Connecticut State Department of Education

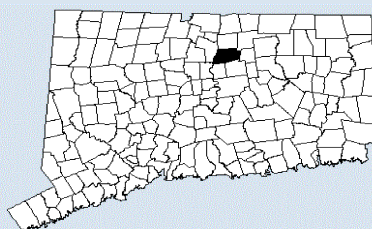# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1215 • http://www.swindsor.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,156
Per Pupil Expenditures[1]	$16,401
Total Expenditures[1]	$72,674,009

[1]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)

Contents

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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,033	48.9	48.3
Male	2,123	51.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	671	16.1	4.9
Black or African American	260	6.3	12.8
Hispanic or Latino	325	7.8	23.0
Pacific Islander	*	*	0.0
Two or More Races	164	3.9	2.7
White	2,724	65.5	55.9
English Learners	153	3.7	6.4
Eligible for Free or Reduced-Price Meals	560	13.5	38.0
Students with Disabilities[1]	550	13.2	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	80	4.0	29	1.4
Male	82	3.9	98	4.6
Black or African American	*	*	29	11.2
Hispanic or Latino	18	5.5	18	5.3
White	96	3.6	67	2.5
English Learners	12	7.3	*	*
Eligible for Free or Reduced-Price Meals	51	9.6	63	10.5
Students with Disabilities	68	13.1	45	7.4
District	162	4.0	127	3.0
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 20

Number of school-based arrests: 7

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	292.1
Paraprofessional Instructional Assistants	13.9
Special Education	
Teachers and Instructors	48.1
Paraprofessional Instructional Assistants	111.5
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	21.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	14.8
Counselors, Social Workers and School Psychologists	20.8
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	188.2

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	1.7	1.0
Black or African American	3	0.7	3.5
Hispanic or Latino	3	0.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	399	96.6	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]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	8.5	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	15	48.4	19	82.6
White	171	71.0	214	85.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	12	41.4	18	69.2
Students with Disabilities	14	32.6	26	60.5
District	231	68.3	284	85.3
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	58	69.9
Emotional Disturbance	11	50.0
Intellectual Disability	*	*
Learning Disability	147	90.7
Other Health Impairment	120	88.2
Other Disabilities	*	*
Speech/Language Impairment	45	84.9
District	396	78.1
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	89	2.1	1.6
Emotional Disturbance	22	0.5	1.0
Intellectual Disability	14	0.3	0.5
Learning Disability	162	3.8	4.6
Other Health Impairment	138	3.2	2.8
Other Disabilities	46	1.1	1.0
Speech/Language Impairment	59	1.4	1.9
All Disabilities	530	12.4	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	39,383,509	9,424	9,387
Instructional Supplies and Equipment	1,622,987	388	318
Improvement of Instruction and Educational Media Services	2,826,640	676	541
Student Support Services	5,268,066	1,261	1,048
Administration and Support Services	7,378,908	1,766	1,790
Plant Operation and Maintenance	6,306,263	1,509	1,608
Transportation	3,421,942	788	845
Costs of Students Tuitioned Out	4,669,379	N/A	N/A
Other	1,796,315	430	194
Total	72,674,009	16,401	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	1,489,697	356	1,524

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,921,338	25.6	35.1
Noncertified Personnel	2,824,335	18.5	14.5
Purchased Services	145,377	1.0	5.5
Tuition to Other Schools	4,652,194	30.4	21.6
Special Ed. Transportation	1,557,917	10.2	8.3
Other Expenditures	2,192,104	14.3	15.0
Total Expenditures	15,293,265	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	77.3	76.8
State	20.3	20.7
Federal	1.8	1.9
Tuition & Other	0.6	0.6

[4]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).

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	362	85.5	361	87.5	149	72.8
Black or African American	134	65.2	134	59.4	64	54.1
Hispanic or Latino	166	68.4	166	63.8	72	59.4
Native Hawaiian or Other Pacific Islander	6	*	6	*	*	*
Two or More Races	100	76.7	100	72.7	*	*
White	1392	77.0	1389	73.4	657	69.7
English Learners	86	69.3	86	68.4	25	54.7
Non-English Learners	2074	77.3	2070	74.4	962	68.7
Eligible for Free or Reduced-Price Meals	277	66.8	276	61.6	125	55.7
Not Eligible for Free or Reduced-Price Meals	1883	78.5	1880	76.0	862	70.2
Students with Disabilities	319	57.3	318	52.1	145	50.3
Students without Disabilities	1841	80.4	1838	78.0	842	71.4
High Needs	578	64.5	577	60.1	248	54.9
Non-High Needs	1582	81.6	1579	79.3	739	72.9
District	2160	77.0	2156	74.2	987	68.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.5	72.8	86.2	80.3	1,241	82.3
Curl Up	72.5	92.1	91.0	91.3	1,241	86.9
Push Up	71.5	77.8	84.7	90.6	1,241	81.4
Mile Run/PACER	81.0	90.7	84.4	74.2	1,241	82.6
All Tests - District	48.1	57.6	62.9	56.1	1,241	56.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	24	91.7	91.6	Yes	91.9
Hispanic or Latino	23	87.0	76.6	Yes	78.8
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	46	87.0	73.3	Yes	75.8
Students with Disabilities	52	65.4	79.5	No	81.3
District	355	92.4	91.8	Yes	92.1
State[4]		87.2			

[1]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.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	213	60.2
Male	94.0	194	61.2
Black or African American	83.9	11	35.5
Hispanic or Latino	94.4	25	46.3
White	95.7	298	60.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.2	18	32.7
Students with Disabilities	60.0	*	*
District	95.5	407	60.7
State	95.6		40.7

[5]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

[6]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[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	86.8	92.1
Male	78.3	93.8
Black or African American	71.4	*
Hispanic or Latino	*	*
White	81.5	93.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.8	81.0
Students with Disabilities	58.3	82.6
District	82.3	93.0
State	71.9	88.3

[7]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.

[8]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

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	77.0	75	50.0	50	100.0	67.7
	High Needs Students	64.5	75	43.0	50	86.0	56.7
Math Performance Index	All Students	74.2	75	49.4	50	98.9	61.4
	High Needs Students	60.1	75	40.0	50	80.1	49.9
Science Performance Index	All Students	68.3	75	45.6	50	91.1	57.5
	High Needs Students	54.9	75	36.6	50	73.1	47.0
ELA Academic Growth	All Students	67.9%	100%	67.9	100	67.9	63.8%
	High Needs Students	62.6%	100%	62.6	100	62.6	58.3%
Math Academic Growth	All Students	75.5%	100%	75.5	100	75.5	65.0%
	High Needs Students	61.6%	100%	61.6	100	61.6	57.4%
Chronic Absenteeism	All Students	4.0%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	9.5%	<=5%	41.0	50	81.9	15.6%
Preparation for CCR	% Taking Courses	76.8%	75%	50.0	50	100.0	67.6%
	% Passing Exams	60.7%	75%	40.4	50	80.9	40.7%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		92.4%	94%	98.3	100	98.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.0%	94%	95.7	100	95.7	78.6%
Postsecondary Entrance (Class of 2015)		82.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% | 56.4%	75%	37.6	50	75.2	89.2% | 50.5%
Arts Access		53.0%	60%	44.2	50	88.4	47.5%
Accountability Index				**1139.4**	**1350**	**84.4**	

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?					Y
ELA Performance Index Gap	75.0	64.5	10.5	16.5	
Math Performance Index Gap	75.0	60.1	14.9	18.9	
Science Performance Index Gap	72.9	54.9	18.0	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.3%	N

[1]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.

[2]If 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	98.8
	High Needs Students	97.0
Math	All Students	98.6
	High Needs Students	96.9
Science	All Students	98.9
	High Needs Students	97.7

[3]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: 62.4   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

District improvement plans and parent-community outreach continue to be priorities for South Windsor. A parent survey disseminated to special needs families revealed that many seek ways to address issues of anxiety in youth. During 2015-2016, related services staff were trained by UConn Health Services on the STARS program, a model that provides students and parents with techniques to relieve and address anxiety. The STARS program was successful and is being expanded in 2016-2017. Assistive technology training was also provided to parents; these workshops helped empower students and their parents with using devices such as iPads, pec boards, echo pens and other computer-assisted applications in the classroom and in their daily lives. The district also adopted a new Attendance Improvement and Intervention Manual. Each school has an attendance review committee to monitor attendance and build positive incentives and supports for families who need help. South Windsor, East Hartford and Vernon hosted a Regional Transition Night where families were provided information from local agencies which support youth with special needs. South Windsor actively encourages parents to become engaged in student learning. Family Math Nights continue to be popular in K-5 schools, showing parents how children are learning math through new instructional practices utilized by teachers today. Monthly newsletters from principals provide ways that parents can support or supplement classroom learning at home, particularly for students in primary grades. Naviance is 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 six and nine. Course sequencing and graduation requirements are reviewed during an information night at the high school for incoming grade nine families. The high school also offers information sessions regarding post-secondary planning, AP and ECE credit opportunities and financial aid for college. Annual surveys sent in March 2016 gauge parent satisfaction with their experiences in South Windsor. Feedback assists school principals with setting parent feedback goals for their building in order to measure growth in targeted areas. Several training and information nights have been offered as a result of input from parents, specifically internet safety, technology training and bullying awareness. 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. Through focus groups and Parent Advisory Councils, parents work with school leaders to address concerns, gather feedback and work toward common goals. 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 opportunities for students and teachers to interact with individuals from diverse racial, ethnic and economic backgrounds. We have partnered with outside agencies, including CREC, ADL and SERC, to provide training on culturally responsive instruction as well as review curricular materials. Family Sharing 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. 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. In October, students and staff wear orange in support of Unity Day, a national anti-bullying campaign. SWHS students participated in Common Ground, a program that engages high school students in leadership training and diversity awareness. Civil rights activist Deacon Arthur Miller spent more than six days with middle and high school students and staff talking about social justice, inclusion and empowerment. In early April, five administrators and teachers attended a 2-day Social Justice and Equity in Action Symposium. Nilofer Haider, Catholic Charities, spoke to Orchard Hill school faculty about Southeast Asian culture. Four administrators attended a state workshop to help educators create positive environments for Muslim students and families. South Windsor is one of the four original participants in the Hartford Region Open Choice Program. 132 Open Choice students were enrolled in 2015-2016. The district hosted a CREC Dine and Discuss event, and participated in the CREC Open Choice Book Club. South Windsor is a participating district in the CREC Minority Teacher Recruitment Program which is designed to increase the number of minority teachers and administrators in the region's public schools. Participation enabled the Assistant Superintendent for Personnel and Administration to attend CREC's Minority Teacher Recruitment Career Fair in May 2016 to meet and interview perspective employees for known vacancies for the 2016-2017 school year.

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.