

# Resident Town Dashboard

## Technical Report Notes

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## Overview

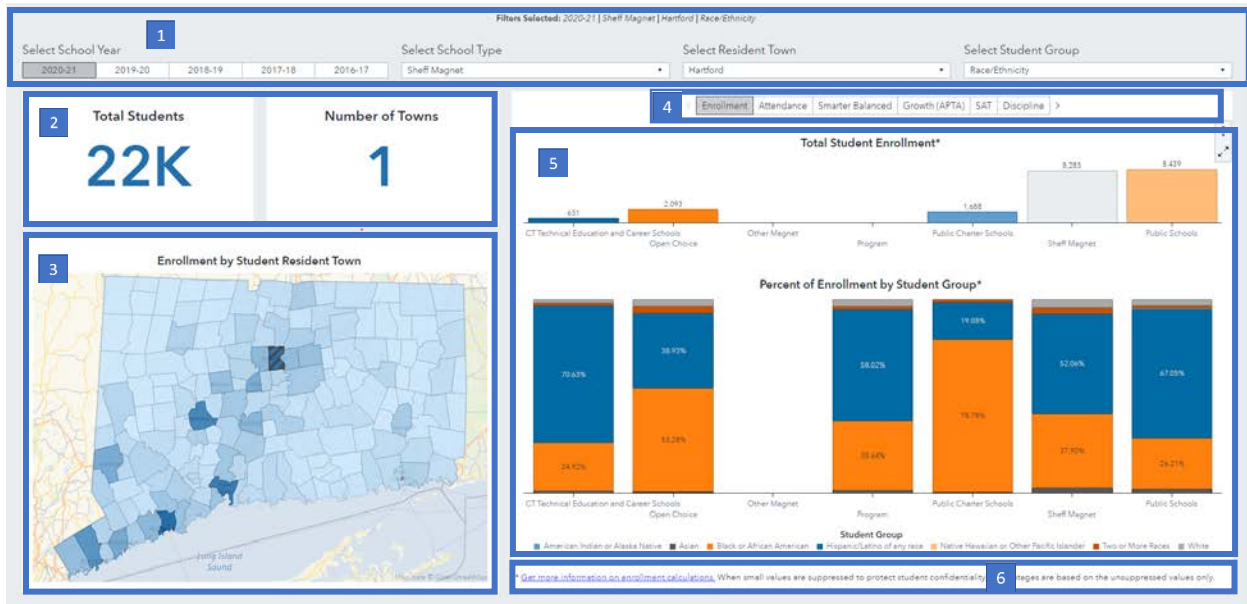
This report compares the performance of students across the school types available in Connecticut Public Schools, both state-wide and filtered by the student's town of residence.

## How to Use this Report

### General Notes

- All maps and charts have tooltips with more detailed data. To view them, simply hover over the area of interest.
- To protect student confidentiality, some data are suppressed. For more information, please see our [Data Suppression Guidelines](#).
- Assessment results (Smarter Balanced, Growth, and SAT) are not available for the 2019-20 or 2020-21 school years. For more information, please see [Statewide Summative Assessment Results, 2020-21](#).

### Dashboard



1. In the menu at the top of the page, select the school year, [school type](#), student resident town, and student group category to be viewed. In the Resident Town dropdown, select "Clear filter" to see state-wide data. The filters you selected will appear above the dropdown buttons.
2. Key Values: These values include all students across all student groups.
  - a. **Total Students:** Total number of students enrolled in the selected school type and resident town for the selected year
  - b. **Number of Towns:** Total number of towns with at least one student enrolled in the selected school type for the selected year
    - i. **NOTE:** Selecting a specific resident town will set this value to 1.
3. The Enrollment by Town map shows all towns in which at least one student was enrolled in the selected school type for the given year. Darker colors indicate a greater number of students enrolled. Towns that are shaded grey have few students enrolled, so the values have been

suppressed to protect student confidentiality. If a specific resident town has been selected, that town will have dark grey stripes.

4. Using the buttons above the charts, select an area of interest.
5. View charts pertaining to your area of interest. For more information about the data in these charts, see the sections below:
  - a. [Enrollment](#)
  - b. [Attendance](#)
  - c. [Smarter Balanced](#)
  - d. [Growth \(APTA\)](#)
  - e. [SAT](#)
  - f. [Discipline](#)
6. Click the link in the footnotes to get more information about the charts you are viewing.

## Measure Calculations

### Inclusion/Exclusion Rules

The following inclusion/exclusion rules apply to these data:

- Students who were not a part of the June collection for the [Public School Information System \(PSIS\)](#) data were excluded because the school type membership for each student was determined based on the June PSIS data collection.
- Students who were enrolled for 0 membership days were excluded.
- Students who did not participate in an assessment were not included in any part of the assessment results (Smarter Balanced, Growth, SAT, or NGSS).

### School Type

In this report, each student's school type was determined using the organization type and location of the school in which the student was enrolled as well as the student's participation in the open choice program according to the following steps:

1. Students participating in the Open Choice program were assigned the "Open Choice" school choice type.
2. Students enrolled an interdistrict magnet school were assigned either the "Sheff Magnet" or "Other Magnet" school choice type, based on the school's location.
3. All other students were assigned to the school type matching their school's organization type.

This report compares performance for the following school types. For more information about each school type, please see [Appendix A](#).

- CT Technical and Career System (CTECS) Schools
- Endowed and Incorporated Academies
- Open Choice Program
- Programs
- Public Charter Schools
- Sheff Magnet Schools
- Other Magnet Schools
- Public Schools

Each student's school of enrollment and Open Choice program status were collected through the June collection of the [Public School Information System \(PSIS\)](#), which occurs on the last day of school for each year. The organization type and location for schools were collected through the [Directory Manager](#) data collection, which is an ongoing data collection updated daily.

## Enrollment

These data include students from Pre-K through Grade 12.

- **Total Student Enrollment by School Type**
  - For each school type, this chart displays the total number of students enrolled in across all student groups, based on the June PSIS data collection.
- **Percent of Enrollment by Student Group**
  - For each school type, this chart displays the percentage of students enrolled for each student group, based on the June PSIS data collection. Use the "Select Student Group" filter at the top of the report to see different student group comparisons.
  - **NOTE:** When small values have been suppressed to protect student confidentiality, percentages are based on the *unsuppressed values only*.
  - **NOTE:** If the "All Students" student group is selected, all values for this chart will be 100%.

Enrollment was calculated using the June collection of the [Public School Information System \(PSIS\)](#), which occurs on the last day of school for each year.

## Attendance

These data include students from Kindergarten through Grade 12.

- **[Percent of Students Chronically Absent](#)**
  - For each school type, this chart displays the percentage of students chronically absent by student group. 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.
- **Attendance Rate**
  - For each school type, this chart displays the percentage of the student group population that are physically present in school on any given day. The attendance rate is calculated by dividing the total number of days attended for all students by the total number of days enrolled for all students.

Both attendance measures were calculated using the June collection of the [Public School Information System \(PSIS\)](#), which occurs on the last day of school each year.

## Smarter Balanced: Achievement

The [Smarter Balanced summative assessment](#) is given to students in Grades 3 through 8. This assessment can be used to describe student achievement in English/Language Arts and Mathematics as part of program evaluation and school, district, and state accountability systems.

- **Percent Proficient on Smarter Balanced English/Language Arts and Mathematics**
  - For each school type, this chart displays the percentage of students who earn a performance level of 3 or 4 on the Smarter Balanced assessment for the given subject.
  - **NOTE:** Smarter Balanced achievement results are not available for 2019-20 or 2020-21. For more information, please see [Statewide Summative Assessment Results, 2020-21](#).

- NOTE: Non-participating students were not included in this calculation.
- NOTE: The CTECS school type serves students in Grades 9-12 only, therefore they are not included on this chart.

## Smarter Balanced: Growth

In addition to measuring student achievement, the Smarter Balanced summative assessment is used to measure student growth – the change in achievement score for the same student between two or more points in time – in Grades 4 through 8. Student growth is measured according to a matched cohort model which means that students are only included in the calculation if they have a valid test score in both the current and previous school years. Based on their SB assessment scores from the previous school year, students are assigned a goal for the number of points their ELA and Math assessment scores will go up from their previous score - this is the student's growth target.

CT measures growth in two ways: (1) Average Percentage of Target Achieved (APTA) and (2) Growth Rate. The growth rate data are only available in the detailed data export.

- **Average Percent of Target Achieved (APTA)**
  - For each school type, this chart displays the Average Percent of Target Achieved (APTA) for English/Language Arts and Mathematics.
  - To calculate the APTA, students' individual growth is compared to their growth target to find their individual percent of their target achieved; these percentages are then averaged to find the overall APTA.
  - NOTE: To be included in this calculation, students must have a valid vertical scale score from a Connecticut public school on the Smarter Balanced assessment in both the prior year and the current year.
  - NOTE: Smarter Balanced growth results are not available for 2019-20 or 2020-21. For more information, please see [Statewide Summative Assessment Results, 2020-21](#).
  - NOTE: APTA is only calculated for grades 4-8, as students in grade 3 do not have assessment scores for the prior year and high school students do not take the Smarter Balanced assessment. As with the percent proficient on Smarter Balanced, the CTECS school type will not be included on this chart.
- **Growth Rate**
  - The detailed data export contains the growth rate, which is the percentage of students who met or exceeded their growth targets.

For more information about measuring growth, please see [Developing Connecticut's Growth Model for the Smarter Balanced Summative Assessments in English Language Arts \(ELA\) and Mathematics](#).

## Connecticut SAT School Day

The [SAT \(Evidence Based Reading/Writing and Mathematics\)](#) is given to all students in Grade 11. This assessment can be used to describe student achievement in English/Language Arts and Mathematics as part of program evaluation and school, district, and state accountability systems.

- **Percent Proficient on SAT English/Language Arts**
  - For each school type, this chart displays the percentage of students who earn at least a 480 on the Evidence-Based Reading and Writing portion of the SAT.
- **Percent Proficient on SAT Math**
  - For each school type, this chart displays the percentage of students who earn at least a 530 on the Mathematics portion of the SAT.

- **NOTE:** These data include SAT results from the Connecticut SAT School Day administration only.

## Discipline

According to [Connecticut General Statutes Section 10-233\(a-n\)](#):

- **In-School Suspension** means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school;
- **Out-of-School Suspension** means an exclusion from school privileges or from transportation services only for no more than ten consecutive school days; and
- **Expulsion** means an exclusion from school privileges for more than ten consecutive school days.

These data include students from Kindergarten through Grade 12.

The following measures are included in the report:

- **Number of In-School and Out-of-School Suspensions per 100 Students**
  - These data are calculated by dividing the total number of in-school or out-of-school suspensions by the total enrollment according to the June PSIS data collection, then multiplied by 100.
  - **NOTE:** These measures are based on the total number of suspensions, not the unduplicated number of students who received at least one suspension. This means that students who receive more than one suspension in a given school year will be counted for each incident. For this reason, *it is important to not to interpret the values in these charts as percentages of students.*
  - **NOTE:** These data are only available in the dashboards.
- **Total Number of In-School Suspensions, Out-of-School Suspensions, and Expulsions**
  - These data are the total number of suspensions or expulsions for each school type. As above, these data do not represent the unduplicated count of students; students who receive more than one suspension or expulsion will be counted for each incident.
  - **NOTE:** These data are only available in the detailed data export.
- **Suspension Rate**
  - These data are the percentage of students reported with at least one suspension (in-school or out-of-school) or expulsion. In other words, this is the unduplicated number of students who received at least one suspension or expulsion divided by the student enrollment count in the June PSIS data collection.
  - **NOTE:** These data are only available in the detailed data export.

The discipline measures were calculated using the [Discipline data collection \(ED166\)](#) which is completed in late August each year and the June collection of the [Public School Information System \(PSIS\)](#), which occurs on the last day of school each year.

## Next Generation Science Standards Assessment

**NOTE:** These data are only available in the detailed data export.

The Next Generation Science Standards (NGSS) assessment is given to all students in Grades 5, 8, and 11. This assessment can be used to describe student achievement in science.

The detailed data export contains the Percent of Students Proficient on the NGSS assessment. For each school type, this measure is the percentage of students who earned a performance level of 3 or 4 on the NGSS assessment.

## Appendix A: School Types

- [CT Technical Education and Career System \(CTECS\) Schools](#)
  - CTECS schools are state-operated public high schools that provide students in Grades 9-12 with the opportunity to master skills in trade and technology programs while earning a high school diploma. Students are prepared for immediate employment, apprenticeship programs, college and career.
- [Endowed and Incorporated Academies](#)
  - Under state law, a private, nonreligious incorporated or endowed academy may serve as a town's public high school with state approval. Under this arrangement, students from the host town do not pay tuition to attend the school, but the town pays tuition in lieu of having its own public high school.
- [Open Choice](#)
  - The Open Choice Program allows urban students to attend public schools in participating suburban towns, and suburban and rural students to attend public schools in nearby participating urban districts. The program includes Hartford, Bridgeport, New Haven and their surrounding districts.
- [Programs](#)
  - The programs school type includes a variety of educational programs designed to focus on a student's particular needs.
- [Public Charter Schools](#)
  - Public Charter Schools are PK-12 public schools that provide small-scale, innovative educational programs. They are operated independently of any local or regional board of education; they are overseen by a governing council comprised of a variety of stakeholders.
- [Regional Schools](#)
  - Regional public high schools are operated as part of regional school districts that consist of two or more member towns. Some regional school districts operate all of the elementary and high schools for the member towns, but others operate only a high school.
- [Sheff Magnet Schools](#)
  - [Interdistrict Magnet Schools](#) are programs that attract students from different school districts to learn together in settings that offer unique, high-quality, themed educational opportunities.
  - [Sheff Magnet Schools](#) are interdistrict magnet schools located in one of the following towns: Avon, Berlin, Bloomfield, Bolton, Canton, Cromwell, East Granby, East Hartford, East Windsor, Ellington, Enfield, Farmington, Glastonbury, Granby, Hartford, Manchester, New Britain, Newington, Portland, Plainville, Rocky Hill, Simsbury, Somers, South Windsor, Southington, Suffield, Tolland, Vernon, West Hartford, Wethersfield, Windsor, and Windsor Locks.
- [Other Magnet Schools](#)
  - All interdistrict magnet schools located outside the towns listed above are designated as [Other Magnets](#).
- [Public Schools](#)
  - Students enrolled in a public school that is not one of the above school types and are not participating in the Open Choice Program are included in this school type.

## Appendix B: Student Group Categories

- All Students
- English Learner Status (EL)
  - English Learners
    - English language learners are students who lack sufficient mastery of English to “assure equal educational opportunity in the regular school program” (C.G.S. 10-17e).
  - Non-English Learners
- Free/Reduced Price Meal Eligibility (2-level)
  - Eligible for Free or Reduced-Price Meals
    - Students in this category are eligible for free or reduced-price meals or free milk in accordance with the Income Guidelines for the National School Lunch Program.
  - Not Eligible for Free or Reduced-Price Meals
- Gender
  - Female
  - Male
  - Non-Binary
- Grade
  - Grades Kindergarten through Grade 12
- High Needs (F/R, EL or SWD)
  - High Needs
    - To be included in the High Needs student group, a student must be a student with a disability, an English Learner, or a student eligible for free or reduced-price meals.
  - Not High Needs
- Race/Ethnicity
  - American Indian or Alaska Native
    - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - Asian
    - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
  - Black or African American
    - A person having origins in any of the black racial groups of Africa.
  - Hispanic/Latino of any race
    - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
  - Native Hawaiian or Other Pacific Islander
    - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - Two or More Races
    - A person who identifies as two or more races, not including Hispanic/Latino
  - White



- A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Special Education Status (SWD)
  - Students with Disabilities
    - Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with 504 Plans.
  - Students without Disabilities