

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



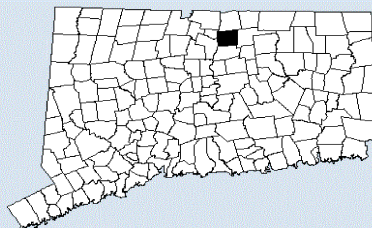
East Windsor School District

Ms. Christine Debarge, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,079
Per Pupil Expenditures ¹	\$21,768
Total Expenditures ¹	\$26,796,117

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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.

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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	526	48.7	48.4
Male	553	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	61	5.7	5.2
Black or African American	138	12.8	12.7
Hispanic or Latino of any race	231	21.4	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	591	54.8	51.1
English Learners	66	6.1	8.3
Eligible for Free or Reduced-Price Meals	585	54.2	43.3
Students with Disabilities ³	211	19.6	16.0

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

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	78	15.7	18	3.3
Male	78	14.7	54	9.1
Black or African American	24	18.9	19	13.2
Hispanic or Latino of any race	48	20.9	20	8.1
White	66	11.6	26	4.2
English Learners	20	28.2	0	0.0
Eligible for Free or Reduced-Price Meals	104	18.4	58	9.0
Students with Disabilities	44	21.8	17	7.1
District	156	15.2	72	6.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 208

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.

⁴ 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.

⁵ 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

East Windsor School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	79.8
Paraprofessional Instructional Assistants	26.0
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	56.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	6.8
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	51.5

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.8	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	124	99.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.5	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	7	*	8	*
White	25	64.1	46	79.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	67.6	19	63.3
Students with Disabilities	9	*	14	60.9
District	40	63.5	62	77.5
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	13	44.8
Emotional Disturbance	7	33.3
Intellectual Disability	*	*
Learning Disability	48	57.1
Other Health Impairment	24	68.6
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	105	53.3
State		67.8

³ 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

East Windsor School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	32	2.8	2.0
Emotional Disturbance	21	1.9	1.1
Intellectual Disability	8	0.7	0.5
Learning Disability	85	7.5	5.7
Other Health Impairment	38	3.3	3.3
Other Disabilities	15	1.3	1.1
Speech/Language Impairment	10	0.9	1.8
All Disabilities	209	18.4	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	6.7	8.2
Private Schools or Other Settings	12	5.7	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$16,553,773	\$13,447	\$10,923
Support services - students	\$1,887,150	\$1,728	\$1,277
Support services - instruction	\$633,157	\$580	\$682
Support services - general administration	\$773,377	\$708	\$467
Support services - school based administration	\$1,475,721	\$1,351	\$1,021
Central and other support services	\$1,088,923	\$997	\$679
Operation and maintenance of plant	\$1,119,445	\$1,025	\$1,718
Student transportation services	\$1,515,591	\$1,437	\$1,288
Food services	\$62,021	\$57	\$12
Enterprise operations	\$1,250,707	\$1,145	\$163
Minor school construction	\$436,251	\$399	\$59
Total	\$26,796,117	\$21,768	\$17,629

³ 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	\$2,852,158	37.2	28.5
Instructional Aide Salaries	\$1,349,469	17.6	10.1
Other Salaries	\$232,302	3.0	11.1
Employee Benefits	\$587,799	7.7	13.0
Purchased Services Other Than Transportation	\$119,861	1.6	5.7
Special Education Tuition	\$1,860,246	24.2	22.5
Supplies	\$15,906	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$641,208	8.4	8.0
Equipment	\$12,939	0.2	0.2
All Other Expenditures	\$3,911	0.1	0.1
Total	\$7,675,799	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	68.0
State	27.1
Federal	1.7
Tuition & Other	3.2

⁴ 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

East 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 Proficient¹

	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

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, [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

East Windsor School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	16	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	38	89.5
Students with Disabilities	19	*
District	77	87.0
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² 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:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	62.1	93.5
Male	53.5	92.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	51.2	92.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42.1	90.9
Students with Disabilities	*	*
District	56.9	93.0
State	71.5	87.5

³ 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.

⁴ 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

East 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	59.8%	100%	60.4%
	Oral	54.9%	100%	57.6%
Chronic Absenteeism	All Students	15.2%	<=5%	12.2%
	High Needs Students	20.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	71.3%	75%	80.4%
On-track to High School Graduation		81.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		56.9%	75%	71.5%
Arts Access		35.7%	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	83.7%	10.3%	10.9%	N

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.

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

East Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Windsor Public Schools have continued to evaluate special education programs and respond to the unique programming needs of our students. A continuum of specialized programming is in place from preschool through post secondary education and job experience. Parents are actively engaged in the special education process and their goals for student learning.

The district has clear process and procedures to support students who are experiencing a high degree of absence and tardiness. The attendance policy and supportive steps are outlined in the student and parent handbook. Communication goes out to parents at prescribed benchmarks and occurs in addition to phone calls, emails and requests for in-person or virtual parent meetings. Resources are available to problem solve with families including mental health support, consultation and medical support with school nursing staff and referrals to outside resources as well. We also host two medical clinics and private mental health counseling through Community Health Center at both the high school and elementary school.

The district has utilized family surveys to receive feedback on programming, especially the online learning during COVID 19 closures. Instructional models are being modified to respond to parent requests for more synchronous learning. Teachers, related service providers and administrators are available to work with families for instructional or social emotional supports for students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

East Windsor Public Schools participates in the Open Choice program and currently has approximately 80 students attending EWPS. Students from East Windsor also attend several agricultural and vocational programs outside of the district.

All students have access to a laptop through the district for at home use during distance learning and students in the high school have been using laptops for both home and school instruction for multiple years.

East Windsor has only one school for each grade band but we review data regarding attendance, discipline and access to leveled courses by race, socioeconomic status and special education status to ensure we provide equitable access.

Our district wide safe school climate curriculum includes a focus on awareness and appreciation of diversity among staff and students.

District Profile and Performance Report for School Year 2019-20

East Windsor School District

Equitable Allocation of Resources among District Schools

All schools have access to resources based on student needs and several years of past expenses. This includes looking at the addition or reduction in services and staff across all buildings and programs.

Grant funding is expended in ways that programs are equitably allocated when combined with local appropriations and with student performance data a key driver of allocation.