

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



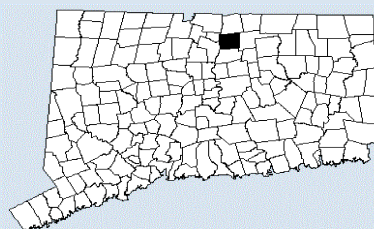
## East Windsor School District

Theresa Kane, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

### District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,216
Per Pupil Expenditures <sup>1</sup>	\$15,426
Total Expenditures <sup>1</sup>	\$21,380,248

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### 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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* 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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	596	49.0	48.3
Male	620	51.0	51.6
American Indian	*	*	0.2
Asian	61	5.0	4.6
Black or African American	128	10.5	12.9
Hispanic or Latino	159	13.1	21.2
Pacific Islander	0	0.0	0.0
White	807	66.4	58.4
Two or More Races	*	*	2.3
English Language Learners	33	2.7	5.7
Eligible for Free or Reduced-Price Meals	487	40.0	37.3
Students with Disabilities <sup>1</sup>	199	16.4	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	67	11.8	45	7.5
Male	58	9.9	88	14.2
Black or African American	22	16.4	30	21.7
Hispanic or Latino	24	15.9	16	10.3
White	66	8.8	77	9.6
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	82	17.7	74	14.2
Students with Disabilities	38	18.0	31	13.1
District	125	10.9	133	10.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 4**

<sup>2</sup>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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	87.9
Paraprofessional Instructional Assistants	21.0
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	35.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	5.1
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	6.0
Counselors, Social Workers and School Psychologists	8.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	34.0

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.8	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	129	99.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	96.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	0
White	21	42.9	36	43.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	8	27.6
Students with Disabilities	0	0	0	0
District	26	31.3	39	37.5
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	49	69.0
Other Health Impairment	19	57.6
Other Disabilities	0	0
Speech/Language Impairment	21	100.0
District	110	58.2
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.4	1.4
Emotional Disturbance	25	1.9	1.0
Intellectual Disability	12	0.9	0.4
Learning Disability	71	5.5	4.2
Other Health Impairment	33	2.5	2.5
Other Disabilities	12	0.9	1.0
Speech/Language Impairment	27	2.1	1.9
All Disabilities	198	15.2	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	4.5	2.8
Private Schools or Other Settings	20	10.1	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,654,152	9,286	8,769
Instructional Supplies and Equipment	310,760	248	275
Improvement of Instruction and Educational Media Services	430,851	343	487
Student Support Services	1,309,929	1,044	965
Administration and Support Services	3,457,231	2,755	1,600
Plant Operation and Maintenance	1,300,268	1,036	1,472
Transportation	1,553,002	1,098	786
Costs of Students Tuitioned Out	1,271,199	N/A	N/A
Other	92,856	74	178
Total	21,380,248	15,426	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,723,117	35.5	35.6
Noncertified Personnel	748,889	15.4	14.5
Purchased Services	195,493	4.0	5.0
Tuition to Other Schools	925,057	19.1	21.4
Special Ed. Transportation	661,557	13.6	8.5
Other Expenditures	598,928	12.3	14.9
Total Expenditures	4,853,041	100.0	100.0

PK-12 Expenditures Used for Special Education	22.7	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.7	65.5
State	32.8	32.1
Federal	2.4	2.4
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) 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. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	52.8	54.2	60.4	57.9	.	.	.	.	
Hispanic or Latino	61.3	61.5	67.8	67.4	.	.	.	.	
English Language Learners	50.6	53.7	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	59.7	58.9	67.1	64.4	.	.	.	.	
Students with Disabilities	38.1	31.3	38.8	35.3	.	.	.	.	
High Needs	55.7	54.9	62.9	59.2	.	.	.	.	
District	73.7	72.0	77.3	74.0	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	41.1	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	56.3	56.5	57.3	52.7	.	.	.	.	
Students with Disabilities	.	.	.	42.3	.	.	.	.	
High Needs	51.0	56.1	56.3	53.3	.	.	.	.	
District	67.3	69.8	69.2	65.1	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.0	79.2	86.0	82.6	334	80.8
Curl Up	85.2	77.9	73.0	85.5	334	79.9
Push Up	52.3	62.3	60.0	73.9	334	61.4
Mile Run/PACER	76.1	81.8	80.0	73.9	334	78.1
All Tests - District	38.6	57.1	51.0	53.6	334	49.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	38	76.3	73.1	Yes	75.2
Students with Disabilities	20	60	.		.
District	96	82.3	83.7	No	84.7
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	67.4	24	27.9
Male	54.5	25	24.8
Black or African American	46.7	*	*
Hispanic or Latino	*	*	*
White	66.7	44	33.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	51.5	11	16.7
Students with Disabilities	*	*	*
District	60.4	49	26.2
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- 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

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

#### Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	65.9	86.2
Male	52.6	86.4
Black or African American	*	*
Hispanic or Latino	*	*
White	56.1	81.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	43.8	*
Students with Disabilities	*	*
District	59.8	86.3
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The East Windsor Public School District is comprised of three schools each of whom has an active School Governance Council. The Councils are comprised of parents, staff, and administration that collaborate to shape the school improvement plan. Each plan aligns with the goals of the District Strategic Plan established by the Board of Education. These goals focus on improvement of academic achievement, provision of supports for the social and emotional well-being of our students, provision of interventions, family engagement, use of data, and the establishment of the CCSS curriculum.

A significant effort has been made to establish a full continuum of services for students that range from general education tiered interventions to special education services. A Service Team process is utilized to discuss student needs and appropriate tiered interventions. The Service Team model allows teachers to work in collaboration to solve students' challenges, impacting academic performance. In addition, special education teachers work with their general education colleagues in the Professional Learning Community (PLC) process. They engage in professional development centered on effective reading strategies and strategies for working with diverse learners in a general education setting.

Review of data is ongoing. A structured, formal SRBI format includes biweekly progress monitoring for all students not at grade level. The academic and behavioral data sets for special education students are analyzed and used to drive instructional decision-making and to inform present levels of performance.

Safe School Climate committees are in place at all three schools, working to develop consistent behavioral expectations within and among the buildings. They provide Safe School Climate units to teach students with and without disabilities about social emotional competencies such as self-awareness, self-advocacy, self-management and pro-social skills.

District Social Workers have been instrumental in working with families and increasing communication between the school and families. They provide embedded professional development to staff and administration regarding this relationship. A survey is sent out to parents at the start and end of the academic year to gauge the parents' perception of the culture within the district and the services rendered. The findings are shared with each School Governance Council and used to shape the school improvement plan.

Pro-active truancy prevention measures have been established. Administration working with the Nurse Leader and Social Worker track student absences and offer support to students and their families who demonstrate chronic absenteeism. Home visits are conducted to assist families, to problem solve barriers to attendance and high school completion, and to help families access a variety of services.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

In 2015, 46 students attended this district as part of the Open Choice program. Over the past three years, 4% of the district student population was comprised of Open Choice students. During that same time frame, the number of students attending magnet schools has increased from 109 to 149 to a current number of 164 students.

In order to support the attendance of Open Choice students and their families at evening events, additional transportation is made available for Open House, parent-teacher conferences and school performances.

Safe School Climate committees are active in each of the schools. They focus on anti-bullying measures and proactive activities to promote a positive school climate.

East Windsor High School has established a Unity Team in conjunction with CREC. Students meet to create activities to promote awareness of diversity of individuals and cultures.

In addition, the staff engaged in professional development activities regarding dignity and respect for all.

# District Profile and Performance Report for School Year 2013-14

## East Windsor School District

### **Equitable Allocation of Resources among District Schools**

East Windsor Public School District utilizes a site based management approach. Each principal has the authority to spend the school allocation. The principal works with the school's Instructional Leadership Team comprised of school administration and teachers and the School Governance Council to decide the budget priorities. The budget priorities are brought forth to the Administrative Team comprised of all administrators in the district. Collectively, decisions are made regarding the priority of the needs within the district and the allocation of resources based on the availability of local, state and federal funds.