Connecticut State Department of Education

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

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

East Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,082
Per Pupil Expenditures[1]	$21,605
Total Expenditures[1]	$25,191,624

[1]Expenditure data reflect the 2016-17 year.
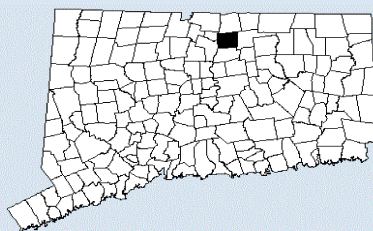
Community Information

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

Contents

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.

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	489	45.2	48.4
Male	593	54.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	49	4.5	5.1
Black or African American	121	11.2	12.8
Hispanic or Latino	213	19.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	650	60.1	53.6
English Learners	43	4.0	7.2
Eligible for Free or Reduced-Price Meals	468	43.3	36.7
Students with Disabilities[1]	212	19.6	14.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	53	11.5	39	7.9
Male	74	13.5	88	14.8
Black or African American	17	15.6	34	28.3
Hispanic or Latino	26	12.8	26	11.8
White	72	11.8	54	8.4
English Learners	7	16.7	*	*
Eligible for Free or Reduced-Price Meals	81	16.1	90	16.5
Students with Disabilities	45	22.8	37	15.9
District	127	12.6	127	11.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 243

Number of school-based arrests: Fewer than 6

[2]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.

[3]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	87.2
Paraprofessional Instructional Assistants	24.0
Special Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	58.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.0
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	52.0

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.7	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.7	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	134	98.5	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	12	*
Hispanic or Latino	10	*	8	*
White	32	69.6	57	87.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	18	58.1	33	91.7
Students with Disabilities	8	*	23	92.0
District	51	70.8	83	85.6
State		69.3		80.1

[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 Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	11	42.3
Intellectual Disability	0	0
Learning Disability	41	55.4
Other Health Impairment	24	75.0
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	93	50.8
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	30	2.6	1.8
Emotional Disturbance	27	2.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	74	6.5	5.2
Other Health Impairment	34	3.0	3.1
Other Disabilities	20	1.7	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	201	17.5	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	8	4.0	8.3
Private Schools or Other Settings	14	7.0	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	11,277,615	10,865	9,847
Instructional Supplies and Equipment	2,157,955	2,079	287
Improvement of Instruction and Educational Media Services	632,566	609	589
Student Support Services	1,888,908	1,820	1,120
Administration and Support Services	3,723,934	3,588	1,905
Plant Operation and Maintenance	1,518,955	1,463	1,648
Transportation	1,396,367	1,240	904
Costs of Students Tuitioned Out	2,090,577	N/A	N/A
Other	504,747	486	208
Total	25,191,624	21,605	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	603,494	581	1,393

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,698,637	41.2	33.8
Noncertified Personnel	1,238,976	18.9	14.5
Purchased Services	184,550	2.8	5.5
Tuition to Other Schools	1,384,970	21.1	23.4
Special Ed. Transportation	471,495	7.2	8.7
Other Expenditures	570,277	8.7	14.1
Total Expenditures	6,548,905	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	66.1	68.1
State	30.9	29.6
Federal	1.3	0.6
Tuition & Other	1.6	1.7

[4]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).

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	16	*	16	*
Black or African American	44	54.2	44	43.6
Hispanic or Latino	114	56.5	114	49.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	21	59.1	22	50.0
White	301	64.7	302	59.0
English Learners	25	52.1	25	51.3
Non-English Learners	474	62.4	476	55.5
Eligible for Free or Reduced-Price Meals	250	57.6	252	50.8
Not Eligible for Free or Reduced-Price Meals	249	66.2	249	59.9
Students with Disabilities	86	42.9	88	38.4
Students without Disabilities	413	65.8	413	58.9
High Needs	283	56.7	285	50.4
Non-High Needs	216	68.7	216	61.8
District	499	61.9	501	55.3

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, click here.

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	81.3	85.3	71.6	77.3	288	78.8
Curl Up	77.5	64.7	68.9	84.8	288	74.0
Push Up	43.8	51.5	62.2	75.8	288	57.6
Mile Run/PACER	80.0	69.1	67.6	66.7	288	71.2
All Tests - District	32.5	30.9	31.1	45.5	288	34.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]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.

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

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	9	*
Hispanic or Latino	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	41	75.6
Students with Disabilities	19	*
District	73	83.6
State		87.9

[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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	91.5	32	45.1
Male	91.8	30	30.6
Black or African American	*	*	*
Hispanic or Latino	95.8	11	45.8
White	90.1	42	37.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.0	15	22.4
Students with Disabilities	70.7	0	0.0
District	91.7	62	36.7
State	96.3		44.8

[3]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

[4]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[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	73.5	84.6
Male	56.7	*
Black or African American	*	*
Hispanic or Latino	*	*
White	64.1	88.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.4	*
Students with Disabilities	*	*
District	65.6	77.8
State	70.9	88.3

[5]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.

[6]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

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	61.9	75	41.3	50	82.5	67.6
	High Needs Students	56.7	75	37.8	50	75.6	57.5
Math Performance Index	All Students	55.3	75	36.9	50	73.8	62.7
	High Needs Students	50.4	75	33.6	50	67.2	52.0
ELA Academic Growth	All Students	56.4%	100%	56.4	100	56.4	60.7%
	High Needs Students	56.3%	100%	56.3	100	56.3	55.6%
Math Academic Growth	All Students	57.5%	100%	57.5	100	57.5	61.9%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.4%
Chronic Absenteeism	All Students	12.6%	<=5%	34.9	50	69.7	10.7%
	High Needs Students	17.0%	<=5%	26.1	50	52.2	16.6%
Preparation for CCR	% Taking Courses	79.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	36.7%	75%	24.5	50	48.9	44.8%
On-track to High School Graduation		91.0%	94%	48.4	50	96.9	87.5%
4-year Graduation All Students (2017 Cohort)		83.6%	94%	88.9	100	88.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.7%	94%	91.2	100	91.2	81.8%
Postsecondary Entrance (Class of 2017)		65.6%	75%	87.5	100	87.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% | 34.7%	75%	23.1	50	46.3	96.6% | 50.1%
Arts Access		47.2%	60%	39.4	50	78.7	51.2%
Accountability Index				**891.7**	**1250**	**71.3**	

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	68.7	56.7	12.0	15.9	
Math Performance Index Gap	61.8	50.4	11.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	92.9%	85.7%	7.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.7
	High Needs Students	98.4
Math	All Students	99.1
	High Needs Students	99.0
Science	All Students	97.0
	High Needs Students	95.5

[3]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: *   **State: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The East Windsor Public Schools continue to have School Governance Councils and we encourage parent participation in those councils. The school improvement goals align with the District Strategic Plan established by the Board of Education.

Special education programming continues to be a focus in the district. The EWPS currently has programming on a continuum from an integrated preschool program to transition programming for students in high school and post high school course work. An ongoing review of programming and student needs allows the district to continually update programs to meet student needs.

The East Windsor Public Schools has a Nurse Leader and School Social Worker who lead the efforts to reduce truancy in all schools. Communication occurs frequently with families whose children are at risk for or who have been determined to be truant. Meetings are scheduled at predetermined levels of absence to discuss and implement services as needed. All building administrators and support service personnel are involved in working to reduce truancy and increase students' time in front of highly qualified teachers.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Windsor Public Schools has recently increased the number of seats available through the Open Choice program, doubling the number of students able to attend EWPS. Registration is held both in Hartford and East Windsor to facilitate students enrolling.

The district provides transportation to after school or special activities to encourage families from Hartford to participate in the school community. Meetings are held in Hartford as needed to facilitate communication with families.

Each school has a Safe School Climate committee working to create safe, compassionate school environments. Social, emotional, learning competencies are taught to all students, including Social Awareness.

Equitable Allocation of Resources among District Schools

East Windsor Public Schools utilizes a site based management approach. Each principal has the authority to expend their building level allocation. The principal works with teacher leaders to determine priorities for the district budget. All building priorities are brought to the district administrative team to make collective decisions regarding the needs of the district.