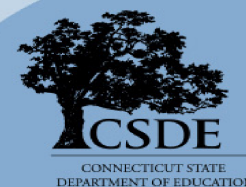


# Connecticut State Department of Education

## SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



### 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	394
Per Pupil Expenditures <sup>1</sup>	\$16,744
Total Expenditures <sup>1</sup>	\$6,362,816

<sup>1</sup> Expenditure data reflect the 2021-22 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 2022-23 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, 2022 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	178	45.2	*
Male	216	54.8	51.4
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	35	8.9	6.5
Black or African American	28	7.1	5.7
Hispanic or Latino of any race	46	11.7	11.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	5.3
White	264	67.0	71.2
English Learners/Multilingual Learners	11	2.8	1.9
Eligible for Free or Reduced-Price Meals	69	17.5	15.6
Students with Disabilities <sup>2</sup>	45	11.4	17.0

<sup>2</sup> 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 <sup>3</sup>		Suspension/Expulsion <sup>4</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	27	14.8	*	*
Male	34	15.6	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	8	28.6	0	0.0
Hispanic or Latino of any race	7	14.9	*	*
White	37	14.2	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	18	25.7	*	*
Students with Disabilities	9	16.1	*	*
School	61	15.2	*	*
District		12.2		2.8

Number of students qualified as truant under state statute: 0

Number of school-based arrests: 0

<sup>3</sup> 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.

<sup>4</sup> This column displays 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 2022-23

## Central School Simsbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	27.3
Paraprofessional Instructional Assistants	4.7
<b>Special Education</b>	
Teachers and Instructors	1.1
Paraprofessional Instructional Assistants	5.8
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	1.8
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.1
Counselors, Social Workers and School Psychologists	2.1
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.3

<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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	2.3	1.5
Black or African American	2	4.5	2.0
Hispanic or Latino of any race	1	2.3	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	40	90.9	95.3

#### Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.6	10.9

### Instruction and Resources

#### School-Level Expenditures<sup>2</sup>: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$4,606,919	\$12,123
Support Services - Students	\$477,526	\$1,257
Improvement of Instruction	\$69,368	\$183
Library and Media Services	\$128,920	\$339
Support Services - Instruction	\$146,473	\$385
Support Services - School-Based	\$364,946	\$960
Operation and Maintenance of Plant	\$568,664	\$1,496
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
<b>Total</b>	<b>\$6,362,816</b>	<b>\$16,744</b>

**Total per pupil expenditures (PPE) including share of district central expenditures is \$18,825.**

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

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	13	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	11	*
<b>School</b>	<b>37</b>	<b>88.1</b>
<b>District</b>		<b>83.9</b>

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

#### School Schedule

<b>Days of Instruction</b>	180
<b>Hours of Instruction Per Year</b>	
Grades 1-12 and Full-Day Kindergarten	950
Half/Extended Day Kindergarten	N/A
<b>School Hours for Students</b>	
Start Time	08:15 AM
End Time	02:50 PM

# School Profile and Performance Report for School Year 2022-23

## Central School

### Simsbury 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	*	*	*	*	0	N/A
Asian	27	78.3	27	83.9	6	*
Black or African American	14	*	14	*	*	*
Hispanic or Latino of any race	30	78.2	30	75.6	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	146	83.6	146	80.5	40	72.9
English Learners/Multilingual Learners	12	*	12	*	*	*
Non-English Learners/Non-Multilingual Learners	219	81.3	219	78.4	*	*
Eligible for Free or Reduced-Price Meals	40	69.9	40	66.2	12	*
Not Eligible for Free or Reduced-Price Meals	191	82.9	191	80.7	49	72.7
Students with Disabilities	26	60.3	26	55.8	10	*
Students without Disabilities	205	83.2	205	81.0	51	75.3
High Needs	64	69.7	64	66.5	21	60.9
Non-High Needs	167	84.9	167	82.7	40	75.9
School	231	80.7	231	78.2	61	70.7

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.7	90.3	N/A	N/A	119	89.1
Curl Up	94.7	85.5	N/A	N/A	119	89.9
Push Up	78.9	82.3	N/A	N/A	119	80.7
Mile Run/PACER	70.2	59.7	N/A	N/A	119	64.7
All Tests - School	56.1	50.0	N/A	N/A	119	52.9
All Tests - District	45.8	46.0	52.2	44.8		47.3

<sup>2</sup>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.

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

# School Profile and Performance Report for School Year 2022-23

## Central School

### Simsbury School District

#### 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	80.7	75	50.0	50	100.0	63.9
	High Needs Students	69.7	75	46.4	50	92.9	54.1
Math Performance Index	All Students	78.2	75	50.0	50	100.0	59.7
	High Needs Students	66.5	75	44.4	50	88.7	48.9
Science Performance Index	All Students	70.7	75	47.2	50	94.3	61.6
	High Needs Students	60.9	75	40.6	50	81.2	51.1
ELA Academic Growth	All Students	71.2%	100%	71.2	100	71.2	57.2%
	High Needs Students	60.3%	100%	60.3	100	60.3	52.5%
Math Academic Growth	All Students	73.0%	100%	73.0	100	73.0	61.8%
	High Needs Students	64.0%	100%	64.0	100	64.0	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	15.2%	<=5%	29.6	50	59.2	20.0%
	High Needs Students	21.2%	<=5%	17.5	50	35.0	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		.	94%	.	.	.	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0%   52.9%	75%	35.3	50	70.6	93.0%   45.5%
Arts Access		.	60%	.	.	.	54.5%
<b>Accountability Index</b>				<b>629.5</b>	<b>850</b>	<b>74.1</b>	

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 <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	69.7	5.3	17.0	
Math Performance Index Gap	75.0	66.5	8.5	18.6	
Science Performance Index Gap	75.0	60.9	14.1	18.6	
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.

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 (%) <sup>3</sup>
ELA	All Students	99.6
	High Needs Students	98.6
Math	All Students	99.6
	High Needs Students	98.6
Science	All Students	98.5
	High Needs Students	95.7

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

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