# Connecticut State Department of Education

## SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023–24

# Zaya A. Oshana Elementary School
## Southington School District

860-628-3450 • http://www.southingtonschools.org

## School Information

| | |
|---|---|
| Grade Range | K-5 |
| Enrollment | 254 |
| Per Pupil Expenditures[1] | $14,902 |
| Total Expenditures[1] | $3,889,435 |

[1] *Expenditure data reflect the 2022-23 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

## Contents

## Notes

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment

| | School | | District |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 107 | 42.1 | 49.3 |
| Male | 147 | 57.9 | 50.6 |
| Non-Binary | 0 | 0.0 | 0.1 |
| American Indian or Alaska Native | 0 | 0.0 | * |
| Asian | 13 | 5.1 | 4.9 |
| Black or African American | 6 | 2.4 | 2.5 |
| Hispanic or Latino of any race | 43 | 16.9 | 13.0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | * |
| Two or More Races | 10 | 3.9 | 5.3 |
| White | 182 | 71.7 | 74.2 |
| English Learners/Multilingual Learners | 12 | 4.7 | 3.5 |
| Eligible for Free or Reduced-Price Meals | 60 | 23.6 | 26.5 |
| Students with Disabilities[2] | 28 | 11.0 | 16.6 |

[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 | 8 | 7.5 | 0 | 0.0 |
| Male | 18 | 12.3 | 0 | 0.0 |
| Non-Binary | N/A | N/A | N/A | N/A |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino of any race | 7 | 17.1 | 0 | 0.0 |
| White | 17 | 9.3 | 0 | 0.0 |
| English Learners/Multilingual Learners | * | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 16 | 25.8 | 0 | 0.0 |
| Students with Disabilities | * | * | 0 | 0.0 |
| School | 26 | 10.3 | 0 | 0.0 |
| District | | 11.1 | | 5.2 |

**Number of students qualified as truant under state statute: 16**

**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.

## Educators

### Full-Time Equivalent (FTE)[1] Staff

| | FTE |
|---|---|
| **General Education** | |
| Teachers and Instructors | 19.3 |
| Paraprofessional Instructional Assistants | 1.6 |
| **Special Education** | |
| Teachers and Instructors | 2.0 |
| Paraprofessional Instructional Assistants | 8.5 |
| **Administrators, Coordinators and Department Chairs** | |
| School Level | 1.0 |
| **Library/Media** | |
| Specialists (Certified) | 0.6 |
| Support Staff | 0.5 |
| Instructional Specialists Who Support Teachers | 0.6 |
| Counselors, Social Workers and School Psychologists | 2.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 7.0 |

[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

| | School | | District |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | 2 | 6.7 | 0.7 |
| Black or African American | 0 | 0.0 | 0.7 |
| Hispanic or Latino of any race | 0 | 0.0 | 1.0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 28 | 93.3 | 97.6 |

### Classroom Teacher Attendance, 2022-23

| | School | District |
|---|---|---|
| Average # of FTE Days Absent Due to Illness or Personal Time | 11.1 | 12.5 |

## Instruction and Resources

### School-Level Expenditures[1]: 2022-23

|  | Total ($) | Per Pupil ($) |
|---|---|---|
| Instruction | $2,677,731 | $10,260 |
| Support Services - Students | $407,362 | $1,561 |
| Improvement of Instruction | $4,680 | $18 |
| Library and Media Services | . | . |
| Support Services - Instruction | $91,699 | $351 |
| Support Services - School-Based Administration | $266,740 | $1,022 |
| Operation and Maintenance of Plant | $441,223 | $1,691 |
| Transportation Other Than to/From Home | . | . |
| Enterprise Operations | . | . |
| Total | $3,889,435 | $14,902 |

**Total per pupil expenditures (PPE) including share of district central expenditures is $16,788.**
[1] 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 Peers[2]

|  | Count | Rate (%) |
|---|---|---|
| Autism | * | * |
| Emotional Disability | * | * |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 7 | * |
| Other Health Impairment | 7 | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | * | * |
| School | 20 | 83.3 |
| District |  | 59.8 |

[2] This table includes students ages 6-21 with an IEP or services plan.

### School Schedule

| Days of Instruction | 181 |
|---|---|
| **Hours of Instruction Per Year** |  |
| Grades 1-12 and Full-Day Kindergarten | 969 |
| Half/Extended Day Kindergarten | N/A |
| **School Hours for Students** |  |
| Start Time | 08:35 AM |
| End Time | 03:05 PM |

# 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 | 0 | N/A | 0 | N/A | 0 | N/A |
| Asian | 7 | * | 7 | * | * | * |
| Black or African American | * | * | * | * | * | * |
| Hispanic or Latino of any race | 21 | 66.8 | 21 | 69.5 | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 87 | 76.8 | 87 | 82.8 | 30 | 73.6 |
| English Learners/Multilingual Learners | 8 | * | 8 | * | * | * |
| Non-English Learners/Non-Multilingual Learners | 117 | 75.1 | 117 | 80.1 | * | * |
| Eligible for Free or Reduced-Price Meals | 34 | 67.0 | 34 | 71.6 | 11 | * |
| Not Eligible for Free or Reduced-Price Meals | 91 | 78.1 | 91 | 83.6 | 30 | 78.4 |
| Students with Disabilities | 16 | * | 16 | * | * | * |
| Students without Disabilities | 109 | 78.8 | 109 | 84.7 | * | * |
| High Needs | 44 | 66.4 | 44 | 69.6 | 15 | * |
| Non-High Needs | 81 | 79.8 | 81 | 86.1 | 26 | 80.0 |
| School | 125 | 75.1 | 125 | 80.3 | 41 | 77.2 |

## National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

| | NAEP 2022 | | NAEP 2013 |
|---|---|---|---|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 35 | 35 | 50 |
| National Public | 32 | 29 | 36 |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| 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 Standard[2]

| | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 86.8 | N/A | N/A | N/A | 38 | 86.8 |
| Curl Up | 86.8 | N/A | N/A | N/A | 38 | 86.8 |
| Push Up | 81.6 | N/A | N/A | N/A | 38 | 81.6 |
| Mile Run/PACER | 89.5 | N/A | N/A | N/A | 38 | 89.5 |
| All Tests - School | 63.2 | N/A | N/A | N/A | 38 | 63.2 |
| All Tests - District | 62.1 | 46.2 | 35.5 | 39.3 | | 46.1 |

[2] The 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.

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

## 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 | 75.1 | 75 | 50.0 | 50 | 100.0 | 63.9 |
| | High Needs Students | 66.4 | 75 | 44.3 | 50 | 88.5 | 54.1 |
| Math Performance Index | All Students | 80.3 | 75 | 50.0 | 50 | 100.0 | 60.2 |
| | High Needs Students | 69.6 | 75 | 46.4 | 50 | 92.9 | 49.5 |
| Science Performance Index | All Students | 77.2 | 75 | 50.0 | 50 | 100.0 | 61.8 |
| | High Needs Students | . | 75 | . | . | . | 51.4 |
| ELA Academic Growth | All Students | 55.0% | 100% | 55.0 | 100 | 55.0 | 58.7% |
| | High Needs Students | 48.0% | 100% | 48.0 | 100 | 48.0 | 54.2% |
| Math Academic Growth | All Students | 53.1% | 100% | 53.1 | 100 | 53.1 | 61.4% |
| | High Needs Students | 56.3% | 100% | 56.3 | 100 | 56.3 | 55.1% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 58.9% |
| | Oral | . | 100% | . | . | . | 55.2% |
| Chronic Absenteeism | All Students | 10.3% | <=5% | 39.4 | 50 | 78.7 | 17.7% |
| | High Needs Students | 19.8% | <=5% | 20.5 | 50 | 40.9 | 25.5% |
| Preparation for CCR | % Taking Courses | . | 75% | . | . | . | 91.5% |
| | % Meeting Benchmark | . | 75% | . | . | . | 44.3% |
| On-track to High School Graduation | | . | 94% | . | . | . | 84.5% |
| 4-year Graduation All Students (2023 Cohort) | | . | 94% | . | . | . | 88.4% |
| 6-year Graduation - High Needs Students (2021 Cohort) | | . | 94% | . | . | . | 86.6% |
| Postsecondary Entrance (Class of 2023) | | . | 75% | . | . | . | 68.4% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 100.0% \| 63.2% | 75% | 42.1 | 50 | 84.2 | 93.6% \| 47.2% |
| Arts Access | | . | 60% | . | . | . | 55.0% |
| **Accountability Index** | | | | **555.1** | **800** | **69.4** | |

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? | | | | | N |
| ELA Performance Index Gap | 75.0 | 66.4 | 8.6 | 17.3 | |
| Math Performance Index Gap | 75.0 | 69.6 | 5.4 | 18.5 | |
| Science Performance Index Gap | 75.0 | . | . | 18.4 | |
| 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 | 100.0 |
| | High Needs Students | 100.0 |
| Math | All Students | 100.0 |
| | High Needs Students | 100.0 |
| Science | All Students | 100.0 |
| | High Needs Students | . |

[3] Minimum participation standard is 95%.

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