us to our goal?

1. Student Monitoring- Weekly and Quarterly review of attendance via SST and referral to SCOPE as needed.
2. Tardy policy Update.
3. Student attendance will be monitored and addressed through SST, weekly administrative, leadership, and agriscience review meetings.
4. Updating of the absenteeism codes in PS.
5. Chronic students will have a meeting with administration and parents.
6. Attendance tracker that is reviewed and updated on a monthly basis by administration
7. Agriscience student attendance is monitored monthly via AG review.
8. 5, 9, and 10 day attendance letters to be mailed every 30 days. These letters will also be updated for the 2024-2025 school year.
9. Counselor, admin, SW home visits
10. Juvenile Review Board referrals as needed,
11. Parent meetings, parent calls, and DCF referrals as needed.

Indicators

What information can we use to measure our progress toward our goal?

1. Monthly PS attendance reviews will decrease to under 10% per month.
2. Monthly and yearly attendance reports from the CSDE will decrease in overall number for NHS students.
3. Increased communication with parent notes on days students are absent.
4. Parent feedback on school and district climate surveys.

Chronic Absenteeism, Trend			
District	School	Student Count	%
2021-2022			
Region 14	Nonnewaug HS	98	14.8
2022-2023			
Region 14	Nonnewaug HS	90	13.50
2023-2024			
Region 14	Nonnewaug HS	95	14.7
2024-2025			
Region 14	NHS- AUG/SEP/OCT	79	12.3

ADDITIONAL PRIORITIES

- **At least 98% of students will participate in the state standardized test assessments (SAT/PSAT/NGSS) each year.**
- **NWEA Scores will continue to improve (target of 75% passing per each subtest).**
- At least 90% of all grades students will participate in the Connecticut Physical Fitness Assessment.
- As part of our collective focus on emphasizing the importance of standardized test performance to stakeholders, Nonnewaug believes that all students benefit from opportunities to participate in college-preparation coursework (ex: AP, ECE). As such, it is our goal to have as many students as possible enroll in at least one dual-enrollment course during their high school career. With this in mind, we will continue to examine ways to increase the number of students passing such exams by engaging in meaningful reflection of scores and developing appropriate teaching strategies.
- **UConn/ECE registrations:** The registration window for 24-25 has now closed, and our numbers have been finalized. Nonnewaug students have made 288 course registrations this year compared to 178 last year. This is a significant increase of 62%. When the QU, SCSU, and spring ECE dual enrollments are completed, this number will be adjusted by an additional (approximately) 15 students. This growth is due to the more available opportunities and the diligent work of the teachers and counselors in promoting the program and assisting families with the application process. We will continue to support these dual enrollment options and hope to see continued growth in the future.
- NHS will use a Data Team to analyze data across the school and district, identifying priorities for professional learning, refined instructional programming, and student intervention.
- The Building Leadership Team will identify and plan for school improvement initiatives.
- PLCs and a formalized data team procedure(s) will provide opportunities for teams to review student work and progress, and to plan for instruction.
- We will review common scoring of student work to ensure accuracy with reporting and continued student growth.
- NHS Climate Team will continue to identify programs and strategies that promote a positive school climate.
- We will promote opportunities for students to participate in community outreach.

LONGITUDINAL DATA: ACADEMIC RESULTS

Percentage of Students Meeting/Exceeding Goal on SAT's (ELA/Math)

SAT Scores							
Year	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	*Spring 2024*
ELA	541	532		516	510	502	502
Math	531	520		503	492	501	499
SAT Meet or Exceed Benchmark %							
Year	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	*Spring 2024*
ELA	76%	71%		69%	63%	61%	58%
Math	50%	44%		40%	34%	45%	41%

Spring 2024 was the first year the SAT was adaptive

Percentage of Students Meeting Benchmark Standards in ELA

ELA					
		SAT	PSAT		
Testing Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Class of 2022	75%	69%			
Class of 2023	9	78%	63%		
Class of 2024*	8		67%	61%	
Class of 2025	7	54%	57%	55%	58%
Class of 2026	6	55%	60%	66%	59%
Class of 2027	5	56%	55%	63%	63%
Class of 2028	4	57.57%	56.60%	61%	
Class of 2029	3	52.52%	65.73%	61%	
Class of 2030	2	57.90%	67.32%	68%	
Class of 2031	1	2	53.66%	59%	
Class of 2032	K	1	2	48%	
Class of 2033	PreK	K	1	2	

Percentage of Students Meeting Benchmark Standards in Mathematics

Math					
		SAT	PSAT		
Testing Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Class of 2022	36%	40%			
Class of 2023	9	37%	34%		
Class of 2024*	8		41%	45%	
Class of 2025	7	42%	40%	42%	41%
Class of 2026	6	37%	50%	53%	38%
Class of 2027	5	39%	58%	63%	41%
Class of 2028	4	51%	44%	54%	
Class of 2029	3	52%	54%	43%	
Class of 2030	2	40%	71%	57%	
Class of 2031	1	2	57%	67%	
Class of 2032	K	1	2	51%	

Percentage of Students Meeting Benchmark Standards in Science

Science					
Testing Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Class of 2022	10	48%			
Class of 2023	9		44%		
Class of 2024	8			42%	
Class of 2025	7	57%			47%
Class of 2026	6		57%		
Class of 2027	5			64%	
Class of 2028	4	67%			
Class of 2029	3		71%		

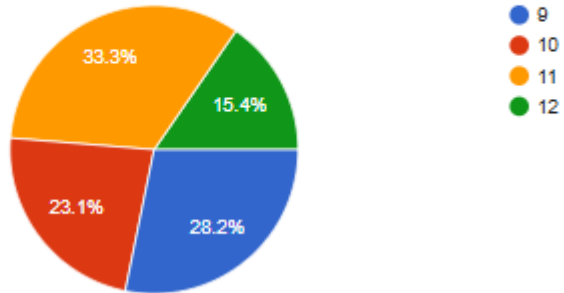
LONGITUDINAL DATA: SCHOOL CLIMATE RESULTS

PARENT SURVEY

Baseline Data from Fall 2024

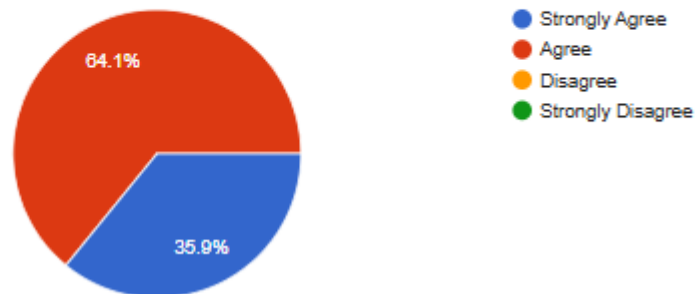
For the 2024-2025 school year, my student is in grade

39 responses



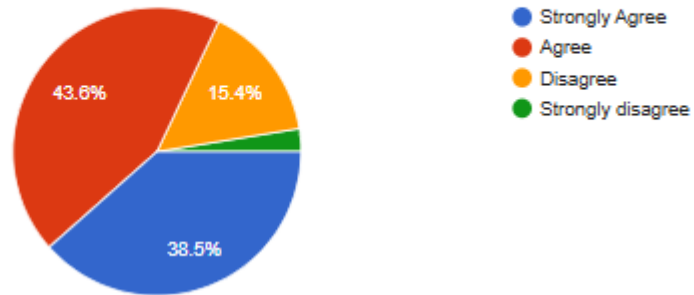
The education provided by Nonnewaug High School is preparing my child for their plans after high school.

39 responses



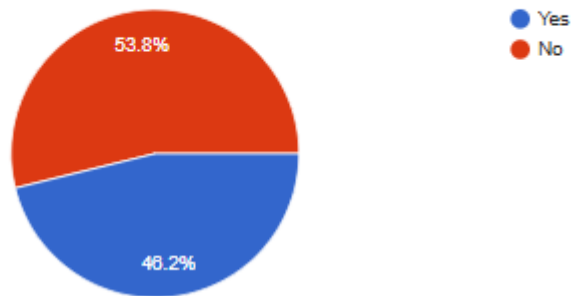
The PSAT/SATs are important to my child's education/post-secondary planning.

39 responses



Is your student a member of the agriscience program?

39 responses



After high school, my child plans to



39 responses

