

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



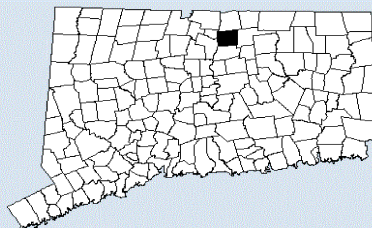
## East Windsor School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,105
Per Pupil Expenditures <sup>1</sup>	\$17,837
Total Expenditures <sup>1</sup>	\$22,921,169

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	521	47.1	48.3
Male	584	52.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	50	4.5	4.9
Black or African American	120	10.9	12.8
Hispanic or Latino	197	17.8	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	691	62.5	55.9
English Learners	35	3.2	6.4
Eligible for Free or Reduced-Price Meals	450	40.7	38.0
Students with Disabilities <sup>1</sup>	201	18.2	13.7

<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	64 13.0	25 4.8
Male	63 11.5	59 10.2
Black or African American	21 18.3	28 22.8
Hispanic or Latino	37 18.9	* *
White	60 9.3	35 5.1
English Learners	* *	* *
Eligible for Free or Reduced-Price Meals	89 18.9	63 12.6
Students with Disabilities	35 19.1	22 10.0
District	127 12.2	84 7.6
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 108

Number of school-based arrests: Fewer than 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 2015-16

## East Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	86.0
Paraprofessional Instructional Assistants	20.0
<b>Special Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	41.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	6.0
<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	10.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	46.0

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.8	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	128	97.7	91.7

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

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	13	*
White	32	71.1	47	88.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	18	58.1	20	83.3
Students with Disabilities	8	*	9	*
District	44	65.7	68	86.1
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	11	44.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	44	62.0
Other Health Impairment	17	63.0
Other Disabilities	*	*
Speech/Language Impairment	15	*
District	98	53.6
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## East Windsor School District

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

	District	State
	Count	Rate (%)
Autism	25	2.1
Emotional Disturbance	21	1.8
Intellectual Disability	11	0.9
Learning Disability	71	5.9
Other Health Impairment	27	2.3
Other Disabilities	12	1.0
Speech/Language Impairment	24	2.0
All Disabilities	191	16.0

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	11,824,109	10,510	9,387
Instructional Supplies and Equipment	281,555	250	318
Improvement of Instruction and Educational Media Services	568,563	505	541
Student Support Services	1,740,791	1,547	1,048
Administration and Support Services	3,515,430	3,125	1,790
Plant Operation and Maintenance	1,316,519	1,170	1,608
Transportation	1,481,513	1,124	845
Costs of Students Tuitioned Out	2,024,569	N/A	N/A
Other	168,120	149	194
Total	22,921,169	17,837	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	98,954	88	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,022,850	33.3
Noncertified Personnel	1,106,120	18.2
Purchased Services	195,950	3.2
Tuition to Other Schools	1,537,769	25.3
Special Ed. Transportation	505,728	8.3
Other Expenditures	707,743	11.6
Total Expenditures	6,076,160	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.2	66.8
State	30.5	29.9
Federal	1.8	1.9
Tuition & Other	1.4	1.5

<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 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	19	*	19	*	9	*
Black or African American	58	55.6	58	44.7	31	52.4
Hispanic or Latino	89	59.0	89	51.5	39	56.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	62.4	22	56.1	11	*
White	332	66.4	332	59.4	150	63.4
English Learners	16	*	16	*	7	*
Non-English Learners	504	64.3	504	56.7	233	61.1
Eligible for Free or Reduced-Price Meals	239	58.9	239	50.7	104	56.0
Not Eligible for Free or Reduced-Price Meals	281	68.4	281	61.6	136	64.3
Students with Disabilities	109	49.1	109	41.0	48	45.6
Students without Disabilities	411	68.0	411	60.7	192	64.5
High Needs	287	58.2	287	50.2	125	55.6
Non-High Needs	233	71.3	233	64.5	115	66.2
District	520	64.1	520	56.6	240	60.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	74.3	78.2	82.2	73.2	303	76.9
Curl Up	88.6	69.2	68.5	72.0	303	74.3
Push Up	38.6	67.9	63.0	72.0	303	61.1
Mile Run/PACER	64.3	67.9	79.5	63.4	303	68.6
All Tests - District	28.6	42.3	49.3	61.0	303	45.9
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## East Windsor School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	45	84.4	77.3	Yes	79.3
Students with Disabilities	20	75.0	.		.
District	90	86.7	85.8	Yes	86.8
State <sup>4</sup>		87.2			

<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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 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	94.4	28	39.4
Male	92.0	25	33.3
Black or African American	*	*	*
Hispanic or Latino	100.0	11	42.3
White	91.8	34	34.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	90.9	13	23.6
Students with Disabilities	*	*	*
District	93.2	53	36.3
State	95.6		40.7

<sup>5</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>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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	57.6	87.9
Male	37.5	83.3
Black or African American	*	*
Hispanic or Latino	*	*
White	44.2	88.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	34.1	*
Students with Disabilities	*	*
District	45.7	85.7
State	71.9	88.3

<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 2015-16

## East Windsor School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.1	75	42.7	50	85.4	67.7
	High Needs Students	58.2	75	38.8	50	77.6	56.7
Math Performance Index	All Students	56.6	75	37.7	50	75.5	61.4
	High Needs Students	50.2	75	33.5	50	66.9	49.9
Science Performance Index	All Students	60.7	75	40.5	50	80.9	57.5
	High Needs Students	55.6	75	37.1	50	74.1	47.0
ELA Academic Growth	All Students	58.4%	100%	58.4	100	58.4	63.8%
	High Needs Students	58.7%	100%	58.7	100	58.7	58.3%
Math Academic Growth	All Students	56.4%	100%	56.4	100	56.4	65.0%
	High Needs Students	52.3%	100%	52.3	100	52.3	57.4%
Chronic Absenteeism	All Students	12.2%	<=5%	35.6	50	71.2	9.6%
	High Needs Students	17.7%	<=5%	24.6	50	49.2	15.6%
Preparation for CCR	% Taking Courses	76.7%	75%	50.0	50	100.0	67.6%
	% Passing Exams	36.3%	75%	24.2	50	48.4	40.7%
On-track to High School Graduation		94.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		86.7%	94%	92.2	100	92.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.6%	94%	86.8	100	86.8	78.6%
Postsecondary Entrance (Class of 2015)		45.7%	75%	60.9	100	60.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2%   45.9%	75%	30.6	50	61.2	89.2%   50.5%
Arts Access		45.0%	60%	37.5	50	74.9	47.5%
<b>Accountability Index</b>				<b>948.4</b>	<b>1350</b>	<b>70.3</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	71.3	58.2	13.1	16.5	
Math Performance Index Gap	64.5	50.2	14.3	18.9	
Science Performance Index Gap	66.2	55.6	10.6	17.2	
Graduation Rate Gap	94.0%	81.6%	12.4%	15.3%	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	98.4
	High Needs Students	97.4
Math	All Students	98.2
	High Needs Students	97.1
Science	All Students	98.4
	High Needs Students	97.0

<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: 43      State: 51.4**

#### 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 2015-16

## 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

Currently, 56 students attended this district as part of the Open Choice program. Over the past three years, over 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 164 students. Presently, 151 students attend magnet schools.

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. The goal of each of the committees is to create a consistent, safe, compassionate school environment that includes high academic expectations for all students while supporting their social and emotional growth.

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. At East Windsor Middle School, Safe School Mentors coordinate skits, videos, and assemblies promoting the social emotional learning tenets of the school; Be Respectful, Be Consistent, Be Positive, and Be Accountable. At Broad Brook Elementary School, Safe School Ambassadors are selected from the third grade. Recognized as potential leaders, they help with morning announcements, assist teachers during dismissal procedures and help with social emotional learning activities within the school.

In addition, the staff engage in professional development activities regarding dignity and respect for all. Broad Brook Elementary teachers are trained in Responsive Classroom, an approach to education that supports high achievement and social emotional competence. Elements of the program are adopted for use at East Windsor Middle School and East Windsor High School.

# District Profile and Performance Report for School Year 2015-16

## 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.