

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



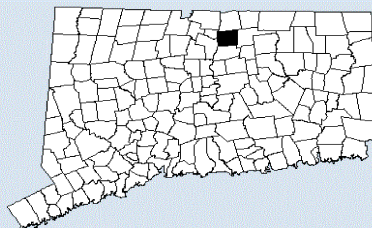
East Windsor School District

Theresa Kane, Superintendent • 860-623-3346 • <http://www.eastwindsork12.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,049
Per Pupil Expenditures ¹	\$19,235
Total Expenditures ¹	\$23,697,740

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	490	46.7	48.4
Male	559	53.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	47	4.5	5.1
Black or African American	115	11.0	12.9
Hispanic or Latino	194	18.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	644	61.4	54.8
English Learners	33	3.1	6.8
Eligible for Free or Reduced-Price Meals	470	44.8	35.9
Students with Disabilities ¹	197	18.8	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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	58	12.4	33	6.7
Male	63	11.9	64	11.3
Black or African American	*	*	28	23.5
Hispanic or Latino	32	17.3	20	10.2
White	66	10.7	43	6.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	84	19.4	65	13.7
Students with Disabilities	40	21.4	23	10.5
District	121	12.1	97	9.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 187

Number of school-based arrests: Fewer than 6

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	87.7
Paraprofessional Instructional Assistants	23.0
Special Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	57.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	6.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	52.0

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	0.7	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	135	99.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	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	11	*	7	*
Hispanic or Latino	7	*	6	*
White	44	73.3	34	72.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	83.3	23	71.9
Students with Disabilities	17	*	13	65.0
District	68	75.6	52	73.2
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	*	*
Emotional Disturbance	13	56.5
Intellectual Disability	0	0
Learning Disability	46	63.9
Other Health Impairment	17	65.4
Other Disabilities	*	*
Speech/Language Impairment	14	*
District	95	53.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	26	2.3	1.7
Emotional Disturbance	23	2.0	1.0
Intellectual Disability	6	0.5	0.5
Learning Disability	72	6.3	4.9
Other Health Impairment	26	2.3	2.9
Other Disabilities	15	1.3	1.1
Speech/Language Impairment	19	1.7	1.8
All Disabilities	187	16.4	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,238,041	11,166	9,663
Instructional Supplies and Equipment	306,538	280	321
Improvement of Instruction and Educational Media Services	518,188	473	578
Student Support Services	1,734,026	1,582	1,103
Administration and Support Services	4,064,303	3,708	1,861
Plant Operation and Maintenance	1,503,008	1,371	1,637
Transportation	1,342,835	1,057	877
Costs of Students Tuitioned Out	1,976,147	N/A	N/A
Other	14,654	13	201
Total	23,697,740	19,235	16,236

Additional Expenditures

Land, Buildings, and Debt Service	3,076,290	2,807	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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,454,224	41.3	34.6
Noncertified Personnel	1,044,222	17.6	14.6
Purchased Services	301,846	5.1	5.8
Tuition to Other Schools	1,271,059	21.4	21.8
Special Ed. Transportation	343,893	5.8	8.5
Other Expenditures	527,550	8.9	14.7
Total Expenditures	5,942,794	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	60.8	68.4
State	33.9	26.7
Federal	1.5	0.7
Tuition & Other	3.7	4.2

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).

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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
Asian	16	*	16	*	6	*
Black or African American	62	52.7	62	44.7	21	41.8
Hispanic or Latino	101	58.4	100	48.5	40	50.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	7	*
White	345	64.7	344	58.6	141	57.0
English Learners	37	56.9	36	49.0	17	*
Non-English Learners	505	62.7	504	55.7	198	55.3
Eligible for Free or Reduced-Price Meals	247	57.5	245	49.9	97	48.2
Not Eligible for Free or Reduced-Price Meals	295	66.2	295	59.6	118	59.4
Students with Disabilities	98	45.6	98	38.8	42	44.9
Students without Disabilities	444	65.9	442	58.9	173	56.6
High Needs	297	56.5	295	49.4	119	48.3
Non-High Needs	245	69.3	245	62.2	96	61.9
District	542	62.3	540	55.2	215	54.3

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	80.7	79.7	81.4	77.5	303	79.9
Curl Up	73.5	64.6	60.0	77.5	303	69.0
Push Up	39.8	60.8	47.1	62.0	303	52.1
Mile Run/PACER	81.9	70.9	60.0	66.2	303	70.3
All Tests - District	31.3	43.0	40.0	56.3	303	42.2
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	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	29	86.2
Students with Disabilities	*	*
District	78	87.2
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	92.1	35	46.1
Male	95.3	30	35.3
Black or African American	95.5	*	*
Hispanic or Latino	*	8	*
White	92.5	46	43.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.5	16	25.8
Students with Disabilities	74.4	*	*
District	93.8	65	40.4
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	76.5	*
Male	52.8	*
Black or African American	*	*
Hispanic or Latino	*	*
White	60.0	91.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.3	*
Students with Disabilities	*	*
District	64.3	94.6
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	62.3	75	41.5	50	83.0	67.1
	High Needs Students	56.5	75	37.7	50	75.3	55.9
Math Performance Index	All Students	55.2	75	36.8	50	73.6	62.2
	High Needs Students	49.4	75	32.9	50	65.9	50.5
Science Performance	All Students	54.3	75	36.2	50	72.5	55.3
	High Needs Students	48.3	75	32.2	50	64.4	45.2
ELA Academic Growth	All Students	51.4%	100%	51.4	100	51.4	55.4%
	High Needs Students	46.8%	100%	46.8	100	46.8	49.8%
Math Academic Growth	All Students	52.7%	100%	52.7	100	52.7	61.7%
	High Needs Students	51.7%	100%	51.7	100	51.7	53.7%
Chronic Absenteeism	All Students	12.1%	<=5%	35.8	50	71.5	9.9%
	High Needs Students	18.3%	<=5%	23.4	50	46.8	15.8%
Preparation for CCR	% Taking Courses	74.5%	75%	49.7	50	99.4	70.7%
	% Passing Exams	40.4%	75%	26.9	50	53.8	43.5%
On-track to High School Graduation		92.6%	94%	49.2	50	98.5	87.8%
4-year Graduation All Students (2016 Cohort)		87.2%	94%	92.7	100	92.7	87.4%
6-year Graduation - High Needs Students (2014)		94.3%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		64.3%	75%	85.7	100	85.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.6% 42.2%	75%	28.2	50	56.3	92.0% 51.6%
Arts Access		43.6%	60%	36.3	50	72.6	50.5%
Accountability Index				947.9	1350	70.2	

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	69.3	56.5	12.8	16.7	
Math Performance Index Gap	62.2	49.4	12.8	18.7	
Science Performance Index Gap	61.9	48.3	13.6	16.6	
Graduation Rate Gap	94.0%	94.3%	-0.3%	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	99.3
	High Needs Students	99.0
Math	All Students	99.1
	High Needs Students	98.7
Science	All Students	98.7
	High Needs Students	97.6

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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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East Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools