

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



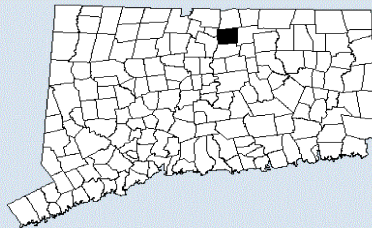
## East Windsor School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,138
Per Pupil Expenditures <sup>1</sup>	\$16,359
Total Expenditures <sup>1</sup>	\$21,823,205

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	540	47.5	48.3
Male	598	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	63	5.5	4.7
Black or African American	133	11.7	12.9
Hispanic or Latino	175	15.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	54	4.7	2.5
White	710	62.4	57.2
English Language Learners	31	2.7	6.3
Eligible for Free or Reduced-Price Meals	466	40.9	37.6
Students with Disabilities <sup>1</sup>	216	19.0	13.3

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	63	12.4	23	4.2
Male	49	8.7	70	11.7
Black or African American	15	11.0	27	19.2
Hispanic or Latino	21	12.5	16	8.9
White	68	10.2	44	6.2
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	75	16.1	53	10.8
Students with Disabilities	33	16.8	27	11.3
District	112	10.4	93	8.1
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 1**

<sup>2</sup>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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	90.0
Paraprofessional Instructional Assistants	21.0
<b>Special Education</b>	
Teachers and Instructors	17.0
Paraprofessional Instructional Assistants	37.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	39.0

<sup>1</sup>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	1	0.8	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	132	99.3	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	97.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	*
Hispanic or Latino	10	*	*	*
White	38	80.9	43	81.1
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	14	66.7	18	47.4
Students with Disabilities	*	*	8	40.0
District	51	72.9	60	68.2
State		58.4		73.8

<sup>3</sup>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<sup>4</sup>

	Count	Rate (%)
Autism	8	30.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	55	66.3
Other Health Impairment	21	72.4
Other Disabilities	*	*
Speech/Language Impairment	21	95.5
District	116	56.6
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	2.1	1.5
Emotional Disturbance	22	1.8	1.0
Intellectual Disability	13	1.0	0.5
Learning Disability	83	6.7	4.4
Other Health Impairment	30	2.4	2.6
Other Disabilities	14	1.1	1.0
Speech/Language Impairment	30	2.4	1.9
All Disabilities	218	17.5	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	8.3	8.1
Private Schools or Other Settings	13	6.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	12,183,394	10,161	9,134
Instructional Supplies and Equipment	176,000	147	334
Improvement of Instruction and Educational Media Services	411,687	343	498
Student Support Services	1,673,705	1,396	1,001
Administration and Support Services	3,141,031	2,620	1,694
Plant Operation and Maintenance	1,540,291	1,285	1,572
Transportation	1,586,095	1,164	813
Costs of Students Tuitioned Out	1,034,394	N/A	N/A
Other	76,608	64	186
<b>Total</b>	<b>21,823,205</b>	<b>16,359</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	403,804	337	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,383,808	31.5	35.1
Noncertified Personnel	741,216	16.9	14.2
Purchased Services	385,671	8.8	5.2
Tuition to Other Schools	784,676	17.9	22.0
Special Ed. Transportation	514,917	11.7	8.6
Other Expenditures	580,027	13.2	14.9
<b>Total Expenditures</b>	<b>4,390,315</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.7	64.8
State	33.3	32.2
Federal	2.2	2.2
Tuition & Other	0.8	0.8

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### 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	*	*	*	*	*	*
Black or African American	59	54.3	59	43.9	26	48.3
Hispanic or Latino	84	63.7	84	53.4	37	53.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	24	71.3	24	59.2	16	*
White	340	67.3	341	59.3	151	60.4
English Language Learners	25	65.8	25	58.4	8	*
Non-English Language Learners	503	65.8	504	56.9	230	58.7
Eligible for Free or Reduced-Price Meals	206	60.8	206	51.0	103	53.3
Not Eligible for Free or Reduced-Price Meals	322	69.0	323	60.8	135	62.3
Students with Disabilities	103	47.8	104	40.5	52	46.7
Students without Disabilities	425	70.2	425	61.0	186	61.7
High Needs	265	59.3	266	50.0	133	53.3
Non-High Needs	263	72.4	263	64.1	105	64.9
District	528	65.8	529	57.0	238	58.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.2	64.2	80.9	78.8	282	76.2
Curl Up	93.8	44.8	63.2	69.7	282	69.1
Push Up	56.8	50.7	51.5	74.2	282	58.2
Mile Run/PACER	79.0	70.1	76.5	65.2	282	73.0
All Tests - District	38.3	20.9	32.4	57.6	282	37.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	44	86.4	75.2	Yes	77.3
Students with Disabilities	*	*	.		.
District	109	89.0	84.7	Yes	85.8
State <sup>4</sup>		87.0			

<sup>1</sup>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 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	66.7	18	26.1
Male	48.3	21	23.6
Black or African American	34.8	*	*
Hispanic or Latino	45.8	8	33.3
White	62.0	26	26.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	47.5	12	20.3
Students with Disabilities	*	*	*
District	56.3	39	24.7
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	66.0	96.6
Male	60.0	95.0
Black or African American	*	*
Hispanic or Latino	*	*
White	66.3	97.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	46.7	*
Students with Disabilities	27.3	*
District	63.0	95.9
State	72.6	88.8

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### Next Generation Accountability Results

These statistics are the first 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	65.8	75	87.8	100	87.8	67.9
	High Needs Students	59.3	75	79.1	100	79.1	56.7
Math Performance Index	All Students	57.0	75	76.0	100	76.0	59.3
	High Needs Students	50.0	75	66.7	100	66.7	47.8
Science Performance Index	All Students	58.4	75	77.9	100	77.9	56.5
	High Needs Students	53.3	75	71.1	100	71.1	45.9
Chronic Absenteeism	All Students	10.4%	<=5%	39.1	50	78.2	10.6%
	High Needs Students	14.2%	<=5%	31.6	50	63.3	17.3%
Preparation for CCR	% Taking Courses	70.3%	75%	46.8	50	93.7	66.1%
	% Passing Exams	24.7%	75%	16.5	50	32.9	37.3%
On-track to High School Graduation		91.0%	94%	48.4	50	96.9	85.6%
4-year Graduation All Students (2014 Cohort)		89.0%	94%	94.7	100	94.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		81.1%	94%	86.3	100	86.3	77.6%
Postsecondary Entrance (Class of 2014)		63.0%	75%	84.0	100	84.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.9%   37.2%	75%	24.8	50	49.6	87.6%   51.0%
Arts Access		45.5%	60%	37.9	50	75.8	45.7%
<b>Accountability Index</b>				<b>968.6</b>	<b>1250</b>	<b>77.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.4	59.3	13.1	17.3	
Math Performance Index Gap	64.1	50.0	14.1	19.6	
Science Performance Index Gap	64.9	53.3	11.6	17.2	
Graduation Rate Gap	94.0%	81.1%	12.9%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	99.5
	High Needs Students	99.3
Math	All Students	99.6
	High Needs Students	99.7
Science	All Students	98.8
	High Needs Students	97.8

#### 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: 41.6      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The East Windsor Public School District is comprised of three schools each of whom has an active School Governance Council. The Councils are comprised of parents, staff, and administration that collaborate to shape the school improvement plan. Each plan aligns with the goals of the District Strategic Plan established by the Board of Education. These goals focus on improvement of academic achievement, provision of supports for the social and emotional well-being of our students, provision of interventions, family engagement, use of data, and the establishment of the CCSS curriculum.

A significant effort has been made to establish a full continuum of services for students that range from general education tiered interventions to special education services. A Service Team process is utilized to discuss student needs and appropriate tiered interventions. The Service Team model allows teachers to work in collaboration to solve students' challenges, impacting academic performance. In addition, special education teachers work with their general education colleagues in the Professional Learning Community (PLC) process. They engage in professional development centered on effective reading strategies and strategies for working with diverse learners in a general education setting.

Review of data is ongoing. A structured, formal SRBI format includes biweekly progress monitoring for all students not at grade level. The academic and behavioral data sets for special education students are analyzed and used to drive instructional decision-making and to inform present levels of performance.

Safe School Climate committees are in place at all three schools, working to develop consistent behavioral expectations within and among the buildings. They provide Safe School Climate units to teach students with and without disabilities about social emotional competencies such as self-awareness, self-advocacy, self-management and pro-social skills.

District Social Workers have been instrumental in working with families and increasing communication between the school and families. They provide embedded professional development to staff and administration regarding this relationship. A survey is sent out to parents at the start and end of the academic year to gauge the parents' perception of the culture within the district and the services rendered. The findings are shared with each School Governance Council and used to shape the school improvement plan.

Pro-active truancy prevention measures have been established. Administration working with the Nurse Leader and Social Worker track student absences and offer support to students and their families who demonstrate chronic absenteeism. Home visits are conducted to assist families, to problem solve barriers to attendance and high school completion, and to help families access a variety of services.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Currently, 52 students attend this district as part of the Open Choice program. Over the past four years, over 4% of the district student population was comprised of Open Choice students. During that same time frame, the number of students attending magnet schools has increased from 109 to 149 to 164. Presently, 154 students attend magnet schools.

In order to support the attendance of Open Choice students and their families at evening events, additional transportation is made available for Open House, parent-teacher conferences and school performances.

Safe School Climate committees are active in each of the schools. The goal of each of the committees is to create a consistent, safe, compassionate school environment that includes high academic expectations for all students while supporting their social and emotional growth.

East Windsor High School has established a Unity Team in conjunction with CREC. Students meet to create activities to promote awareness of diversity of individuals and cultures. At East Windsor Middle School, Safe School Mentors coordinate skits, videos, and assemblies promoting the social emotional learning tenets of the school; Be Respectful, Be Consistent, Be Positive, and Be Accountable. At Broad Brook Elementary School, Safe School Ambassadors are selected from the third grade. Recognized as potential leaders, they help with morning announcements, assist teachers during dismissal procedures and help with social emotional learning activities within the school.

In addition, the staff engage in professional development activities regarding dignity and respect for all. Broad Brook Elementary teachers are trained in Responsive Classroom, an approach to education that supports high achievement and social emotional competence.

# District Profile and Performance Report for School Year 2014-15

## East Windsor School District

### **Equitable Allocation of Resources among District Schools**

East Windsor Public School District utilizes a site based management approach. Each principal has the authority to spend the school allocation. The principal works with the school's Instructional Leadership Team comprised of school administration and teachers and the School Governance Council to decide the budget priorities. The budget priorities are brought forth to the Administrative Team comprised of all administrators in the district. Collectively, decisions are made regarding the priority of the needs within the district and the allocation of resources based on the availability of local, state and federal funds.