# Profile and Performance Report Notes

## Table of Contents

**Notes are provided below for each section/table in the order they appear in the report.**
*For a glossary of terms, please see Appendix A. For a detailed description of sources, please see Appendix B. Links to interactive EdSight reports are included where available. These reports provide additional student group information and downloadable datasets for districts, schools, and the state.*

## District Information

Description: General information about the district including grade range, number of schools and programs, total enrollment, and expenditures.
Source(s): Directory Manager (DM), PSIS October Collection, End of Year School Report (ED001)

## Students

### October 1, Enrollment

Description: October 1 student enrollment for the district, grades PK-12, by student group for the given school year. District enrollment includes all students registered by the district including: all students attending schools within the district and students in nonpublic locations including district students educated in private special education or residential facilities including out-of-state, district students placed in organizations approved for transitional educational services, and district students placed in municipal detention centers or day treatment facilities. Students who are residents of the district but are reported by other districts to the CSDE are not included in this table (e.g., students who are residents of the district but are attending an interdistrict magnet school or charter school or Connecticut Technical High School).
Source(s): PSIS October Collection
Associated Interactive Report(s): Enrollment Dashboard, Enrollment Report/Export (legacy)

### Chronic Absenteeism and Suspension/Expulsion

While the following tables are shown together, calculations for each area are independent.

#### *Chronic Absenteeism*

Description: 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. Pre-Kindergarten students are excluded from this calculation.
Source(s): PSIS June Collection
Associated Interactive Report(s): Chronic Absenteeism

#### *Suspension/Expulsion*

Description: Percentage of students with at least one suspension (in-school or out-of-school) or expulsion by student group.
Source(s): Disciplinary Offense Record Collection (ED166), PSIS Collections (October, January, and June)
Additional notes: The calculation for suspension/expulsion is based on the number of students reported with at least one suspension or expulsion in the Disciplinary Offense Record Collection divided by the unduplicated student enrollment count across the October, January, and June PSIS Collections. A student is included in the race/ethnicity or gender student group reflected in PSIS Registration at the time of the PSIS June Collection freeze. A student is included in the English Learner/Multilingual Learner, Eligible for Free or Reduced-Price Meals or Students with Disabilities student group if they are reported in the category in any PSIS Collection (October, January, June).
Associated Interactive Report(s): Suspension Rates

*Truant*

Description: Count of students in the district qualified as truant under state statute. A student is considered truant if he/she is age five to eighteen, inclusive, enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.

Students who were truant before dropping out or transferring are included in this count.
Source(s): Connecticut School Data Report (ED165)

*School-Based Arrests*

Description: Count of school-based arrests within the district as defined in Public Act No 15-168. "School-based arrest" means an arrest of a student for conduct of such student on school property or at a school-sponsored event.
Source(s): Disciplinary Offense Record Collection (ED166)

# Educators

## Full-Time Equivalent (FTE) Staff

Description: Full-time equivalent (FTE) count by staff assignment category. Certified staff assignments are mapped to the PPR staff categories based on the table below. Please note that FTE counts represent staff assigned to all grades, prekindergarten through Grade 12. All data are as of October 1 of the school year. It is important to note that certified educators who work for public school districts but are assigned to work portions of their time in non-public schools have their non-public school service counted at the district level only.
Source(s): Certified Staff File (ED163) – years 2001-02 through 2013-14 or Educator Data System (EDS) – 2014-15 through present, Non-Certified Staff File (ED162)
Associated Interactive Report(s): FTE Staffing

| Assignment Category | Assignment/Role Description |
|---|---|
| Administrators, Coordinators, Department Chairs | Administrative Assistant |
| | Assistant Principal |
| | Assistant Principal - CTHSS |
| | Assistant Superintendent |
| | Athletic Coordinator (does not supervise) |
| | Athletic Director - District/Multiple Schools |
| | Athletic Director - Single School |
| | Charter School Principal or Director |
| | CTHSS Career Technical Education Department Head |
| | Dean of Students/Housemaster |
| | Dept. Chair w/ Evaluation - requires 092 endorsement |
| | Dept. Chair w/o Evaluation - requires the 105 endorsement |
| | Director of Pupil Personnel Services |
| | Home/School Liaison |
| | Lead Teacher |
| | Other Administrative (Certified) |
| | Program Director/Curriculum Coordinator |

| Assignment Category | Assignment/Role Description |
|---|---|
| | Principal |
| | Principal – Acting |
| | Principal - CTHSS |
| | RESC Executive Director |
| | School Business Administrator |
| | Special Education Director-needs sped/092 endorsement |
| | SRBI Coordinator (with eval/management responsibilities) - District-Based |
| | SRBI Coordinator (with eval/management responsibilities) - School-Based |
| | Subject Area Supervisor (district level) |
| | Superintendent |
| | Superintendent – Acting |
| | Superintendent - Interim |
| Counselors, Social Workers, and School Psychologists | Department of Corrections: School Counselor/Guidance Counselor - Special Ed. |
| | Department of Corrections: School Counselor/Guidance Counselor- General Ed. |
| | Marriage and Family Therapist |
| | Psychological Examiner |
| | School Counselor/Guidance Counselor - General Ed. |
| | School Counselor/Guidance Counselor - Special Ed. |
| | School Psychologist - General Ed. |
| | School Psychologist - Special Ed. |
| | School Social Worker - General Ed. |
| | School Social Worker - Special Ed. |
| General Education - Teachers and Instructors | Agriculture |
| | Agriculture, Vocational |
| | American History |
| | Anthropology |
| | Art |
| | Band |
| | Biology |
| | Business & Financial Technology |
| | C.W.E./Diversified Occupations |
| | Capstone/Independent Research |
| | Chemistry |
| | Chorus/Voice |
| | Computer Education/IT |
| | Consumer Science/Life Skills |
| | Dance |
| | Department of Corrections: Teacher |
| | Driver Education |
| | Earth Science |

| Assignment Category | Assignment/Role Description |
|---|---|
| | Economics |
| | Elementary Montessori |
| | Elementary Teacher |
| | English |
| | Food Services |
| | French |
| | General Music |
| | General Science |
| | Geography |
| | German |
| | Gifted and Talented |
| | Government/Law |
| | Health |
| | Health Occupations |
| | Integrated Science |
| | Italian |
| | JR ROTC |
| | Kindergarten |
| | Latin |
| | Life Science |
| | Marketing & Distribution |
| | Mathematics |
| | Mathematics: Remedial |
| | Occupational Home Economics |
| | Orchestra/Strings |
| | Other Language |
| | Other Occupational Subject |
| | Physical Education |
| | Physical Science |
| | Physics |
| | Pre-Kindergarten |
| | Psychology |
| | Reading Recovery |
| | Reading: Non-Remedial |
| | Reading: Remedial |
| | Related Subjects (CTHSS Only) |
| | Russian |
| | School Dental Hygienist-Teacher |
| | School Nurse-Teacher |
| | Social Studies |
| | Sociology |
| | Spanish |
| | Technology Education |
| | TESOL |
| | Theater/Drama |
| | Trades & Industrial (Comprehensive H.S.) |

| Assignment Category | Assignment/Role Description |
|---|---|
| | Trades & Industrial (CTHSS Only) |
| | Unlisted Teaching Assignment |
| | Video/Film |
| | World History |
| General Education: Paraprofessional Instructional Assistants | ED162 Non-Certified Staff |
| Instructional Specialists | Birth – Age 3 - In-Home Service Provider |
| | Content Coach: Fine Arts |
| | Content Coach: Literacy |
| | Content Coach: Numeracy |
| | Content Coach: Other (e.g., Computer, Arts) |
| | Content Coach: Science |
| | Content Coach: Social Studies |
| | Content Coach: Special Education |
| | Content Coach: World Languages |
| | Magnet School Theme Coach |
| | Math Consultant |
| | Reading and Language Arts Consultant |
| | Speech & Language Pathologist |
| | SRBI Coordinator (without eval/management responsibilities) - District-Based |
| | SRBI Coordinator (without eval/management responsibilities) - School-Based |
| Library/Media- Specialists (Certified) | Librarian |
| | Media Specialist |
| Other Professional | Assignment Outside of District - Non-teaching |
| | In-School Suspension |
| | Non-Instructional Administrative Assignment (IT, HR, etc.) |
| | Staff Development |
| | Unlisted Non-Teaching Assignment |
| School Nurses | ED162 Non-Certified Staff |
| Special Education - Teachers and Instructors | Blind |
| | Hearing Impaired |
| | Integrated Classroom: Kindergarten |
| | Integrated Classroom: Pre-Kindergarten |
| | Partially Sighted |
| | Special Education: Grades 1-12 |
| | Special Education: Kindergarten |
| | Special Education: Pre-Kindergarten |
| Special Education: Paraprofessional Instructional Assistants | ED162 Non-Certified Staff |

## Educators by Race/Ethnicity

Description: The number and percentage of educators in the district by race/ethnic category. This table includes all certified staff including administrators.
Source(s): Certified Staff File (ED163)
Associated Interactive Report(s): Educator Diversity Dashboard, Educator Race/Ethnicity

## Classes Taught by Highly Qualified Teachers *(Table removed in 2016-17.)*

Description: The percentage of core academic classes taught by teachers who are fully certified in that subject area and grade level. For this analysis, the core academic subjects are Art, Elementary, English Language Arts, Kindergarten, Mathematics, Music, Reading, Science, Social Studies, and World Languages, including those classes of these subjects that are taught in a special education or English Learner/Multilingual Learner environment.
Source(s): Certified Staff File (ED163), Connecticut Educator Certification System (CECS), PSIS October Collection
Additional Notes: Free and reduced-price meal eligibility data from the PSIS October Collection are used to group schools into poverty quartiles for this table.

## Classroom Teacher Attendance

Description: The average number of full-time equivalent (FTE) days absent for classroom teachers due to illness or personal time.
Source(s): Connecticut School Data Report (ED165)
Additional Notes: Absences of 10 consecutive days or more are not counted if the teacher was replaced by an instructor fully certified for the position.
Associated Interactive Report(s): Classroom Teacher Attendance

# Instruction and Resources

## 11th and 12th Graders Enrolled in College-and-Career Readiness Courses during High School

Description: The number and percentage of students in 11th or 12th grade who took at least two Advanced Placement® (AP®), International Baccalaureate® (IB®), Career and Technical Education (CTE), workplace experience or dual enrollment courses while enrolled in high school. For example, a student enrolled in 12th grade who took one AP® course in 10th grade and one AP® course in 11th grade is included in this count.
Source(s): Teacher-Course-Student (TCS), PSIS Collections (October, January, and June), PSIS Registration
Additional Notes: Only courses taken within the district count toward this metric. That is, for a transfer student, courses taken in the student's previous district do not count toward this metric.

A student is included in the race/ethnicity or gender student group reflected in PSIS Registration at the time of the PSIS June Collection freeze. A student is included in the English Learner/Multilingual Learner, Eligible for Free or Reduced-Price Meals or Students with Disabilities student group if they are reported in the category in any PSIS Collection (October, January, June).

For districts with only one high school, you may notice a slight difference between school- and district-level data. Students who are outplaced are included in the district-level calculations, but not in the school-level calculations.

Associated Interactive Report(s): College and Career Readiness Course-Taking

## Students with Disabilities Who Spend 80% or Greater Time with Nondisabled Peers *(Name and calculation changed in 2022-23. Formerly 79.1 – 100.0 TWNDP.)*

Description: The number and percentage of students with disabilities, ages 6 to 21, who spend more than 80 percent of their total school hours with nondisabled peers. This metric reflects only students with disabilities for whom the district is fiscally responsible, regardless of where the student is educated.

Source(s): Beginning in 2022-23, the data source changed from the Special Education Data Application and Collection (SEDAC) to the Connecticut Special Education Data System (CT-SEDS).

*NOTE: The 2022-23 school year data are missing 37 Services Plan students due to the transition to CT-SEDS.*

Additional Notes:

- A value of 0 is shown when there are students reported by the district or school in the disability category, but none of the students spend greater than 80 percent of time with nondisabled peers.
- A value of "N/A" is shown when there were no students reported by the district or school in that disability category (i.e., no students in the district or school were reported with that primary disability).
- Percentages are suppressed when the denominator (total number of students reported in the disability category by the school or district) is less than 20.

Associated Interactive Report(s): [Time with Nondisabled Peers](#)

## Students with Disabilities by Primary Disability

Description: Of all K-12 students for whom the district is fiscally responsible, the number and percentage with disabilities. *Other Disabilities* includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay. *Other Health Impairment* includes chronic health problems such as attention deficit disorders and epilepsy.

Source(s): Source(s): Beginning in 2022-23, the data source changed from the Special Education Data Application and Collection (SEDAC) to the Connecticut Special Education Data System (CT-SEDS).

*NOTE: The 2022-23 school year data are missing 37 Services Plan students due to the transition to CT-SEDS.*

PSIS October Collection

Associated Interactive Report(s): [Primary Disability](#)

## Students with Disabilities Placed Outside of the District

Description: Of all K-12 students with disabilities, the number and percentage of students with disabilities placed in an educational setting other than the district's schools. This metric reflects only students with disabilities for whom the district is fiscally responsible. Descriptions of each setting category are provided in the table below.

Source(s): Source(s): Beginning in 2022-23, the data source changed from the Special Education Data Application and Collection (SEDAC) to the Connecticut Special Education Data System (CT-SEDS).

*NOTE: The 2022-23 school year data are missing 37 Services Plan students due to the transition to CT-SEDS.*

PSIS October Collection

Additional Notes: Federal law requires that students with disabilities be educated with their nondisabled peers as much as is appropriate. Placement in private schools or other settings tends to reduce the chances of students with disabilities interacting with nondisabled peers, and of receiving the same education.

| Public Schools in Other Districts | Charter Schools, Regional Education Service Center (RESC) Magnets & Special Education Programs, Public Schools and Public School Programs in other districts, and Non-Public Transition/Vocational Service Providers (TVSPs) |
|---|---|

| Private Schools or Other Settings | Hospital/Homebound, Approved Private Special Education Programs (APSEPs), Non-Public Schools and students placed by parents into parochial/private education settings |

Special Note for 2015-16 and 2016-17 PPRs: The CSDE retracted the *Students with Disabilities Placed Outside of the District* table from the district level 2015-16 and 2016-17 PPRs because students attending "programs" operated by public schools were incorrectly assigned to the "Private Schools or Other Settings" category and students attending RESC Special Education Programs were incorrectly assigned to "In-District". Updated data for 2015-16 and 2016-17 are available at http://edsight.ct.gov/relatedreports/PlacedOutsideOfDistrict.pdf. The *Students with Disabilities Placed Outside of the District* table will be included in future PPRs.

## Overall Expenditures

Description: Total expenditures for the prior school year. Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition, and other sources. Except where noted in the table below, the expenditures per pupil were obtained by dividing the expenditures by the number of resident and nonresident students enrolled in district schools.  Adult education expenditures are excluded. Detailed descriptions of what is included in each category are provided in the table below.
Source(s): End of Year School Report (ED001), Public School Information System, and Statement of Expenditure Fed/State Prepayment Projects (ED141)
Associated Interactive Report(s): Per Pupil Expenditures by Function (District), Per Pupil Expenditures by Function (School)

| Instructional Staff and Services | Expenditures for salaries and employee benefits, purchased services and other program expenditures. |
| Instructional Supplies and Equipment | Expenditures for expendable instructional materials, textbooks, workbooks, and textbook binding and repairs. Expenditures for equipment, such as computers and VCRs, that is used for direct instructional use, not for administrative or non-instructional purposes. |
| Improvement of Instruction and Educational Media Services | Expenditures for activities primarily for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, staff training, etc. Also, expenditures for activities concerned with the use of all teaching and learning resources, including hardware, and content materials. Includes supervision of educational media services, school library services, audiovisual services, educational television services, computer-assisted instruction services, etc. |
| Student Support Services | Expenditures for activities designed to improve students' well-being and educational experience. These activities include social work, guidance, health, psychological and speech and hearing services. |
| Administration and Support Services | Expenditures for the general administration of the board of education, the superintendent, and the principals' offices. Expenditures for other activities, including those associated with fiscal and business support services, research, planning, evaluation, information, and data processing, etc. |
| Plant Operation and Maintenance | Expenditures for the operation and maintenance of school buildings and property, including expenditures for utilities and heat. |

| Transportation | The reimbursable and non-reimbursable (e.g., expenditures for field trips) transportation expenditures, including vehicles, supplies, salaries, and fringe benefits. To obtain the expenditures per pupil, the expenditures were divided by the number of resident students enrolled in district schools or placed in schools outside the district. |
|---|---|
| Costs for Students Tuitioned Out | Expenditures for tuition for resident students educated outside the school district. No per pupil amount is calculated. Expenditures for secondary students from towns with elementary school districts were not included in the elementary school districts' expenditures. |
| Other | Expenditures made from local appropriations that support student activities, excluding funds raised by students and booster groups. These local appropriations support salaries of coaches, activity supervisors, support services personnel covering student events, band instruments, uniforms, and facility rentals. Also, expenditures funded by local tax dollars for providing food to pupils and staff. |
| Total | Total of all expenditures above. Expenditures for secondary students from towns with elementary school districts were not included in the elementary school districts' expenditures. |
| Land, Buildings and Debt Service | Expenditures for the acquisition of land and buildings and for paying principal and interest on school bonds. |

## Special Education Expenditures

Description: Total special education expenditures for the prior school year. *Other Expenditures* includes employee benefits, instructional supplies, property services and equipment. Detailed descriptions of what is included in each category are provided in the table below. Note that these expenditures are related only to the education of students with disabilities.
Source(s): End of Year School Report (ED001)
Associated Interactive Report(s): Special Education Expenditures

| Certified Personnel | Gross salary for certified personnel occupying positions requiring certification by the SDE. |
|---|---|
| Noncertified Personnel | Gross salary of noncertified personnel occupying positions not requiring certification by the SDE (example: teacher's aides, secretaries, and general substitute teachers). |
| Purchased Services | Purchased Professional Technical Services: Purchased services of persons, not on the payroll of the school district, that are engaged in direct teaching, instructional program improvement, medical services, data processing, management services, legal services, etc. |
| | Other Purchased Services: All insurance other than employee fringe benefits, including property, casualty, transportation, and other liability insurance, as well as insurance judgments. Also, transportation for field trips, athletic trips paid by the board of education, conferences and workshops, etc., and other purchased services including communications, advertising, printing and binding, postage and telephone, and non-membership expenses. |
| Tuition to Other Schools (*Special Education Tuition*) | Tuition paid to other LEAs, RESCs or non-public schools for services rendered to membership students residing within school district boundaries. Includes expenditures for state agency placed children for whom the district is programmatically and fiscally responsible. |

| Special Education Transportation | Pupil transportation expenditures defined by regulation means expenditures for the conveyance of pupils to and from public elementary and secondary schools. Also reported here are the costs for transporting any child to and from any clinic, physician's office, agency or institution to which the board requests the child to go for the purposes of determining the need for special education, and amounts paid for transporting such child to and from any school, agency or institution for the purposes of special education. This includes contracted transportation costs. |
|---|---|
| Total Expenditures | Special education expenditures for students attending district schools, including students from other districts, and resident students placed outside the district.  Prekindergarten expenditures are included, but expenditures for adult education are excluded. |
| Other Expenditures | Instructional Supplies: Instructional materials of an expendable nature, textbooks, workbooks, textbook binding and repairs, as well as library books and all reference books, periodicals and newspapers purchased for use by the school library. |
| | Other Supplies and Materials: Cleaning and maintenance supplies for buildings, grounds and equipment; allowable expenses for utilities to heat buildings such as coal, oil, gas, electricity and solar; operational, maintenance and safety supplies purchased for transportation purposes, and any other non-instructional supplies. |
| | Property Services: Expenditures for services usually provided by public utilities such as water, sewage, electricity, gas and garbage collection, not including heat. Also, services purchased to clean, repair and maintain buildings, grounds and equipment and expenses for the rental of land, buildings, and equipment. |
| | Special Education Equipment: Special education equipment for direct instructional use or for administrative or other non-instructional purposes. Including initial acquisition, replacement or lease/purchase of special education vehicles or other special education equipment. |
| | All Other Expenditures: Expenditures for all other objects not classified in another category. Dues and fees are included here. |
| Percent of Total PK-12 Expenditures Used for Special Education | To obtain this percentage, the total expenditure for special education was divided by the total education expenditures. |

## Percent of Expenditures by Revenue Source

Description: The percent of expenditures by revenue source for the prior school year. Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical High School System operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Department of Children and Families and Department of Corrections).
Source(s): End of Year School Report (ED001)
Associated Interactive Report(s): Revenue Sources

# Performance

## School/District Performance Index

Description: School/District Performance Indices (SPI/DPI) by student group for English Language Arts (ELA), Math and Science.
Source(s): Statewide Accountability File

Additional Notes: The Smarter Balanced Assessment and the Connecticut Alternate Assessment (CTAA) are used for calculation of SPI/DPI for ELA and Math. The Connecticut Mastery Test (CMT), Connecticut Academic Proficiency Test (CAPT), and Skills Checklist are used for calculation of SPI/DPI for Science. The SPI/DPI ranges in value from 0 to 100 point. Connecticut's ultimate target for a SPI/DPI is 75.
Associated Interactive Report(s): Performance Index Report

## National Assessment of Educational Progress (NAEP) - Percent at or Above Proficient

Description: This table compares Connecticut's performance on NAEP to that of the nation as a whole.
Source(s): NAEP
Additional Notes: Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

## Physical Fitness: Students Reaching Health Standard

Description: Percentage of students reaching the health standard on the Connecticut Physical Fitness Assessment (CPFA) overall and for individual tests (Sit & Reach, Curl Up, Push Up and Mile Run/Progressive Aerobic Cardiovascular Endurance Run (PACER)).
Source(s): Beginning in 2022-23, the data source changed from the Connecticut School Data Report (ED165) to the CPFA Individual Student Collection.
Associated Interactive Report(s): Physical Fitness Assessment

## Cohort Graduation: Four-Year

Description: Four-year cohort graduation rates and target by student group. The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.
Source(s): PSIS Registration, PSIS Collections (October, January, and June)
Associated Interactive Report(s): Four-Year Graduation Rates

## 11th and 12th Graders Demonstrating Postsecondary Readiness (*Name and calculation changed in 2021-22. Formerly 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam.*)

Description: The number and percentage of 11th and 12th graders demonstrating postsecondary readiness through at least one of the following: SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT - composite score of 1550 or higher; ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject); AP® - 3 or higher on any one AP® exam; IB® - 4 or higher on any one IB® exam; Earning three or more non-remedial college credits cumulatively during high school.
Source(s): Teacher-Course-Student (TCS), PSIS June Collection, The College Board, ACT, Inc.
Additional Notes: Participation Rate is the number of SAT, ACT, AP, and IB exam test-takers in 11th and 12th grade divided by the number of students enrolled in those grades in the PSIS June Collection, as a percentage. Percent Meeting Benchmark is the number of students demonstrating postsecondary readiness as described above divided by the number of 11th and 12th graders in the PSIS June Collection.
Associated Interactive Report(s): Postsecondary Readiness Dashboard

## College Entrance and Persistence

Description: College entrance and persistence rates by student group.
Source(s): PSIS Registration, PSIS Collections (October, January, June), National Student Clearinghouse (NSC)
Associated Interactive Report(s): College Enrollment, Persistence, and Graduation Dashboard

## Next Generation Accountability Results

Description: Next Generation Accountability results including index/rate for individual indicators as well as the overall Accountability Index. These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.
Source(s): See Using Accountability Results to Guide Improvement: comprehensive documentation and supports for a detailed explanation of calculations and sources.
Associated Interactive Report(s): Next Generation Accountability Dashboard, Next Generation Accountability Results (legacy report).

## Narratives *(District PPRs only)*

## School District Improvement Plans and Parental Outreach Activities

Description: A district's improvement plans and parent and community outreach activities. C.G.S. *Section 10-220(c)* requires at a minimum the description include efforts and activities in the following areas:
- Improving special education programs and services for students with disabilities;
- Truancy prevention; and
- Engaging families in student learning including:
  - Efforts to build staff skills to partner effectively with all families,
  - Efforts to engage parents in the planning and improvement of school programs and
  - Activities undertaken

Source(s): Online Qualtrics Survey

## Efforts to Reduce Racial, Ethnic and Economic Isolation

Description: The efforts by the district to reduce racial, ethnic, and economic isolation during the last school year. This description should include counts of the students and teachers involved as well as a description of the progress made over the past three years. Includes:
- Interdistrict magnet schools, charter schools, Open Choice, student exchange programs and minority educator recruitment;
- Programs and projects designed to reduce racial, ethnic, and economic isolation. These may be inter- or intra-district programs and projects, interdistrict school building projects, technology- based distance learning or intra-district magnet schools;
- Inter- or intra-district choice programs whose purpose is to reduce racial, ethnic, and economic isolation. Does not include vocational agriculture programs or students attending schools in the Connecticut Technical High School System; and
- Other experiences or activities designed to increase student awareness of the diversity of individuals and cultures.

Source(s): Online Qualtrics Survey

## Equitable Allocation of Resources among District Schools

Description: The process used to allocate district resources to ensure that student needs are addressed and that each school receives an equitable share.
Source(s): Online Qualtrics Survey

# Appendix A – Glossary of Terms

| | |
|---|---|
| Advanced Placement® (AP®) | College Board program that enables students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. The College Board's Advanced Placement program currently offers more than 30 subjects. |
| American Indian | 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. |
| Career and Technical Education (CTE) | The term 'career and technical education' means organized educational activities that— ''(A) offer a sequence of courses that— ''(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; ''(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and ''(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and ''(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual. (20 U.S. Code § 2302) |

The following are the seventeen CTE clusters:

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology & Communication
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering & Mathematics
16. Transportation
17. Family and Consumer Sciences

| | |
|---|---|
| Chronically Absent | 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. |
| College and Career Readiness (CCR) | Indicator expressing a student's college and career readiness (used in Indicators 5 and 6 of the next generation accountability system). |
| College entrance | College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school. |
| College persistence | College persistence refers to the percent of students who enrolled in college the first year after high school, who returned for a second year (Freshman to Sophomore persistence). |
| Connecticut Physical Fitness Assessment (CPFA) | 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. |
| District Performance Index (DPI) | A District Performance Index (DPI) for the Smarter Balanced Assessment and Connecticut Alternate Assessment (CTAA) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. |
| Dual Enrollment | Indicates courses for which a college has agreed to issue students credit for completing. |
| 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. |
| English Learner/Multilingual Learner (EL/ML) | English Learners/Multilingual Learners are students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program" (C.G.S. 10-17e). |
| Full-Time Equivalent (FTE) | 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. |
| High Needs | The CSDE used student-level demographic data to create a *High Needs* student group. To be included in the *High Needs* student group a student must be a student with a disability, English Learner/Multilingual Learner, or a student eligible for free- or reduced-price meals. |
| Hispanic or Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. |
| International Baccalaureate® (IB®) | Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer any of the programs. |

| | |
|---|---|
| Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| Poverty Quartiles | Quartiles are established based on the percentage of minority students and students eligible for free or reduced-price meals in each district. |
| Students with Disabilities (SWD) | Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with 504 Plans. |
| Truant | A child aged five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year. |
| White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |

# Appendix B – Description of Sources

| | |
|---|---|
| Certified Staff File (ED163) | Data collection in which districts report data on all educators who fill a role for which certification is required. |
| Connecticut Educator Certification System (CECS) | Online certification system through which educators apply for initial issuance or renewal of a certificate. |
| Connecticut School Data Report (ED165) | Data collection used to collect a variety of data elements on the school level for state and federal reporting. |
| Connecticut Special Education Data System (CT-SEDS) | CT-SEDS is a single, statewide, web-based special education data management system that includes the following modules: Referral & Evaluation, Individualized Education Program (IEP), Services Plan (ISP), Restraint and Seclusion, and Section 504. |
| Connecticut Physical Fitness Assessment (CPFA) Individual Student Collection | The CPFA Individual Student Collection collects data on the levels of attainment for each student on all four parts of the CPFA (Aerobic endurance; flexibility; upper body strength and endurance; and abdominal muscle strength and endurance). |
| Directory Manager (DM) | Official listing of all districts, schools, and other educational organizations. |
| Disciplinary Offense Record Collection (ED166) | Data collection in which districts submit discipline data. This collection requires all incidents that result in in-school suspension, out-of-school suspension, bus suspension and expulsion be reported. Additionally, all "serious" incidents involving alcohol, drugs or weapons must be reported regardless of the type of sanction. |
| End of Year School Report (ED001/C/R) | Data collection through the Bureau of Grants Management, in which districts, Charters (ED001C) and RESCs (ED001R) report expenditure data for use in State grants, as well as State and Federal reporting. |
| National Assessment of Educational Progress (NAEP) | The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. It is sponsored by the U.S. Department of Education. NAEP is often called the "Nation's Report Card." |
| Non-Certified Staff File (ED162) | Data collection of paraprofessional full-time equivalent (FTE) data in nine instructional and eleven non-instructional categories. |
| Online Qualtrics Survey | For the 2013-14 school year, districts were asked to submit narratives through an online survey hosted by Qualtrics. |
| Public School Information System (PSIS) January Collection | Data collection in which districts report data regarding student enrollment as of a date in January (dates vary by year). |
| Public School Information System (PSIS) June Collection | Data collection in which districts report data regarding student enrollment as of a district's last day of school. |
| Public School Information System (PSIS) October Collection | Data collection in which districts report data regarding student enrollment as of October 1. |
| Public School Information System (PSIS) Registration | PSIS Registration is used to manage student enrollment in Connecticut Public Schools. Student enrollment is reported in PSIS by Connecticut Public School Districts. |
| Special Education Data Application and Collection | Data collection on students with disabilities for use in required state and federal reporting. |
| Teacher-Course-Student (TCS) | Data collection which connects students to their teachers with courses completed and outcomes earned. |