

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



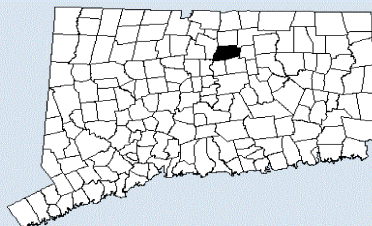
South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1200 • <http://www.swindsor.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,188
Per Pupil Expenditures ¹	\$17,195
Total Expenditures ¹	\$74,882,551

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,038	48.7	48.4
Male	2,150	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	729	17.4	5.1
Black or African American	262	6.3	12.9
Hispanic or Latino	357	8.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	186	4.4	2.9
White	2,641	63.1	54.8
English Learners	175	4.2	6.8
Eligible for Free or Reduced-Price Meals	540	12.9	35.9
Students with Disabilities ¹	571	13.6	14.3

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	104	5.2	36	1.7
Male	95	4.5	139	6.4
Black or African American	21	7.9	33	12.1
Hispanic or Latino	30	8.6	24	6.7
White	104	4.0	100	3.8
English Learners	8	4.1	*	*
Eligible for Free or Reduced-Price Meals	60	12.0	67	11.5
Students with Disabilities	71	12.7	62	9.6
District	199	4.8	175	4.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 41

Number of school-based arrests: 9

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	302.5
Paraprofessional Instructional Assistants	12.4
Special Education	
Teachers and Instructors	46.0
Paraprofessional Instructional Assistants	109.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.1
School Level	15.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	14.8
Counselors, Social Workers and School Psychologists	24.6
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	181.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	8	1.9	1.0
Black or African American	4	0.9	3.6
Hispanic or Latino	4	0.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	2	0.5	0.1
White	407	95.8	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	19	*
Hispanic or Latino	16	72.7	27	84.4
White	171	72.8	229	93.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	69.2	25	83.3
Students with Disabilities	16	37.2	43	76.8
District	252	75.4	325	93.1
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	66	69.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	153	91.6
Other Health Impairment	119	86.2
Other Disabilities	12	32.4
Speech/Language Impairment	59	93.7
District	421	80.0
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	99	2.3
Emotional Disturbance	14	0.3
Intellectual Disability	12	0.3
Learning Disability	167	3.9
Other Health Impairment	139	3.2
Other Disabilities	48	1.1
Speech/Language Impairment	74	1.7
All Disabilities	553	12.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,763,028	9,642	9,663
Instructional Supplies and Equipment	1,068,339	259	321
Improvement of Instruction and Educational Media Services	4,691,659	1,138	578
Student Support Services	5,770,002	1,399	1,103
Administration and Support Services	7,538,740	1,828	1,861
Plant Operation and Maintenance	6,739,406	1,634	1,637
Transportation	3,401,376	796	877
Costs of Students Tuitioned Out	4,098,552	N/A	N/A
Other	1,811,449	439	201
Total	74,882,551	17,195	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,483,269	845	1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	4,111,692	27.4
Noncertified Personnel	2,792,074	18.6
Purchased Services	187,344	1.2
Tuition to Other Schools	4,088,264	27.2
Special Ed. Transportation	1,487,136	9.9
Other Expenditures	2,350,459	15.7
Total Expenditures	15,016,969	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.1	77.4
State	20.6	20.3
Federal	1.6	1.7
Tuition & Other	0.6	0.7

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 2016-17

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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	*	*
Asian	404	86.1	404	87.8	129	71.5
Black or African American	149	63.5	149	57.5	57	51.3
Hispanic or Latino	167	69.1	167	64.8	70	56.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	100	75.3	100	74.5	36	63.0
White	1361	76.6	1359	73.9	643	63.4
English Learners	135	73.8	135	74.7	43	62.3
Non-English Learners	2050	77.1	2048	74.7	897	63.3
Eligible for Free or Reduced-Price Meals	267	65.7	266	60.6	106	53.0
Not Eligible for Free or Reduced-Price Meals	1918	78.4	1917	76.7	834	64.5
Students with Disabilities	281	54.8	281	51.5	134	46.1
Students without Disabilities	1904	80.1	1902	78.1	806	66.1
High Needs	578	63.8	577	61.0	242	52.5
Non-High Needs	1607	81.6	1606	79.6	698	66.9
District	2185	76.9	2183	74.7	940	63.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.6	73.2	86.0	78.5	1,235	81.3
Curl Up	77.1	88.6	94.5	90.0	1,235	87.9
Push Up	64.6	76.3	84.1	83.6	1,235	77.6
Mile Run/PACER	78.6	89.6	87.3	66.7	1,235	80.4
All Tests - District	42.5	57.1	66.6	53.0	1,235	55.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	20	95.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46	82.6
Students with Disabilities	40	67.5
District	325	93.8
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	210	59.8
Male	95.5	217	65.4
Black or African American	86.8	*	*
Hispanic or Latino	92.6	27	50.0
White	97.3	306	63.8
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.1	26	37.7
Students with Disabilities	75.8	10	10.1
District	96.3	427	62.5
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	92.0	95.0
Male	81.9	91.2
Black or African American	*	*
Hispanic or Latino	80.0	*
White	86.4	94.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	79.5	81.5
Students with Disabilities	58.6	76.2
District	87.1	93.1
State	72.0	88.5

⁵College 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.

⁶College 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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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.9	75	50.0	50	100.0	67.1
	High Needs Students	63.8	75	42.6	50	85.1	55.9
Math Performance Index	All Students	74.7	75	49.8	50	99.6	62.2
	High Needs Students	61.0	75	40.7	50	81.4	50.5
Science Performance	All Students	63.2	75	42.2	50	84.3	55.3
	High Needs Students	52.5	75	35.0	50	70.0	45.2
ELA Academic Growth	All Students	57.9%	100%	57.9	100	57.9	55.4%
	High Needs Students	49.3%	100%	49.3	100	49.3	49.8%
Math Academic Growth	All Students	71.9%	100%	71.9	100	71.9	61.7%
	High Needs Students	55.1%	100%	55.1	100	55.1	53.7%
Chronic Absenteeism	All Students	4.8%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	10.1%	<=5%	39.8	50	79.6	15.8%
Preparation for CCR	% Taking Courses	84.5%	75%	50.0	50	100.0	70.7%
	% Passing Exams	62.5%	75%	41.7	50	83.4	43.5%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.8%	94%	99.8	100	99.8	87.4%
6-year Graduation - High Needs Students (2014)		90.7%	94%	96.5	100	96.5	82.0%
Postsecondary Entrance (Class of 2016)		87.1%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.9% 55.1%	75%	36.7	50	73.4	92.0% 51.6%
Arts Access		63.5%	60%	50.0	50	100.0	50.5%
Accountability Index				1108.9	1350	82.1	

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	75.0	63.8	11.2	16.7	
Math Performance Index Gap	75.0	61.0	14.0	18.7	
Science Performance Index Gap	66.9	52.5	14.5	16.6	
Graduation Rate Gap	94.0%	90.7%	3.3%	12.0%	N

¹If 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.

²If 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	99.1
	High Needs Students	98.1
Math	All Students	99.0
	High Needs Students	97.9
Science	All Students	98.9
	High Needs Students	97.3

³Minimum 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: 61.8

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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South Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

District improvement plans and parent-community outreach continue to be priorities for South Windsor. An annual parent survey was disseminated to families of students receiving special services; the survey revealed positive feedback on our expanded and continued work with the STARS program, a training model used to address anxiety in youth. Training on identification and coping strategies was offered to school support specialists during fall and spring professional development. Over the 17-18 school year, this work will continue with an emphasis on training for regular education teachers. A three-session training workshop was offered to special education teachers and support specialists on strategies for Divergent Learners, and K-12 teachers were offered training on scaffolding instruction for English Learners. Training on early intervention and identification of students with Dyslexia has been a focus for teams in grades K-5. South Windsor actively encourages parents to become engaged in student learning. STEM Nights are new in K-5 schools, showing parents how children are being introduced to the idea of STEM and how reinforcement of Math, ELA and Science skills are embedded. School websites and monthly newsletters from schools provide ways that parents can support or supplement classroom learning at home. Naviance and PowerSchool are used to facilitate conversations and deliver information to parents of students in grades 6-12. Transition meetings are held with parents of students entering grades 6 and 9. Course planning and graduation requirements are reviewed during an information night at the high school for incoming grade 9 families. The high school also offers information sessions regarding post-secondary planning, AP and ECE credit opportunities and financial aid for college.

We continue to send annual surveys to gauge parent satisfaction with their experiences in South Windsor. Feedback assists school principals with setting parent feedback goals for their building to measure growth in targeted areas. We are fortunate to have high levels of volunteerism and active PTOs. Parents conduct fundraising activities, plan community events and support a multitude of school activities, including visual and performing arts, athletics and cultural-community service initiatives. A new District Parent Advisory Group for Culturally Responsive Teaching and Learning was created to provide discussion and feedback opportunities on issues regarding curriculum materials or other topics related to the school environment. The committee is comprised of parent representatives from all schools, representing diverse groups and perspectives. In addition, parents are represented on the high school Civic and Social Data team and building-based safety committees.

Efforts to Reduce Racial, Ethnic and Economic Isolation

South Windsor Public Schools is committed to providing students and teachers opportunities to interact with individuals from diverse racial, ethnic and economic backgrounds. Outside agencies such as CREC, ADL and SERC provide training on culturally responsive instruction as well as review curricular materials. Family Nights encourage school families to explore and share their heritage and traditions. Awareness of international social and political issues is created through classroom discussions and student organizations such as Model U.N. and Interact Club. In Fall 2016, high school students participated in the NCCJ Anytown and Bridges leadership development programs. A larger action group (Respect and Change Everywhere, RACE) was created to celebrate diversity at SWHS. Student displays for Random Acts of Kindness emphasize the importance of demonstrating love and compassion for others. Student organizations regularly collect items for area shelters and food banks. Each October, students and staff wear orange in support of Unity Day, a national anti-bullying campaign. Civil rights activist Deacon Arthur Miller revisited the middle and high school to speak with students and staff about social justice, inclusion and empowerment. Nilofer Haider of Catholic Charities, spoke with Philip R. Smith school faculty about Southeast Asian culture. Training was provided to K-12 teachers by SWPS World Language and English Learner curriculum specialist on strategies for teaching and understanding the unique needs of English Learners. Four administrators attended a state workshop to help educators create positive environments for Muslim students and families. South Windsor participates in the CREC Open Choice program, welcoming 128 students in 16-17. South Windsor participates in the CREC Minority Teacher Recruitment Program designed to increase the number of minority teachers and administrators in the region's public schools.

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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 of its schools. A systematic, multilevel process involving teachers, administrators, curriculum specialists and central office staff has been used to build a budget that achieves this allocation. 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 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 program.