

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



## Central School Simsbury School District

860-658-4732 • <http://www.simsbury.k12.ct.us/page.cfm?p=142>

### School Information

Grade Range **K-6**  
Enrollment **358**

### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	162	45.3	48.1
Male	196	54.7	51.9
American Indian or Alaska Native	*	*	*
Asian	28	7.8	6.5
Black or African American	*	*	5.8
Hispanic or Latino	26	7.3	6.9
Pacific Islander	0	0.0	*
Two or More Races	17	4.7	2.6
White	276	77.1	78.1
English Language Learners	17	4.7	1.5
Eligible for Free or Reduced-Price Meals	34	9.5	9.5
Students with Disabilities <sup>1</sup>	33	9.2	13.5

<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	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	*	*	0	*
Hispanic or Latino	*	*	0	0.0
White	9	3.1	0	0.0
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
School	14	3.8	0	0.0
District		5.3		2.3

**Number of students in 2015-16 qualified as truant under state statute: 0**

**Number of school-based arrests: 0**

<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 2016-17

## Central School

### Simsbury School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	22.9
Paraprofessional Instructional Assistants	4.1
<b>Special Education</b>	
Teachers and Instructors	3.1
Paraprofessional Instructional Assistants	6.5
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	1.5
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	1.6
Counselors, Social Workers and School Psychologists	1.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.2

<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		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.2
Black or African American	1	2.3	0.7
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	42	95.5	97.5

### Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.9	7.2

## Instruction and Resources

### School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	991
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	08:15 AM
End Time	02:50 PM

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0.0
Learning Disability	7	*
Other Health Impairment	12	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	29	96.7
District		76.1

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

# School Profile and Performance Report for School Year 2016-17

## Central School

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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	16	*	16	*	*	*
Black or African American	7	*	7	*	*	*
Hispanic or Latino	18	*	16	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	160	86.2	160	79.6	36	68.1
English Language Learners	11	*	11	*	*	*
Non-English Language Learners	200	85.6	198	79.3	*	*
Eligible for Free or Reduced-Price Meals	22	77.8	22	72.7	*	*
Not Eligible for Free or Reduced-Price Meals	189	85.9	187	79.7	*	*
Students with Disabilities	26	67.1	26	62.1	11	*
Students without Disabilities	185	87.6	183	81.4	33	70.2
High Needs	50	75.3	50	70.3	17	*
Non-High Needs	161	88.1	159	81.7	27	72.1
School	211	85.1	209	79.0	44	65.8

### 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	95.5	93.1	N/A	N/A	125	94.4
Curl Up	97.0	91.4	N/A	N/A	125	94.4
Push Up	89.6	87.9	N/A	N/A	125	88.8
Mile Run/PACER	86.6	84.5	N/A	N/A	125	85.6
All Tests - School	67.2	74.1	N/A	N/A	125	70.4
All Tests - District	49.2	63.5	63.0	64.7		60.1

<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.

# School Profile and Performance Report for School Year 2016-17

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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	85.1	75	50.0	50	100.0	67.1
	High Needs Students	75.3	75	50.0	50	100.0	55.9
Math Performance Index	All Students	79.0	75	50.0	50	100.0	62.2
	High Needs Students	70.3	75	46.9	50	93.7	50.5
Science Performance	All Students	65.8	75	43.9	50	87.8	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	55.4%
	High Needs Students	57.4%	100%	57.4	100	57.4	49.8%
Math Academic Growth	All Students	83.4%	100%	83.4	100	83.4	61.7%
	High Needs Students	80.2%	100%	80.2	100	80.2	53.7%
Chronic Absenteeism	All Students	3.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	10.1%	<=5%	39.7	50	79.5	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   70.4%	75%	46.9	50	93.9	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>665.5</b>	<b>800</b>	<b>83.2</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	75.0	75.3	-0.3	16.6	
Math Performance Index Gap	75.0	70.3	4.7	18.5	
Science Performance Index Gap	72.1	N/A	.	16.5	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	97.9
	High Needs Students	.

#### 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%.