

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



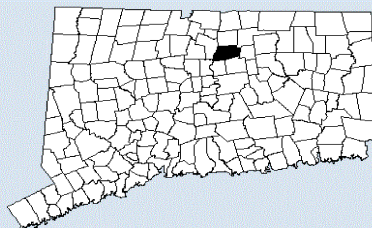
## South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1200 • <http://www.southwindsorschools.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,554
Per Pupil Expenditures <sup>1</sup>	\$17,012
Total Expenditures <sup>1</sup>	\$77,930,541

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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.ct.gov](http://edsight.ct.gov).

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 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.

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

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,320	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	1,144	25.1	5.2
Black or African American	278	6.1	12.7
Hispanic or Latino of any race	405	8.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	229	5.0	3.8
White	2,489	54.7	51.1
English Learners	301	6.6	8.3
Eligible for Free or Reduced-Price Meals	813	17.9	43.3
Students with Disabilities <sup>3</sup>	612	13.4	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	176	7.9	20	0.9
Male	176	7.7	80	3.3
Black or African American	44	15.8	19	6.6
Hispanic or Latino of any race	37	9.0	17	3.9
White	154	6.3	52	2.1
English Learners	41	12.7	8	2.4
Eligible for Free or Reduced-Price Meals	128	16.1	47	5.2
Students with Disabilities	85	14.6	39	5.6
District	352	7.8	100	2.1
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 72**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2019-20

## South Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	308.9
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	46.5
Paraprofessional Instructional Assistants	117.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	12.9
School Level	14.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	24.0
School Nurses	11.5
Other Staff Providing Non-Instructional Services/Support	179.2

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	10	2.3	1.2
Black or African American	3	0.7	4.0
Hispanic or Latino of any race	8	1.9	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	406	94.9	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	21	95.5	21	91.3
Hispanic or Latino of any race	22	78.6	32	100.0
White	177	90.3	221	94.8
English Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	51	82.3	65	95.6
Students with Disabilities	39	75.0	49	76.6
District	288	90.3	336	95.7
State		75.8		84.8

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	58	61.1
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	165	97.1
Other Health Impairment	108	89.3
Other Disabilities	24	45.3
Speech/Language Impairment	64	95.5
District	442	80.7
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## South Windsor School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	97	2.1	2.0
Emotional Disturbance	30	0.7	1.1
Intellectual Disability	12	0.3	0.5
Learning Disability	170	3.7	5.7
Other Health Impairment	123	2.7	3.3
Other Disabilities	66	1.4	1.1
Speech/Language Impairment	76	1.6	1.8
All Disabilities	574	12.5	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	3.7	8.2
Private Schools or Other Settings	18	3.1	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$48,691,016	\$10,629	\$10,923
Support services - students	\$6,615,377	\$1,524	\$1,277
Support services - instruction	\$1,547,763	\$357	\$682
Support services - general administration	\$1,416,508	\$326	\$467
Support services - school based administration	\$5,479,099	\$1,262	\$1,021
Central and other support services	\$3,080,347	\$710	\$679
Operation and maintenance of plant	\$7,309,132	\$1,684	\$1,718
Student transportation services	\$3,780,500	\$898	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	\$10,800	\$2	\$59
Total	\$77,930,541	\$17,012	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,052,255	28.5	28.5
Instructional Aide Salaries	\$2,812,176	15.8	10.1
Other Salaries	\$1,305,867	7.4	11.1
Employee Benefits	\$2,106,166	11.9	13.0
Purchased Services Other Than Transportation	\$783,889	4.4	5.7
Special Education Tuition	\$3,971,979	22.4	22.5
Supplies	\$70,708	0.4	0.6
Property Services	\$66,323	0.4	0.3
Purchased Services For Transportation	\$1,535,350	8.6	8.0
Equipment	\$38,790	0.2	0.2
All Other Expenditures	\$6,515	0.0	0.1
Total	\$17,750,019	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.8	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	79.7
State	18.1
Federal	1.2
Tuition & Other	1.0

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## South Windsor School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## South Windsor School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	18	*
Hispanic or Latino of any race	30	90.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72	83.3
Students with Disabilities	62	67.7
District	322	91.9
State		88.5

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	82.8	93.8
Male	80.9	90.9
Black or African American	71.4	*
Hispanic or Latino of any race	67.7	*
White	83.2	91.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.2	84.9
Students with Disabilities	62.5	85.3
District	81.7	92.4
State	71.5	87.5

<sup>3</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>4</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 2019-20

## South Windsor School District

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	76.0%	100%	60.4%
	Oral	68.9%	100%	57.6%
Chronic Absenteeism	All Students	7.8%	<=5%	12.2%
	High Needs Students	13.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.1%	75%	80.4%
On-track to High School Graduation		98.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.4%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.6%	75%	71.5%
Arts Access		62.5%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	94.4%	-0.4%	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## South Windsor School District

### Narratives

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

South Windsor Public Schools is fortunate to partner with committed parents, a dedicated board of education and a supportive community. The continued support of our community members as well as the town's leadership has ensured that our staff is equipped with the resources it needs to deliver effective instruction and support the learning experience of the whole child. District improvements have included providing training and support to enhance SRBI practices; and providing resources and training to further support the social and emotional needs of our students. South Windsor partnered with Effective School Solutions to provide district-level supports to students with significant mental health needs, allowing them to maximize success in the least restrictive environment. The Special Services administrative team and the district consulting neuropsychologist hosted an evening parent session on executive functioning to support student success at home and school. Approximately 40 parents attended.

South Windsor strives to continually improve upon parent-community outreach and communication. School websites, newsletters and weekly communications from principals offer ways in which parents can support classroom learning at home. Meetings are held with parents of students transitioning into grades 6 and 9, and course planning and graduation requirements are reviewed during an information night at the high school for incoming grade 9 families. The high school also offers information sessions regarding post-secondary planning, AP and ECE credit opportunities, and financial aid for college.

The importance of regular attendance and the effects of chronic absenteeism on student success are communicated on the website as well as through handbooks and school newsletters. Each school has an attendance committee to support truancy prevention. The district continues to collaborate with South Windsor Youth and Family Services to support regular school attendance and provide access to community-based child and family services.

Parent participation in school activities and programs is actively encouraged. Parents are given a regular opportunity to meet with school leadership during PTO meetings and other focus groups in order to provide input and share ideas. The district's Parent Advisory Group for Culturally Responsive Teaching and Learning continued to provide feedback on issues regarding curriculum materials and other school topics.

The COVID-19 pandemic presented unique challenges for communicating with families to support at-home distance learning. Regular communications were sent by the superintendent and principals to assist parents in navigating the complexities of distance learning. A dedicated web page was created to provide streamlined instructional resources for students at all levels. Social-emotional, mental health and COVID resources were also identified and communicated.

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

South Windsor Public Schools seeks to cultivate and support culturally responsive classrooms and learning communities by creating experiences that enrich and expand the depth of students' knowledge beyond today's classroom. We continued our long-standing partnership with CREC and welcomed more than 100 Open Choice students and their families to South Windsor. Transportation services are offered to families in order to foster inclusion and attendance at school events, and a new family liaison was added to our middle school team. Schools host a variety of activities designed to increase awareness of individual and cultural diversity, including cultural family nights which encourage families to explore and share their heritage and traditions.

There continues to be a focus on building capacity on cultural competence as well as mindfulness and wellness. Teams of teachers and administrators attended equity workshops sponsored by CREC, as well as a session on "Equity Institute's Leading for Equitable Classrooms" sponsored by the Center for School Change. The district also pledged its support of a partnership with the Greater Hartford Interfaith Action Alliance.

South Windsor Public Schools is an active participant in the CREC Minority Recruitment Consortium. Members meet regularly to discuss recruitment efforts and share ideas on how to increase the number of minority staff. South Windsor administrators attended the NEMNET Recruitment Fair in Boston, as well as a variety of other networking/recruitment events to recruit minority candidates for known vacancies for the 20-21 school year. A district team participated in meetings with the CSDE regarding the development and pilot of a Workforce Diversity Plan.

A new district leadership position for a Director of Equity & Inclusion was created in furtherance of our long-term strategic goals to promote a district culture of equity and social consciousness, foster culturally responsive classrooms, increase family engagement, and integrate restorative discipline practices. This full time, skilled practitioner will be embedded and invested in our learning community, and work to assist the entire district in expanding upon these responsibilities with intentionality and coherence.

# District Profile and Performance Report for School Year 2019-20

## South Windsor School District

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

The South Windsor Board of Education recognizes its responsibility to ensure an equitable allocation of resources among all of its schools. A systematic, multilevel budget process involving teachers, administrators, curriculum specialists and central office staff has been used to build a budget that achieves this allocation. Budget meetings are held with representatives from each school and content area to identify the needs of students and staff. New staff and program requests are discussed, and recommendations are reviewed by the superintendent and central office administrators. A continuous cycle of curriculum review ensures that all content areas have up-to-date materials that reflect appropriate standards and practices. District enrollment figures are closely monitored to ensure that school staffing and resources are appropriately distributed. An annual assessment of each school facility addresses particular building and technology needs; identified needs are included in the district's budget or referred to the town's capital projects program. During the COVID-19 pandemic, the district ensured that all students had access to electronic devices and technical support.