

Sheff Magnet Schools Dashboard

Technical Report Notes

Table of Contents

Overview	2
Definitions.....	2
How to Use this Report.....	2
General Notes	2
Dashboard.....	2
Measure Calculations.....	3
Inclusion/Exclusion Rules.....	3
Enrollment	3
Attendance.....	4
Smarter Balanced: Achievement	4
Smarter Balanced: Growth.....	4
Connecticut SAT School Day	5
Discipline	5
Appendix A: Student Group Categories	7

Overview

This report compares the performance of students in Sheff Magnet schools filtered by students' resident town.

Definitions

- A Sheff Magnet school is an interdistrict magnet school 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.
- A student's resident town is the town that is fiscally responsible for the student ([C.G.S. 10-262f\(22\)](#)). Generally, this is the town in which the student lives, however there are [some exceptions](#), including students in foster care, students experiencing homeless, or students of staff/faculty. For more information, see the [PSIS Reference Guide, Appendix A](#).

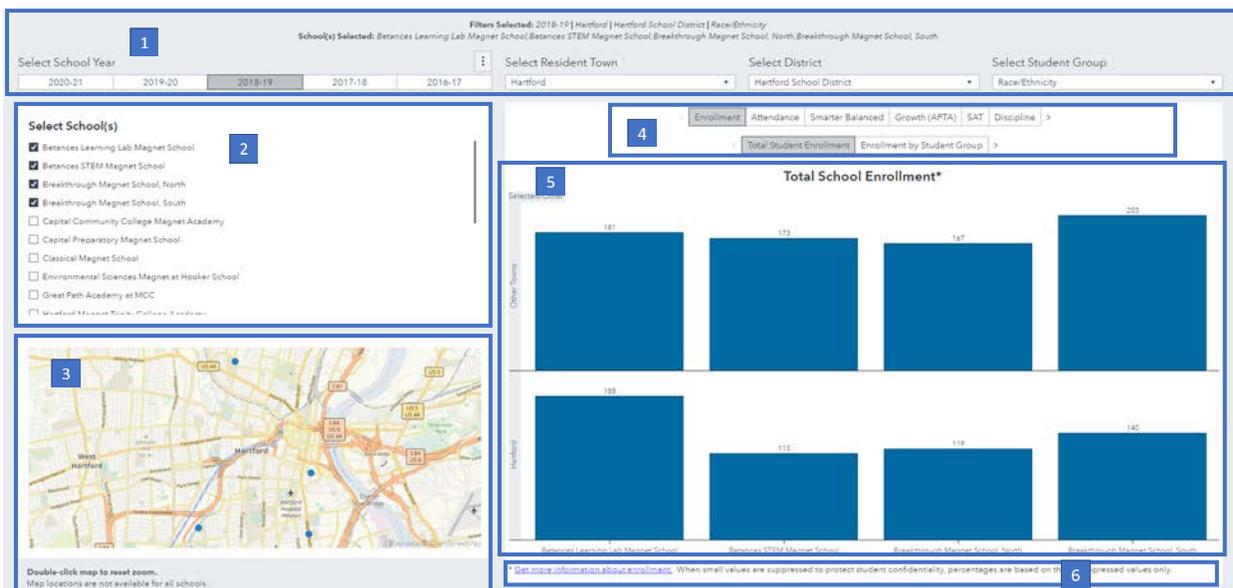
How to Use this Report

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 and 2020-21 school years. For more information, please see [Statewide Summative Assessment Results, 2020-21](#).

Dashboard

The data dashboard provides a visual overview of enrollment, attendance, assessment, and discipline data at Sheff Magnet schools for a selected resident town and student group category.



1. In the menu at the top of the page, select the school year, resident town, school district, and student group category to be viewed. In the District dropdown, select “Clear filter” to see state-wide data.
2. Use the school filter on the left to select the schools you wish to view. For optimal viewing, we recommend five (5) schools or fewer.
3. The map in the lower left shows the location of the schools you have selected. Hover over the dots to see school names. If no schools are selected in the school filter, all schools will appear in the map. Double-click the map to reset the zoom. Note: Map locations are not available for all schools.
4. Using the buttons above the charts, select an area of interest.
5. View charts pertaining to your area of interest. The charts will display data for the selected resident town and for the combination of all other towns. 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 student attendance is 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).

Enrollment

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

- **Total Student Enrollment**
 - For each school, this chart displays the total number of students enrolled across all student groups, based on the June PSIS data collection.
- **Percent of Enrollment by Student Group**
 - For each school, 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, 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, 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 for 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, 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.

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 Growth (APTA) on Smarter Balanced English/Language Arts and Mathematics**
 - For each school, 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.
- **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, 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 Mathematics
 - For each school, 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. 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.

Appendix A: 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