

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



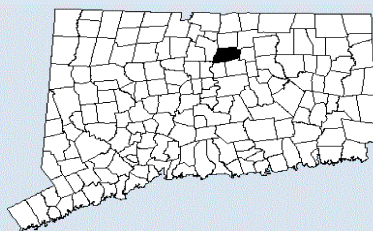
## South Windsor School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,259
Per Pupil Expenditures <sup>1</sup>	\$17,324
Total Expenditures <sup>1</sup>	\$75,981,535

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,034	47.8	48.4
Male	2,225	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	832	19.5	5.1
Black or African American	280	6.6	12.8
Hispanic or Latino	363	8.5	24.8
Pacific Islander	*	*	0.1
Two or More Races	191	4.5	3.3
White	2,582	60.6	53.6
English Learners	212	5.0	7.2
Eligible for Free or Reduced-Price Meals	550	12.9	36.7
Students with Disabilities <sup>1</sup>	590	13.9	14.8

<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	107	5.3	36	1.7
Male	116	5.2	147	6.4
Black or African American	36	13.1	41	14.5
Hispanic or Latino	23	6.4	29	7.8
White	115	4.5	92	3.5
English Learners	15	6.4	*	*
Eligible for Free or Reduced-Price Meals	86	12.0	76	9.9
Students with Disabilities	89	15.6	52	7.7
District	223	5.3	183	4.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 36

Number of school-based arrests: 6

<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 2017-18

## South Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	288.4
Paraprofessional Instructional Assistants	8.8
<b>Special Education</b>	
Teachers and Instructors	45.5
Paraprofessional Instructional Assistants	112.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	13.5
School Level	14.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	13.8
Counselors, Social Workers and School Psychologists	23.8
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	184.1

<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	9	2.2	1.1
Black or African American	4	1.0	3.7
Hispanic or Latino	5	1.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	387	95.3	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.5	10.5

### 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	15	*	18	78.3
Hispanic or Latino	23	74.2	21	84.0
White	196	83.1	233	94.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	76.4	54	90.0
Students with Disabilities	41	68.3	37	64.9
District	266	82.6	329	93.2
State		69.3		80.1

<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	64	66.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	152	91.6
Other Health Impairment	124	85.5
Other Disabilities	16	38.1
Speech/Language Impairment	61	93.8
District	431	78.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## South Windsor School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	98	2.2	1.8
Emotional Disturbance	19	0.4	1.1
Intellectual Disability	14	0.3	0.5
Learning Disability	166	3.8	5.2
Other Health Impairment	145	3.3	3.1
Other Disabilities	56	1.3	1.1
Speech/Language Impairment	73	1.7	1.8
All Disabilities	571	13.1	14.5

<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	25	4.4	8.3
Private Schools or Other Settings	27	4.7	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,933,284	9,842	9,847
Instructional Supplies and Equipment	838,744	202	287
Improvement of Instruction and Educational Media Services	4,755,923	1,144	589
Student Support Services	5,730,092	1,378	1,120
Administration and Support Services	7,586,403	1,824	1,905
Plant Operation and Maintenance	6,471,229	1,556	1,648
Transportation	3,715,209	863	904
Costs of Students Tuitioned Out	4,324,192	N/A	N/A
Other	1,626,459	391	208
Total	75,981,535	17,324	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	11,824,073	2,843	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,174,109	27.3	33.8
Noncertified Personnel	2,825,565	18.5	14.5
Purchased Services	198,552	1.3	5.5
Tuition to Other Schools	4,312,421	28.2	23.4
Special Ed. Transportation	1,608,629	10.5	8.7
Other Expenditures	2,147,792	14.1	14.1
Total Expenditures	15,267,068	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	70.3	78.5
State	27.8	19.3
Federal	1.4	1.6
Tuition & Other	0.5	0.6

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	422	86.0	422	88.0
Black or African American	144	63.7	144	56.7
Hispanic or Latino	185	67.1	185	62.0
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	92	75.5	91	76.1
White	1327	76.4	1327	73.1
English Learners	173	73.2	173	73.8
Non-English Learners	2003	76.9	2002	74.1
Eligible for Free or Reduced-Price Meals	355	65.4	354	61.4
Not Eligible for Free or Reduced-Price Meals	1821	78.8	1821	76.6
Students with Disabilities	285	54.0	284	50.2
Students without Disabilities	1891	80.0	1891	77.7
High Needs	672	64.9	671	62.1
Non-High Needs	1504	81.8	1504	79.5
District	2176	76.6	2175	74.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [click here](#).

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	74.9	78.5	79.8	81.8	1,246	78.7
Curl Up	80.6	92.4	96.0	92.8	1,246	90.2
Push Up	70.4	64.9	63.2	85.0	1,246	70.9
Mile Run/PACER	74.9	91.7	80.8	69.1	1,246	79.0
All Tests - District	43.9	55.0	51.7	55.7	1,246	51.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## South Windsor School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	16	*
Hispanic or Latino	36	83.3
English Learners	7	*
Eligible for Free or Reduced-Price Meals	49	89.8
Students with Disabilities	50	78.0
District	341	95.0
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.3	178	59.7
Male	96.6	246	65.3
Black or African American	85.7	*	*
Hispanic or Latino	94.6	22	39.3
White	97.9	316	65.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.5	51	44.3
Students with Disabilities	84.6	23	19.7
District	96.9	424	62.8
State	96.3		44.8

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	88.0	93.3
Male	87.5	95.9
Black or African American	*	*
Hispanic or Latino	75.9	*
White	90.5	95.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.0	80.6
Students with Disabilities	73.2	*
District	87.8	94.5
State	70.9	88.3

<sup>5</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>6</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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	67.6
	High Needs Students	64.9	75	43.3	50	86.5	57.5
Math Performance Index	All Students	74.1	75	49.4	50	98.8	62.7
	High Needs Students	62.1	75	41.4	50	82.7	52.0
ELA Academic Growth	All Students	63.5%	100%	63.5	100	63.5	60.7%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.6%
Math Academic Growth	All Students	68.8%	100%	68.8	100	68.8	61.9%
	High Needs Students	58.9%	100%	58.9	100	58.9	55.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.5	50	98.9	10.7%
	High Needs Students	11.2%	<=5%	37.6	50	75.1	16.6%
Preparation for CCR	% Taking Courses	88.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	62.8%	75%	41.9	50	83.8	44.8%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.0%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		82.0%	94%	87.3	100	87.3	81.8%
Postsecondary Entrance (Class of 2017)		87.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8%   51.4%	75%	34.2	50	68.5	96.6%   50.1%
Arts Access		64.5%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>1029.4</b>	<b>1250</b>	<b>82.4</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.9	10.1	15.9	
Math Performance Index Gap	75.0	62.1	12.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	82.0%	12.0%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.9
	High Needs Students	98.4
Math	All Students	98.8
	High Needs Students	98.2
Science	All Students	99.5
	High Needs Students	98.7

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 56.6**

**State: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2017-18

## South Windsor School District

### Narratives

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

South Windsor's commitment to education is evidenced by the completion of initiatives in our 2015-2018 Strategic Plan. In addition to expanding Career Pathway opportunities at the high school, increasing STEM initiatives districtwide, and adding a World Language program at the elementary level, district improvements identified in the Plan include the implementation of an Alternative High School program, providing training and support to enhance SRBI practices, and providing resources and training to further support the social and emotional needs of our students. Parents have been included in community meetings regarding the district's 10-Year Elementary Facilities Plan.

Parent-community outreach continues to be a priority for South Windsor. School websites and monthly newsletters offer ways in which parents can support or complement classroom learning at home. Naviance and PowerSchool are used to facilitate conversations and deliver information to parents of students in grades 6-12. Transition meetings are held with parents of students entering 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 district has partnered with UCONN to provide teacher training for anxiety reduction in our youth. Districtwide teacher and para-educator training was provided to further support executive functioning skills with a focus on intervention strategies for K-12 students.

Attendance notification and reporting procedures were reviewed this year, and new electronic reporting features will be implemented in 18-19. Our website and school communications highlighted the importance of regular attendance and the effects of chronic absenteeism on student success. 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.

Parents are actively encouraged to participate in school activities and programs. Through PTO meetings and other focus group events, parents are given a regular opportunity to meet with school leadership to provide input and share ideas. In support of our growing multi-lingual population, we offered two sessions of an adult English Language program for parents of our English Learner students. Units included the School System, School Personnel and the School Day, School Procedures, Report Cards and Curricula, Study Skills and Homework, and School Health Procedures. Seventy-nine English Learner students and parents participated on an annual American cultural field trip. The district's Parent Advisory Group for Culturally Responsive Teaching and Learning continues to provide feedback on issues regarding curriculum materials and other school topics.

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

South Windsor Public Schools is committed to cultivating and supporting culturally responsive classrooms and learning communities by creating enriching experiences that expand the depth of knowledge for students beyond today's classroom. We have partnered with CREC, ADL and SERC to provide teacher and administrator training on culturally responsive instruction. An English Learner cultural specialist works with district staff to strengthen awareness and understanding of mid-eastern culture. More than 260 teachers and staff received training regarding the unique needs of English Learners. The first in a series of Language in Focus workshops was held to introduce teachers to a specific language prevalent in our EL population (this year was Urdu). In its effort to increase staff diversity, South Windsor participates in the CREC Minority Teacher Recruitment Program. We welcomed 132 students through the CREC Open Choice Program in 17-18. Transportation services are provided to Open Choice families, allowing parents to attend conferences and participate in after-school and evening activities.

In an effort to improve equity of access for all students, the district is in the midst of a multi-phase rollout of 1:1 devices for students in grades 6-12. The high school rollout is complete, and devices will be given to students in grades 6-8 in 2018. Schools host a variety of activities and experiences designed to increase student awareness of individual and cultural diversity. Family Nights and Cultural Fairs encourage families to explore and share their heritage and traditions. Classroom discussions and student organizations such as Model U.N. and Interact Club focus on international social and political issues. Five high school students participated in the Hartford area Common Ground leadership development program, and 14 students attended CREC's Youth Empowerment Summit. Student displays for Random Acts of Kindness at our elementary schools emphasize the importance of demonstrating love and compassion for others. Student organizations regularly collect items for area shelters and food banks. Traveling exhibits provided grade 9-12 high school students with hands-on access to lessons regarding African American and Mexican culture.

# District Profile and Performance Report for School Year 2017-18

## 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 of each building and department to identify the needs of each school and its students, including the review of new staff and program requests, and supporting rationale. Recommendations are then reviewed by the superintendent and central office administrators. In addition, a continuous cycle of curriculum review ensures that every content area across the district has up-to-date materials that reflect appropriate standards and practices. Enrollment figures are closely monitored across the district to ensure that school staffing and resources are appropriately distributed. An annual assessment of each school facility addresses particular building and technology equipment needs. Identified needs are either included in the district budget or referred to the town's capital projects program.