

**STRATEGIC SCHOOL PROFILE 2012-13****East Windsor School District**

Theresa M. Kane, Superintendent

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: \$24,899
Town Population in 2000: 9,818	Percent of Adults without a High School Diploma in 2000*: 17.9%
1990-2000 Population Growth: -2.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 93.2%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012	1,256
5-Year Enrollment Change	-14.6%

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**DISTRICT GRADE RANGE**

Grade Range	PK - 12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	464	36.9	30.5	36.7
K-12 Students Who Are Not Fluent in English	56	4.7	2.0	5.8
Students Identified as Gifted and/or Talented*	4	0.3	2.2	3.8
PK-12 Students Receiving Special Education Services in District	183	14.6	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	74.5	72.5	79.3
Homeless	0	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	27	16.0	15.1	12.7

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	74	5.9
Black	133	10.6
Hispanic	155	12.3
Pacific Islander	1	0.1
White	833	66.3
Two or more races	56	4.5
Total Minority	423	33.7

**Percent of Minority Professional Staff:** 1.5%

**Open Choice:**

46 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

9.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 23.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

East Windsor Public Schools participates in the Choice Program. In 2012-2013, 48 Open Choice students were enrolled.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	54.1	56.9	28.8
Writing	43.7	60.0	8.7
Mathematics	47.1	61.4	11.2
Grade 4 Reading	61.0	62.6	29.7
Writing	63.4	63.0	36.7
Mathematics	57.5	65.1	22.8
Grade 5 Reading	58.0	66.9	18.0
Writing	39.3	65.6	4.3
Mathematics	56.2	69.2	18.0
Science	72.2	62.3	48.4
Grade 6 Reading	61.6	73.3	11.4
Writing	45.7	65.1	8.8
Mathematics	44.6	67	8.9
Grade 7 Reading	85.2	78.9	49.4
Writing	59.2	64.9	24.7
Mathematics	65.9	65.4	36.7
Grade 8 Reading	78.7	76.2	36.7
Writing	66.7	67.2	33.3
Mathematics	55.4	65.0	20.1
Science	71.7	60.4	47.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	23.6	48.5	9.8
Writing Across the Disciplines	50.5	62.1	18.2
Mathematics	36.4	52.4	18.2
Science	35.8	48.8	24.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	42.3	51.1	27.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.5	78.5	
Average Score	Mathematics	474	503	22.6
	Critical Reading	469	499	19.5
	Writing	468	504	17.3

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	86.5	84.8	36.0
2011-12 Annual Dropout Rate for Grade 9 through 12	1.9	2.1	17.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.8	82.6
% Employed (Civilian Employment and in Armed Services)	11.3	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	93.90
Paraprofessional Instructional Assistants	23.00
Special Education	
Teachers and Instructors	14.50
Paraprofessional Instructional Assistants	32.00
Library/Media Specialists and/or Assistants	4.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	6.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	35.40

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	14.4	13.9
% with Master's Degree or Above	46.4	81.1	79.8

Average Class Size	District	DRG	State
Grade K	20.8	16.7	18.9
Grade 2	20.3	18.3	19.8
Grade 5	23.3	20.8	21.3
Grade 7	20.8	18.3	20.2
High School	19.9	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,016	988	999
Middle School	1,051	1,037	1,029
High School	1,058	1,035	1,027

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.2	2.4	2.7
Middle School	2.1	2.5	2.1
High School	1.3	1.7	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$11,986	\$9,335	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$534	\$416	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$357	\$278	\$475	\$275	\$471
Student Support Services	\$716	\$558	\$949	\$775	\$950
Administration and Support Services	\$3,166	\$2,466	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$1,719	\$1,339	\$1,466	\$1,488	\$1,459
Transportation	\$1,361	\$936	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$1,487	N/A	N/A	N/A	N/A
Other	\$88	\$68	\$170	\$175	\$170
<b>Total</b>	<b>\$21,414</b>	<b>\$15,439</b>	<b>\$14,444</b>	<b>\$13,850</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$477	\$371	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,435,390	20.7	20.6	21.8

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	65.8	30.9	3.2	0.2
Excluding School Construction	65.8	30.8	3.3	0.2

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Resources are allocated according to needs outlined by each of the principals and central administrators during the budget process and throughout the year. Site based management of the budget is practiced throughout the district.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	203
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.3%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	19	1.4	1.3	1.3
Learning Disability	70	5.3	3.8	4.0
Intellectual Disability	11	0.8	0.5	0.4
Emotional Disturbance	30	2.3	1.3	1.0
Speech Impairment	24	1.8	2.1	2.0
Other Health Impairment*	35	2.6	2.3	2.4
Other Disabilities**	14	1.1	0.9	1.0
<b>Total</b>	<b>203</b>	<b>15.3</b>	<b>12.1</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2011-12 with a Standard Diploma	66.7	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	22.2	34.5	66.9	69.2
	Writing	8.2	19.9	53.4	64.4
	Mathematics	11.9	29.0	54.8	65.5
	Science	29.6	21.3	72.0	61.3
CAPT	Reading Across the Disciplines	15.4	15.7	23.6	48.5
	Writing Across the Disciplines	11.1	16.7	50.5	62.1
	Mathematics	8.3	16.8	36.4	52.4
	Science	16.7	14.6	35.8	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	24.0
	% With Accommodations	76.0
CAPT	% Without Accommodations	15.0
	% With Accommodations	85.0
% Assessed Using Skills Checklist		13.3

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	5	2.5
Private Schools or Other Settings	22	10.8

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	148	72.9	73.7	72.0
40.1 to 79.0 Percent of Time	27	13.3	15.9	16.4
0.0 to 40.0 Percent of Time	28	13.8	10.4	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Board of Education implemented a new Strategic Plan and follows the following framework for leading improvement.1. Identify and implement a school-wide instructional focus.2. Develop professional collaboration teams to improve teaching and learning for all students.3. Identify, learn and use effective evidence-based teaching practices to meet the needs of each student.4. Create a targeted professional development plan building expertise in selected evidence-based practices.5. Re-align resources (people, time, talent, energy and money) to support the instructional focus.6. Engage families and the community in supporting the instructional focus.7. Create an internal accountability system.

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