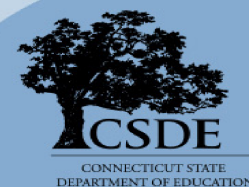


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT

FOR SCHOOL YEAR 2022-23



Timothy Edwards School

South Windsor School District

860-648-5030 • <http://tems.southwindsorschools.org/home>

School Information

Grade Range	6-8
Enrollment	1,142
Per Pupil Expenditures ¹	\$15,408
Total Expenditures ¹	\$17,642,576

¹ 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	557	48.8	*
Male	585	51.2	51.2
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	377	33.0	30.8
Black or African American	73	6.4	6.0
Hispanic or Latino of any race	118	10.3	10.5
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	4.8
White	516	45.2	47.8
English Learners/Multilingual Learners	34	3.0	8.8
Eligible for Free or Reduced-Price Meals	187	16.4	16.9
Students with Disabilities ²	147	12.9	13.2

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	12.6	14	2.5
Male	67	11.3	20	3.3
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	8	10.4
Hispanic or Latino of any race	33	28.0	*	*
White	60	11.6	18	3.4
English Learners/Multilingual Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	53	27.6	15	7.4
Students with Disabilities	32	21.2	11	7.0
School	137	11.9	34	2.9
District		10.4		1.7

Number of students qualified as truant under state statute: 154

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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	88.8
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	13.2
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	3.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.5
Other Staff Providing Non-Instructional Services/Support	29.0

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	2	1.7	3.7
Black or African American	3	2.5	2.9
Hispanic or Latino of any race	8	6.6	3.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.8	0.2
White	107	88.4	89.3

Classroom Teacher Attendance, 2021-22

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	9.6	9.8

Instruction and Resources

School-Level Expenditures²: 2021-22

	Total (\$)	Per Pupil (\$)
Instruction	\$12,216,801	\$10,670
Support Services - Students	\$1,899,994	\$1,659
Improvement of Instruction	\$39,460	\$34
Library and Media Services	\$1,541	\$1
Support Services - Instruction	\$415,628	\$363
Support Services - School-Based	\$1,363,955	\$1,191
Operation and Maintenance of Plant	\$1,702,754	\$1,487
Transportation Other Than to/From	\$2,442	\$2
Enterprise Operations	.	.
Total	\$17,642,576	\$15,408

Total per pupil expenditures (PPE) including share of district central expenditures is \$17,236.

² 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 Peers³

	Count	Rate (%)
Autism	20	80.0
Emotional Disability	8	*
Intellectual Disability	N/A	N/A
Learning Disability	54	93.1
Other Health Impairment	37	92.5
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	131	89.1
District		78.1

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	1021
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	08:05 AM
End Time	02:40 PM

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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	*	*	*	*	*	*
Asian	363	83.4	360	84.8	119	79.2
Black or African American	71	61.3	71	52.2	26	49.9
Hispanic or Latino of any race	113	64.1	110	55.7	38	56.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	509	72.7	504	69.5	174	73.1
English Learners/Multilingual Learners	125	69.8	123	70.2	35	60.3
Non-English Learners/Non-Multilingual Learners	987	74.9	978	71.9	339	72.3
Eligible for Free or Reduced-Price Meals	184	56.9	183	51.8	58	49.6
Not Eligible for Free or Reduced-Price Meals	928	77.8	918	75.7	316	75.1
Students with Disabilities	138	45.7	135	40.3	39	42.5
Students without Disabilities	974	78.4	966	76.1	335	74.5
High Needs	355	60.2	350	57.0	100	53.9
Non-High Needs	757	80.9	751	78.6	274	77.5
School	1112	74.3	1101	71.7	374	71.2

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			
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	78.7	82.8	N/A	741	80.8
Curl Up	N/A	93.4	92.6	N/A	740	93.0
Push Up	N/A	86.7	84.3	N/A	735	85.4
Mile Run/PACER	N/A	91.4	80.1	N/A	738	85.6
All Tests - School	N/A	65.9	61.1	N/A	726	63.5
All Tests - District	55.1	65.9	61.1	49.2		58.2

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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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	74.3	75	49.5	50	99.1	63.9
	High Needs Students	60.2	75	40.1	50	80.2	54.1
Math Performance Index	All Students	71.7	75	47.8	50	95.6	59.7
	High Needs Students	57.0	75	38.0	50	76.0	48.9
Science Performance Index	All Students	71.2	75	47.4	50	94.9	61.6
	High Needs Students	53.9	75	35.9	50	71.9	51.1
ELA Academic Growth	All Students	50.3%	100%	50.3	100	50.3	57.2%
	High Needs Students	37.9%	100%	37.9	100	37.9	52.5%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	61.8%
	High Needs Students	42.4%	100%	42.4	100	42.4	55.5%
Progress Toward English Proficiency	Literacy	75.0%	100%	37.5	50	75.0	55.3%
	Oral	74.0%	100%	37.0	50	74.0	56.1%
Chronic Absenteeism	All Students	11.9%	<=5%	36.2	50	72.4	20.0%
	High Needs Students	22.3%	<=5%	15.5	50	31.0	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		96.4%	94%	50.0	50	100.0	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)		96.5% 63.5%	75%	42.3	50	84.7	93.0% 45.5%
Arts Access		.	60%	.	.	.	54.5%
Accountability Index				667.9	1000	66.8	

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?					Y
ELA Performance Index Gap	75.0	60.2	14.8	17.0	
Math Performance Index Gap	75.0	57.0	18.0	18.6	
Science Performance Index Gap	75.0	53.9	21.1	18.6	
Graduation Rate Gap	

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	99.1
	High Needs Students	98.1
Math	All Students	98.4
	High Needs Students	97.1
Science	All Students	98.5
	High Needs Students	97.1

³Minimum participation standard is 95%.

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