

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



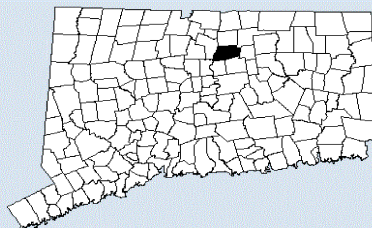
South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1205 • <http://www.swindsor.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools	8
Enrollment	4,287
Per Pupil Expenditures ¹	\$15,462
Total Expenditures ¹	\$69,023,394

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,069	48.3	48.3
Male	2,218	51.7	51.6
American Indian	*	*	0.2
Asian	563	13.1	4.6
Black or African American	258	6.0	12.9
Hispanic or Latino	306	7.1	21.2
Pacific Islander	*	*	0.0
White	2,997	69.9	58.4
Two or More Races	149	3.5	2.3
English Language Learners	111	2.6	5.7
Eligible for Free or Reduced-Price Meals	512	11.9	37.3
Students with Disabilities ¹	567	13.2	12.8

¹Students 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	79	3.9	40	1.9
Male	73	3.3	111	4.9
Black or African American	20	7.8	19	7.1
Hispanic or Latino	18	5.9	22	7.0
White	75	2.6	96	3.2
English Language Learners	9	8.2	*	*
Eligible for Free or Reduced-Price Meals	36	7.1	53	9.8
Students with Disabilities	57	10.5	51	8.0
District	152	3.6	151	3.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	288.8
Paraprofessional Instructional Assistants	12.4
Special Education	
Teachers and Instructors	43.5
Paraprofessional Instructional Assistants	115.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.6
School Level	18.8
Library/Media	
Specialists (Certified)	2.0
Support Staff	7.5
Instructional Specialists Who Support Teachers	10.6
Counselors, Social Workers and School Psychologists	23.6
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	191.3

¹In 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 (%)
Asian	3	0.7	1.0
Black or African American	6	1.5	3.5
Hispanic	6	1.5	3.6
Native American	0	0	0.1
White	386	96.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	27	10.3	72	25.3
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	*	*
District	43	12.4	95	26.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	53	67.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	128	90.1
Other Health Impairment	147	85.5
Other Disabilities	14	35.0
Speech/Language Impairment	63	92.6
District	415	78.4
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	81	1.8	1.4
Emotional Disturbance	17	0.4	1.0
Intellectual Disability	12	0.3	0.4
Learning Disability	142	3.2	4.2
Other Health Impairment	173	3.9	2.5
Other Disabilities	57	1.3	1.0
Speech/Language Impairment	73	1.7	1.9
All Disabilities	555	12.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	1.8	2.8
Private Schools or Other Settings	56	10.0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,791,497	8,608	8,769
Instructional Supplies and Equipment	1,577,556	369	275
Improvement of Instruction and Educational Media Services	2,790,112	653	487
Student Support Services	4,844,473	1,133	965
Administration and Support Services	6,663,341	1,559	1,600
Plant Operation and Maintenance	6,656,986	1,558	1,472
Transportation	3,236,085	733	786
Costs of Students Tuitioned Out	4,620,926	N/A	N/A
Other	1,842,418	431	178
Total	69,023,394	15,462	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,363,828	319	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,833,176	27.4	35.6
Noncertified Personnel	2,554,035	18.2	14.5
Purchased Services	134,142	1.0	5.0
Tuition to Other Schools	4,457,981	31.8	21.4
Special Ed. Transportation	1,283,260	9.2	8.5
Other Expenditures	1,750,590	12.5	14.9
Total Expenditures	14,013,184	100.0	100.0

PK-12 Expenditures Used for Special Education	20.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.4	77.0
State	20.9	21.3
Federal	1.4	1.4
Tuition & Other	0.3	0.3

⁴Revenue 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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	78.3	78.1	79.4	78.4	.	.	.	.
Hispanic or Latino	82.5	83.3	81.9	80.3	.	.	.	.
English Language Learners	76.5	74.3	74.0	76.4	.	.	.	.
Eligible for Free or Reduced-Price Meals	77.2	78.2	79.1	77.7	.	.	.	.
Students with Disabilities	67.3	66.1	67.1	65.5	.	.	.	.
High Needs	72.3	72.5	74.1	73.0	.	.	.	.
District	88.8	89.6	90.5	89.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	80.8	.	.	71.6	.	.	.	.
Hispanic or Latino	69.9	.	.	69.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	70.4	72.9	71.6	69.4	.	.	.	.
Students with Disabilities	60.1	51.3	58.9	54.9	.	.	.	.
High Needs	65.2	60.2	63.5	62.6	.	.	.	.
District	86.4	86.8	87.4	86.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.9	70.1	86.5	75.4	1,283	78.8
Curl Up	82.6	92.2	90.4	70.2	1,283	84.3
Push Up	71.4	73.7	80.9	88.5	1,283	78.7
Mile Run/PACER	72.8	91.9	82.3	71.5	1,283	80.1
All Tests - District	47.4	52.2	66.3	55.7	1,283	55.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	91.0	Yes	91.3
Hispanic or Latino	25	96	72.3	Yes	74.5
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	41	80.5	68.1	Yes	70.7
Students with Disabilities	45	82.2	75.9	Yes	77.7
District	386	94.3	91.3	Yes	91.6
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.8	178	53.5
Male	79.5	196	53.0
Black or African American	69.4	12	33.3
Hispanic or Latino	69.0	13	31.0
White	81.5	294	53.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	57.9	12	21.1
Students with Disabilities	18.8	*	*
District	81.5	374	53.2
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.8	93.8
Male	75.6	91.1
Black or African American	*	*
Hispanic or Latino	76.9	*
White	83.4	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69.2	83.3
Students with Disabilities	44.2	75.9
District	82.1	92.3
State	72.7	88.5

⁷College 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.

⁸College 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

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Narratives

School District Improvement Plans and Parental Outreach Activities

For 2013-14 South Windsor Public Schools continued to be guided by the 2011-14 Strategic Plan focusing on three critical areas: Curriculum, Instruction, and Assessment of Learning; Professional Learning and Staff Evaluation; and Learning Environment. During the 2013-14 school year, many of the goals outlined in the Strategic Plan were achieved.

A full-day kindergarten program was launched in the fall of 2013. Curriculum documents aligned to the Common Core State Standards for English language arts and mathematics were implemented at all grade levels. As a result of the growth of our English Learner (EL) population, additional tutors were hired under the supervision of a newly established administrative position. The district was able to provide in-district programming for students with complex special education needs, and the Project Worth Young Adult Academy continued to provide quality transition programming for South Windsor students ages 18-21. In conjunction with a newly established Autism Task Force at every school, a Board Certified Behavioral Analyst (BCBA) worked with staff and families to meet the needs of the growing population of students with Autism Spectrum Disorder.

All certified staff received comprehensive training for the new educator evaluation and support model rolled out in September 2013. The Board of Education unanimously approved an early-release professional development model for elementary schools which was implemented in 2013-14. This model provided for the professional development needed to successfully transition to the Common Core and ensure continuity of programming and instruction across all five elementary schools. Middle school classroom and special education teachers received ongoing, onsite training for co-teaching in order to strengthen the delivery of Tier I and Tier II interventions. A newly established Professional Development and Evaluation Committee was convened to support district efforts with these initiatives.

One of South Windsor's greatest accomplishments in 2013-14 was a successful town referendum to approve funding for Phase One of our Elementary Facilities 10-Year Master Plan. The Superintendent conducted a wide variety of meetings with professionals, staff, parents, community leaders and community organizations to gather feedback and input regarding the development of the plan.

Parental-school partnerships remain a top priority for South Windsor. In March 2014, a districtwide survey was sent to all parents to gauge satisfaction with their experience in our school district. While responses were predominantly positive, all school principals and teachers have continued to set parent feedback goals. Our district continues to benefit from high levels of volunteerism as well. Schools have active PTOs that conduct fundraising initiatives and plan community events. The district Community Resource Coordinator has organized programs supported by several community organizations: SW Walk and Wheel Ways, the Recreation Department, the South Windsor Planning and Engineering departments, the Senior Advisory Board, and the South Windsor FOOD Alliance. The South Windsor Public Education Foundation awarded \$8,790 to schools \$37,000 to provide a digital video distribution system for SWHS. Finally, more than \$56,000 in scholarships was awarded by SW Dollars for Scholars to high school seniors.

Efforts to Reduce Racial, Ethnic and Economic Isolation

South Windsor Public Schools is committed to providing opportunities for students and teachers to interact with individuals from diverse racial, ethnic, and economic backgrounds. During the 2013-14 school year we welcomed 131 returning and new Open Choice students to our schools. In addition, 219 students from South Windsor attended thirty-six different magnet schools. South Windsor's CARE initiative serves as a central point to connect students with the larger community and is practiced throughout the district. All schools have embraced "Tribes," a process that transforms the school environment to an inclusive and caring culture. At the November professional development, all South Windsor staff attended a performance of Bullseye, by NYC actor and playwright Christopher Eaves. This presentation highlighted issues of bullying, tolerance and understanding. South Windsor High School students in the Alternate Voices class coordinated a diversity fair held at the South Windsor Community Center. Clubs such as Japanese Culture Club, Interact, Gay-Straight Alliance, Spanish Club, Unified Sports -Theater, and Model UN are also available for students wishing to explore diversity. Timothy Edwards Middle School seventh grade students participated in Empty Bowls, an inclusionary program that cuts across social, political, racial, religious, age, and any other perceived boundaries. An assembly for sixth and seventh grade students was presented by the Anti-Defamation League, designed to support an inclusive and respectful school environment. The Orchard Hill School Cultural Committee met monthly to discuss ways to recognize and celebrate their diverse community and held a Cultural Diversity night in January. At Philip R. Smith School classes also learned about various cultures through field trips and in-house experiences, including cultural arts performances. Pleasant Valley School is committed to higher order thinking, developing awareness and appreciation of other cultures through the arts. At Wapping School the Positive School Climate Committee sponsored assemblies throughout the year to celebrate students and staff. At Eli Terry School a cultural fair was held and families from many countries displayed artifacts and cuisine from their respective country.

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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 schools. A systematic process involving teachers, administrators, curriculum specialists and central office staff has been used to build a budget that achieves equitability. Meetings are held with representatives of each building and department to identify needs, including new staff and program requests, and supporting rationale. Recommendations are then reviewed by the superintendent and central office administrators. In addition, a five-year 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. Each year a historical analysis of resource usage is undertaken. Finally, 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 joint capital projects committee.