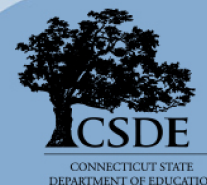


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



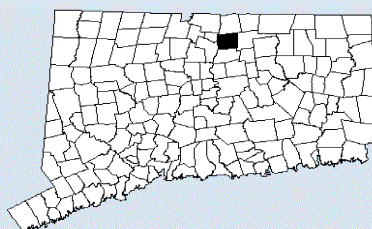
East Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,050
Per Pupil Expenditures ¹	\$21,235
Total Expenditures ¹	\$25,332,986

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	505	48.1	48.4
Male	545	51.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	129	12.3	12.7
Hispanic or Latino of any race	239	22.8	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	67	6.4	4.0
White	547	52.1	49.9
English Learners	79	7.5	8.3
Eligible for Free or Reduced-Price Meals	497	47.3	42.7
Students with Disabilities ³	224	21.3	16.3

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	160	33.7	13	2.5
Male	214	41.6	26	4.6
Black or African American	68	53.1	8	5.8
Hispanic or Latino of any race	121	53.1	7	2.8
White	153	29.1	19	3.4
English Learners	30	42.9	*	*
Eligible for Free or Reduced-Price Meals	242	51.7	21	4.1
Students with Disabilities	114	51.8	12	4.7
District	374	37.8	39	3.6
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 109

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays 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 2020-21

East Windsor School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	77.8
Paraprofessional Instructional Assistants	26.0
Special Education	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	56.0
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	7.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	51.5

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.8	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	0	0.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	123	99.2	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.4	7.3

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	11	*	*	*
Hispanic or Latino of any race	10	*	8	*
White	37	90.2	41	85.4
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	30	81.1	29	85.3
Students with Disabilities	10	*	20	76.9
District	63	85.1	57	81.4
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	16	42.1
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	52	61.2
Other Health Impairment	24	60.0
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	114	54.0
State		67.9

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

District Profile and Performance Report for School Year 2020-21

East Windsor School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	3.6	2.1
Emotional Disturbance	18	1.6	1.1
Intellectual Disability	10	0.9	0.5
Learning Disability	85	7.5	5.8
Other Health Impairment	41	3.6	3.3
Other Disabilities	16	1.4	1.2
Speech/Language Impairment	11	1.0	1.9
All Disabilities	222	19.6	15.9

¹ This 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	5.9	8.3
Private Schools or Other Settings	8	3.6	4.8

² This 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$15,421,749	\$12,927	\$11,205
Support services - students	\$2,087,751	\$1,957	\$1,346
Support services - instruction	\$553,776	\$519	\$698
Support services - general administration	\$783,051	\$734	\$464
Support services - school based administration	\$1,552,239	\$1,455	\$1,037
Central and other support services	\$1,133,591	\$1,062	\$691
Operation and maintenance of plant	\$836,783	\$784	\$1,692
Student transportation services	\$1,487,564	\$1,471	\$1,159
Food services	\$305,000	\$286	\$21
Enterprise operations	\$1,171,482	\$1,098	\$151
Total	\$25,332,986	\$21,235	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,920,328	38.3	29.6
Instructional Aide Salaries	\$1,428,418	18.7	11.1
Other Salaries	\$236,792	3.1	9.5
Employee Benefits	\$609,172	8.0	13.5
Purchased Services Other Than Transportation	\$95,187	1.2	5.4
Special Education Tuition	\$1,671,156	21.9	22.5
Supplies	\$27,516	0.4	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	\$630,862	8.3	7.2
Equipment	\$12,135	0.2	0.2
All Other Expenditures	\$1,928	0.0	0.1
Total	\$7,633,494	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.1	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	70.0
State	26.3
Federal	0.0
Tuition & Other	3.7

⁴ Revenue 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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

East Windsor School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	12	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	71.0
Students with Disabilities	12	*
District	73	84.9
State		88.8

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.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.5	15	23.8
Male	79.0	17	21.0
Black or African American	81.0	*	*
Hispanic or Latino	70.8	*	*
White	82.0	24	27.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	71.8	8	11.3
Students with Disabilities	46.3	*	*
District	80.6	32	22.2
State	85.0		36.0

³ 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

⁴ 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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2021 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2021

* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	76.0	*
Male	46.5	73.9
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	64.0	81.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	30.8	*
Students with Disabilities	*	*
District	57.4	82.9
State	67.4	84.9

³ 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.

⁴ 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 2020-21

East Windsor School District

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	37.8%	<=5%	19.0%
	High Needs Students	50.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	83.3%	75%	80.6%
	% Passing Exams	22.2%	75%	36.0%
On-track to High School Graduation		62.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		84.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.7%	94%	85.2%
Postsecondary Entrance (Class of 2020)		57.3%	75%	67.4%
Arts Access		27.8%	60%	50.7%

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
Graduation Rate Gap	94.0%	90.7%	3.3%	9.8%	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.

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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

East Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The East Windsor Public Schools continually reviews student needs, post-secondary goals and performance to inform program development and improvement. Performance data is reviewed multiple times per year through formal data review procedures to monitor the academic gains for our students with disabilities. Parent participation is actively sought for PPT meetings and the East Windsor schools continued to hold virtual PPT meetings throughout the COVID 19 pandemic.

Approximately 40 staff have been trained in the Parent Home Visitation program and staff communicate with families regarding student needs through a variety of methods, including phone, virtual meetings and outdoor home visits.

Communication with families continued throughout the pandemic from teachers, specialists and school administrators, as well as through weekly communications from the Superintendent's office. Resources were posted on the district website and staff from the IT department was available to assist parents with access to online resources. All students from PK - grade 12 were provided a district owned laptop if needed during remote instruction.

The East Windsor Public School Strategic Plan is currently being revised with the input from community members.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Windsor Public Schools participates in the Open Choice program and increases open seats consistently with over 80 seats currently declared. Staff from the district has developed and maintains a highly collaborative relationship with representatives through the Choice program to support our students and families.

Each month, a social emotional learning curriculum is utilized to provide lessons for students including the topics of social awareness, self awareness, decision making , self management and relationship skills. All of the SEL topics include lessons and discussion regarding equity, discrimination and self reflection. These lessons are delivered as part of a comprehensive safe school climate curriculum, also including Restorative Circles and the Restorative Practice philosophy.

The Board of Education and administrative team have received professional learning regarding equity. Staff will continue to receive professional learning in the same areas. Work through the Restorative Practice philosophy continues to focus on ensuring students have access to resources needed to meet social and academic goals.

District Profile and Performance Report for School Year 2020-21

East Windsor School District

Equitable Allocation of Resources among District Schools

Administrators provide a building based budget driven by student programming and staff needs. The district utilizes both local and grant funds to provide appropriate curriculum, instructional and building based needs. Programs at all grade levels are reviewed annually and the administrative team works collaboratively to ensure all buildings maintain programs at a similar level. Title I funds are allocated based on requirements outlined in the consolidated grant application.