

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Pleasant Valley School South Windsor School District

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School Information

Grade Range **K-5**
Enrollment **346**

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](http://EdSight.ct.gov).

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	178	51.4	48.4
Male	168	48.6	51.6
American Indian or Alaska Native	0	0.0	*
Asian	65	18.8	14.7
Black or African American	35	10.1	6.2
Hispanic or Latino	32	9.2	7.5
Pacific Islander	0	0.0	*
Two or More Races	17	4.9	3.6
White	197	56.9	67.7
English Language Learners	21	6.1	3.7
Eligible for Free or Reduced-Price Meals	68	19.7	13.5
Students with Disabilities ¹	33	9.5	13.1

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	6	16.2	0	0.0
Hispanic or Latino	*	*	0	0.0
White	0	0.0	*	*
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	8	11.8	0	0.0
Students with Disabilities	*	*	0	0.0
School	12	3.4	*	*
District		3.7		3.0

Number of students in 2013-14 qualified as truant under state statute: 2

²A 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.

³The 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	28.5
Paraprofessional Instructional Assistants	2.7
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	5.5
Administrators, Coordinators and Department Chairs	
School Level	1.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.7

¹In 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	0	0.0	1.4
Black or African American	1	2.7	1.0
Hispanic or Latino	0	0.0	1.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	36	97.3	96.4

Classes Taught by Highly Qualified Teachers²

School	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.3	8.6

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	922
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	09:15 AM
End Time	03:50 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	8	*
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	28	93.3
District		77.3

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) for the Smarter Balanced and Connecticut Alternate Assessment (CTAA) is the test performance of both assessments in the respective subject for all students in the school. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 75 because in a school with a SPI of 75 or above, students will have performed at or above the 'goal' level on the majority of tests.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	31	81.4	31	80.3	10	*
Black or African American	19	*	19	*	6	*
Hispanic or Latino	18	*	18	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	102	79.0	102	75.3	32	63.8
English Language Learners	6	*	6	*	*	*
Non-English Language Learners	173	76.8	173	74.2	*	*
Eligible for Free or Reduced-Price Meals	34	66.7	34	65.4	12	*
Not Eligible for Free or Reduced-Price Meals	145	79.1	145	76.0	47	62.4
Students with Disabilities	31	59.1	31	60.3	10	*
Students without Disabilities	148	80.4	148	76.9	49	63.1
High Needs	60	65.1	60	64.3	20	52.9
Non-High Needs	119	82.6	119	78.9	39	64.6
School	179	76.7	179	74.0	59	60.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	50.9	N/A	N/A	N/A	57	50.9
Curl Up	87.7	N/A	N/A	N/A	57	87.7
Push Up	63.2	N/A	N/A	N/A	57	63.2
Mile Run/PACER	66.7	N/A	N/A	N/A	57	66.7
All Tests - School	26.3	N/A	N/A	N/A	57	26.3
All Tests - District	46.8	50.8	55.9	55.9		52.4

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Next Generation Accountability Results

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.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.7	75	100.0	100	100.0	67.9
	High Needs Students	65.1	75	86.8	100	86.8	56.7
Math Performance Index	All Students	74.0	75	98.7	100	98.7	59.3
	High Needs Students	64.3	75	85.7	100	85.7	47.8
Science Performance Index	All Students	60.6	75	80.8	100	80.8	56.5
	High Needs Students	52.9	75	70.5	100	70.5	45.9
Chronic Absenteeism	All Students	3.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	8.3%	<=5%	43.5	50	87.0	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		74.0% 26.3%	75%	8.8	50	17.5	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				624.8	750	83.3	

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?					N
ELA Performance Index Gap	75.0	65.1	9.9	16.8	
Math Performance Index Gap	75.0	64.3	10.7	19.5	
Science Performance Index Gap	64.6	52.9	11.7	17.3	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	98.4
	High Needs Students	96.8
Math	All Students	98.4
	High Needs Students	96.8
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)