

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



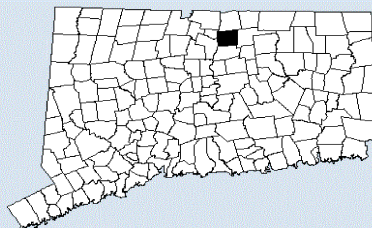
East Windsor School District

Ms. Christine Debarge, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,107
Per Pupil Expenditures ¹	\$22,339
Total Expenditures ¹	\$27,186,886

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	523	47.2	48.4
Male	584	52.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	54	4.9	5.2
Black or African American	148	13.4	12.8
Hispanic or Latino of any race	249	22.5	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	604	54.6	52.4
English Learners	49	4.4	7.6
Eligible for Free or Reduced-Price Meals	604	54.6	42.1
Students with Disabilities ³	223	20.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	65	13.2	36	6.6
Male	86	15.9	72	11.8
Black or African American	30	22.2	35	21.9
Hispanic or Latino of any race	47	20.5	30	11.6
White	62	10.7	36	5.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	112	19.5	91	13.8
Students with Disabilities	49	23.4	28	11.2
District	151	14.6	108	9.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 174

Number of school-based arrests: 6

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	86.6
Paraprofessional Instructional Assistants	23.0
Special Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	62.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
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	53.0

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	1	0.8	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	133	99.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	*	17	*
White	41	80.4	44	91.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	21	77.8	30	85.7
Students with Disabilities	13	*	16	80.0
District	56	76.7	72	92.3
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	9	31.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	49	57.6
Other Health Impairment	22	62.9
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	101	49.0
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	2.5	1.9
Emotional Disturbance	25	2.1	1.1
Intellectual Disability	6	0.5	0.5
Learning Disability	85	7.3	5.5
Other Health Impairment	36	3.1	3.2
Other Disabilities	23	2.0	1.1
Speech/Language Impairment	11	0.9	1.8
All Disabilities	215	18.4	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	6.0	8.2
Private Schools or Other Settings	15	7.0	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,564,306	\$12,789	\$10,545
Support services - students	\$1,850,120	\$1,732	\$1,373
Support services - instruction	\$835,679	\$782	\$644
Support services - general administration	\$766,252	\$717	\$462
Support services - school based administration	\$1,403,124	\$1,314	\$1,007
Central and other support services	\$1,113,808	\$1,043	\$671
Operation and maintenance of plant	\$721,146	\$675	\$1,629
Student transportation services	\$1,520,918	\$1,388	\$1,231
Food services	\$17	\$0	\$13
Enterprise operations	\$1,237,117	\$1,158	\$157
Minor school construction	\$2,174,397	\$2,036	\$65
Total	\$27,186,886	\$22,339	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,724,856	38.0	29.7
Instructional Aide Salaries	\$1,546,593	21.6	9.6
Other Salaries	\$260,146	3.6	10.4
Employee Benefits	\$540,122	7.5	13.0
Purchased Services Other Than Transportation	\$108,295	1.5	5.5
Special Education Tuition	\$1,314,164	18.3	22.6
Supplies	\$6,342	0.1	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$653,303	9.1	8.0
Equipment	\$7,740	0.1	0.2
All Other Expenditures	\$2,760	0.0	0.1
Total	\$7,164,321	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	71.3
State	24.0
Federal	2.2
Tuition & Other	2.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	*	*	*	*	*	*
Asian	*	*	*	*	7	*
Black or African American	65	54.0	65	45.3	30	44.8
Hispanic or Latino of any race	125	56.6	125	48.5	44	50.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	*	*
White	293	62.7	293	55.6	138	62.4
English Learners	22	48.4	22	47.8	11	*
Non-English Learners	494	61.1	494	53.0	213	58.6
Eligible for Free or Reduced-Price Meals	291	56.2	290	48.4	113	53.3
Not Eligible for Free or Reduced-Price Meals	225	66.1	226	58.4	111	62.9
Students with Disabilities	101	41.0	102	33.4	42	43.6
Students without Disabilities	415	65.3	414	57.5	182	61.4
High Needs	319	55.5	318	47.9	124	52.9
Non-High Needs	197	68.6	198	60.5	100	64.5
District	516	60.5	516	52.8	224	58.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	82.1	82.1	75.0	55.6	293	75.1
Curl Up	83.6	86.9	64.8	74.1	293	77.1
Push Up	59.7	63.1	43.2	55.6	293	54.9
Mile Run/PACER	80.6	85.7	65.9	42.6	293	70.6
All Tests - District	44.8	44.0	39.8	40.7	293	42.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	15	*
Hispanic or Latino of any race	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	36	88.9
Students with Disabilities	21	66.7
District	95	90.5
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.2	19	31.1
Male	90.0	27	30.0
Black or African American	*	*	*
Hispanic or Latino of any race	89.3	10	35.7
White	88.9	32	32.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	85.5	12	19.4
Students with Disabilities	65.7	0	0.0
District	90.1	46	30.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	81.6	92.0
Male	55.3	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	70.9	88.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	56.4	*
Students with Disabilities	*	*
District	67.1	88.1
State	71.0	87.8

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	60.5	75	40.3	50	80.7	67.7
	High Needs Students	55.5	75	37.0	50	74.0	58.1
Math Performance Index	All Students	52.8	75	35.2	50	70.3	63.1
	High Needs Students	47.9	75	31.9	50	63.9	52.7
Science Performance Index	All Students	58.1	75	38.7	50	77.4	63.8
	High Needs Students	52.9	75	35.2	50	70.5	54.2
ELA Academic Growth	All Students	54.5%	100%	54.5	100	54.5	59.9%
	High Needs Students	52.9%	100%	52.9	100	52.9	55.1%
Math Academic Growth	All Students	45.6%	100%	45.6	100	45.6	62.5%
	High Needs Students	42.6%	100%	42.6	100	42.6	55.2%
Progress Toward English Proficiency	Literacy	63.9%	100%	31.9	50	63.9	60.0%
	Oral	36.9%	100%	18.5	50	36.9	52.1%
Chronic Absenteeism	All Students	14.6%	<=5%	30.8	50	61.6	10.4%
	High Needs Students	19.1%	<=5%	21.7	50	43.5	16.1%
Preparation for CCR	% Taking Courses	84.8%	75%	50.0	50	100.0	80.0%
	% Passing Exams	30.5%	75%	20.3	50	40.6	42.6%
On-track to High School Graduation		88.9%	94%	47.3	50	94.6	88.0%
4-year Graduation All Students (2018 Cohort)		90.5%	94%	96.3	100	96.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.1%	94%	91.6	100	91.6	83.3%
Postsecondary Entrance (Class of 2018)		67.1%	75%	89.4	100	89.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.5% 42.3%	75%	28.2	50	56.4	96.4% 52.9%
Arts Access		31.8%	60%	26.5	50	53.0	51.9%
Accountability Index				966.6	1450	66.7	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	68.6	55.5	13.1	15.4	
Math Performance Index Gap	60.5	47.9	12.6	17.6	
Science Performance Index Gap	64.5	52.9	11.6	16.1	
Graduation Rate Gap	90.2%	86.1%	4.1%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.0
	High Needs Students	97.7
Math	All Students	98.0
	High Needs Students	97.4
Science	All Students	95.4
	High Needs Students	94.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The East Windsor Public Schools' goals align with the District Strategic Plan established by the Board of Education. Parents, teachers and Board members contributed to the creation of goals for the Strategic Plan.

Schools have School Governance Councils and we continue to encourage parent participation.

Special education programs continue to be reviewed and modified to meet the needs of our growing and changing population. Current programming extends from an integrated preschool program through post-grade 12 transition and life skills programs.

The Health Care Coordinator and district-wide outreach social worker lead the efforts to reduce truancy district wide. Communication occurs frequently through multiple avenues with families whose students experience issues with attendance. Meetings are scheduled with families to offer supports geared to improve school attendance and increase time for students to be engaged in academic work.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Windsor Public Schools is maintaining the higher level of seats offered through the Open Choice program. We work with representatives of the Choice program to support students and families struggling with any number of challenges. Students through the Choice program experiences successes in the East Windsor Public Schools from academics, athletics and involvement in extra-curricular activities. Meetings with families occur both in East Windsor and in Hartford to allow more family engagement. Transportation is provided to families unable to attend events in East Windsor without support.

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

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Equitable Allocation of Resources among District Schools

East Windsor Public Schools uses a site-based management approach. Each principal has the authority to expend their building level allocation. The superintendent works with administrators when building the fiscal year budget, aligned with the District Strategic Plan. Each building level administrator works with building teacher-leaders to determine building level needs and priorities.