

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



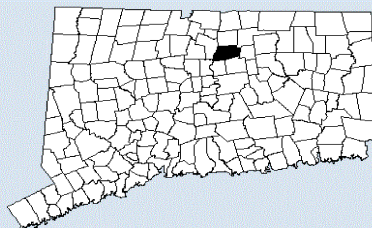
South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1200 • <http://www.southwindsorschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,370
Per Pupil Expenditures ¹	\$16,794
Total Expenditures ¹	\$75,489,026

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	2,106	48.2	48.4
Male	2,264	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	955	21.9	5.2
Black or African American	264	6.0	12.8
Hispanic or Latino of any race	392	9.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	228	5.2	3.6
White	2,521	57.7	52.4
English Learners	258	5.9	7.6
Eligible for Free or Reduced-Price Meals	760	17.4	42.1
Students with Disabilities ³	607	13.9	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	128	6.1	21	1.0
Male	96	4.3	140	6.0
Black or African American	36	13.5	29	10.5
Hispanic or Latino of any race	26	7.0	25	6.1
White	96	3.9	85	3.3
English Learners	22	8.1	*	*
Eligible for Free or Reduced-Price Meals	90	11.6	71	8.2
Students with Disabilities	68	11.9	58	8.2
District	224	5.2	161	3.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 39

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	301.0
Paraprofessional Instructional Assistants	8.9
Special Education	
Teachers and Instructors	44.1
Paraprofessional Instructional Assistants	121.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.5
School Level	15.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	11.3
Counselors, Social Workers and School Psychologists	23.8
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	182.8

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	10	2.4	1.1
Black or African American	4	1.0	3.8
Hispanic or Latino of any race	8	1.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	395	94.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.6	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	16	80.0	23	95.8
Hispanic or Latino of any race	25	75.8	32	100.0
White	196	90.3	235	98.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	60	88.2	62	96.9
Students with Disabilities	37	77.1	67	95.7
District	290	87.6	328	98.5
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	59	62.8
Emotional Disturbance	17	56.7
Intellectual Disability	6	*
Learning Disability	154	93.3
Other Health Impairment	109	83.2
Other Disabilities	20	41.7
Speech/Language Impairment	60	90.9
District	425	77.3
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	97	2.2	1.9
Emotional Disturbance	30	0.7	1.1
Intellectual Disability	16	0.4	0.5
Learning Disability	165	3.7	5.5
Other Health Impairment	131	2.9	3.2
Other Disabilities	65	1.5	1.1
Speech/Language Impairment	73	1.6	1.8
All Disabilities	577	13.0	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	22	3.8	8.2
Private Schools or Other Settings	31	5.4	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	\$46,002,473	\$10,234	\$10,545
Support services - students	\$5,615,897	\$1,327	\$1,373
Support services - instruction	\$1,591,896	\$376	\$644
Support services - general administration	\$1,340,213	\$317	\$462
Support services - school based administration	\$5,271,526	\$1,245	\$1,007
Central and other support services	\$4,940,029	\$1,167	\$671
Operation and maintenance of plant	\$6,493,744	\$1,534	\$1,629
Student transportation services	\$3,687,315	\$911	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$545,934	\$129	\$65
Total	\$75,489,026	\$16,794	\$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	\$5,201,797	29.2	29.7
Instructional Aide Salaries	\$2,657,354	14.9	9.6
Other Salaries	\$1,042,009	5.9	10.4
Employee Benefits	\$2,239,329	12.6	13.0
Purchased Services Other Than Transportation	\$417,701	2.3	5.5
Special Education Tuition	\$4,424,516	24.9	22.6
Supplies	\$79,293	0.4	0.6
Property Services	\$73,697	0.4	0.4
Purchased Services For Transportation	\$1,598,941	9.0	8.0
Equipment	\$54,153	0.3	0.2
All Other Expenditures	\$6,981	0.0	0.1
Total	\$17,795,771	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	80.0
State	18.0
Federal	1.4
Tuition & Other	0.7

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).

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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	0	N/A
Asian	519	85.6	519	87.9	199	78.1
Black or African American	146	64.1	145	58.2	71	57.6
Hispanic or Latino of any race	184	70.1	184	65.4	83	64.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	1,281	76.1	1,281	73.7	600	71.7
English Learners	230	73.0	230	74.6	64	62.1
Non-English Learners	2,011	77.4	2,010	75.3	942	71.8
Eligible for Free or Reduced-Price Meals	388	64.0	387	61.4	195	59.5
Not Eligible for Free or Reduced-Price Meals	1,853	79.6	1,853	78.1	811	74.0
Students with Disabilities	268	53.2	267	49.2	131	49.7
Students without Disabilities	1,973	80.1	1,973	78.8	875	74.4
High Needs	711	65.5	710	63.8	308	59.0
Non-High Needs	1,530	82.2	1,530	80.6	698	76.6
District	2,241	76.9	2,240	75.3	1,006	71.2

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	85.7	84.3	89.7	80.7	1,294	85.3
Curl Up	93.1	96.5	96.6	92.2	1,294	94.7
Push Up	78.8	77.3	86.9	82.4	1,294	81.5
Mile Run/PACER	67.5	96.2	89.4	72.0	1,294	81.4
All Tests - District	57.0	70.9	78.0	57.8	1,294	66.2
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	22	72.7
Hispanic or Latino of any race	24	87.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62	88.7
Students with Disabilities	52	73.1
District	347	94.5
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	95.7	179	58.7
Male	96.4	209	58.2
Black or African American	88.6	15	34.1
Hispanic or Latino of any race	92.3	22	33.8
White	97.1	281	61.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	90.9	44	33.3
Students with Disabilities	81.4	17	14.4
District	96.1	388	58.4
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	90.6	95.7
Male	80.3	91.3
Black or African American	*	*
Hispanic or Latino of any race	70.8	100.0
White	86.4	93.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	79.1	75.9
Students with Disabilities	70.8	76.7
District	85.3	93.7
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	76.9	75	50.0	50	100.0	67.7
	High Needs Students	65.5	75	43.7	50	87.3	58.1
Math Performance Index	All Students	75.3	75	50.0	50	100.0	63.1
	High Needs Students	63.8	75	42.5	50	85.1	52.7
Science Performance Index	All Students	71.2	75	47.5	50	95.0	63.8
	High Needs Students	59.0	75	39.4	50	78.7	54.2
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	59.9%
	High Needs Students	55.4%	100%	55.4	100	55.4	55.1%
Math Academic Growth	All Students	71.5%	100%	71.5	100	71.5	62.5%
	High Needs Students	61.2%	100%	61.2	100	61.2	55.2%
Progress Toward English Proficiency	Literacy	76.7%	100%	38.3	50	76.7	60.0%
	Oral	63.3%	100%	31.7	50	63.3	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.3	10.4%
	High Needs Students	10.1%	<=5%	39.8	50	79.6	16.1%
Preparation for CCR	% Taking Courses	93.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	58.4%	75%	39.0	50	77.9	42.6%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.5%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		84.3%	94%	89.7	100	89.7	83.3%
Postsecondary Entrance (Class of 2018)		85.3%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.8% 66.2%	75%	44.2	50	88.3	96.4% 52.9%
Arts Access		62.4%	60%	50.0	50	100.0	51.9%
Accountability Index				1204.8	1450	83.1	

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	75.0	65.5	9.5	15.4	
Math Performance Index Gap	75.0	63.8	11.2	17.6	
Science Performance Index Gap	75.0	59.0	16.0	16.1	
Graduation Rate Gap	94.0%	84.3%	9.7%	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	98.8
	High Needs Students	97.8
Math	All Students	98.8
	High Needs Students	97.7
Science	All Students	98.9
	High Needs Students	97.9

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: 60.2 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

South Windsor Public Schools is fortunate to partner with committed parents, a dedicated board of education and a supportive community. The continued support of our community members as well as the town's leadership has ensured that our staff is equipped with the resources it needs to deliver effective instruction and support the learning experience of the whole child. District improvements have included providing training and support to enhance SRBI practices; and providing resources and training to further support the social and emotional needs of our students. During the 18-19 school year, certified and non-certified staff received professional development/training on mindfulness, trauma informed practices, executive functioning skills and maximizing the use of assistive technology in the classroom. South Windsor partnered with Effective School Solutions to pilot a program which provided district-level supports to students with significant mental health needs, and allowed them to maximize success in the least restrictive environment.

New electronic reporting features for attendance notification and reporting were implemented in 18-19. The importance of regular attendance and the effects of chronic absenteeism on student success are communicated on the website as well as through handbooks and school newsletters. Each school has an attendance committee to support truancy prevention. The district continues to collaborate with South Windsor Youth and Family Services to support regular school attendance and provide access to community-based child and family services.

South Windsor strives to continually improve upon parent-community outreach and communication. School websites, newsletters and weekly communications from principals offer ways in which parents can support classroom learning at home. Meetings are held with parents of students transitioning into grades 6 and 9, and 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. Several schools shared the film "Angst" with faculty, students and parents as part of our focus on reinforcing the emphasis on social-emotional wellbeing.

Parent participation in school activities and programs is actively encouraged. Parents are given a regular opportunity to meet with school leadership during PTO meetings and other focus groups in order to provide input and share ideas. Parents were invited to meetings regarding the district's 10-Year Elementary Facilities Plan, as well as focus groups for the development of the district's 2019-2022 Strategic Plan. The district's Parent Advisory Group for Culturally Responsive Teaching and Learning continues to provide feedback on issues regarding curriculum materials and other school topics.

Efforts to Reduce Racial, Ethnic and Economic Isolation

South Windsor Public Schools seeks to cultivate and support culturally responsive classrooms and learning communities by creating experiences that enrich and expand the depth of students' knowledge beyond today's classroom. Schools host a variety of activities designed to increase awareness of individual and cultural diversity. Cultural Family Nights encourage families to explore and share their heritage and traditions. 22 high school students participated in the 2-day NCCJ Bridges prejudice reduction program which allows students to confront their own prejudicial beliefs, recognize the harmful effect of stereotypes, and develop strategies to implement learning in their school.

South Windsor Public Schools is an active participant in the CREC Minority Recruitment Consortium. Members meet regularly to discuss recruitment efforts and share ideas on how to increase the number of minority staff. South Windsor administrators also attended the CREC Minority Recruitment Fair, as well as a networking/recruitment event sponsored by CSDE in an effort to recruit minority candidates for known vacancies for the 19-20 school year.

South Windsor welcomed more than 100 Open Choice students and their families, and continued to offer transportation services in order to foster inclusion and attendance at school events. A variety of professional development opportunities were offered to teachers and administrators. Some of the workshops included topics such as Leading for Equitable Classrooms; Dismantling Systemic Racism; Transformative Pathways to Diverse Communities through Literacy; and Strategies to Advance Gender Equity. South Windsor hosted two CREC Dine and Discuss events: Facilitating Civil Discourse in the Classroom and Moving to Action for Equitable Classrooms. The high school hosted a highly successful "Introduction to the American High School" information night to support the changing demographic of families who are new to the United States. The completion of a multi-phase rollout of 1:1 devices for all secondary students helped to create a digital learning environment that allows teachers to design innovative and differentiated learning activities for students with varying needs and backgrounds.

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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 budget process involving teachers, administrators, curriculum specialists and central office staff has been used to build a budget that achieves this allocation. Budget meetings are held with representatives from each school and content area to identify the needs of students and staff. New staff and program requests and supporting rationale are discussed, and recommendations are reviewed by the superintendent and central office administrators. 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. An annual assessment of each school facility addresses particular building and technology equipment needs. Identified needs are included either in the district's budget or referred to the town's capital projects program.