

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



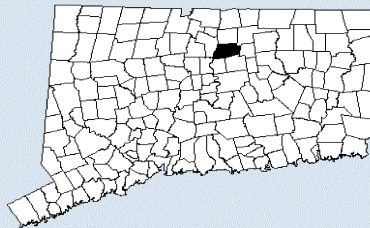
South Windsor School District

Ms. Kathleen Carter, Superintendent • 860-291-1205 • <http://www.swindsor.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	4,216
Per Pupil Expenditures ¹	\$16,061
Total Expenditures ¹	\$72,064,380

¹Expenditure 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	2,039	48.4	48.3
Male	2,177	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	620	14.7	4.7
Black or African American	261	6.2	12.9
Hispanic or Latino	315	7.5	22.1
Pacific Islander	*	*	0.0
Two or More Races	151	3.6	2.5
White	2,855	67.7	57.2
English Language Learners	157	3.7	6.3
Eligible for Free or Reduced-Price Meals	570	13.5	37.6
Students with Disabilities ¹	554	13.1	13.3

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	68	3.4	33	1.5
Male	85	4.0	98	4.4
Black or African American	28	10.7	22	8.2
Hispanic or Latino	12	3.9	16	5.0
White	79	2.8	83	2.9
English Language Learners	13	11.6	*	*
Eligible for Free or Reduced-Price Meals	52	9.7	52	8.6
Students with Disabilities	58	11.0	37	5.9
District	153	3.7	131	3.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 11

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	297.0
Paraprofessional Instructional Assistants	14.3
Special Education	
Teachers and Instructors	46.5
Paraprofessional Instructional Assistants	116.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	21.1
Library/Media	
Specialists (Certified)	2.0
Support Staff	8.0
Instructional Specialists Who Support Teachers	13.8
Counselors, Social Workers and School Psychologists	22.6
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	189.1

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	6	1.4	1.0
Black or African American	4	1.0	3.5
Hispanic or Latino	5	1.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	401	96.4	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core 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	8.6	9.2

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	10	*	15	62.5
Hispanic or Latino	13	59.1	20	80.0
White	132	54.8	201	74.7
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	41.4	18	69.2
Students with Disabilities	10	33.3	25	50.0
District	185	57.8	269	74.9
State		58.4		73.8

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	53	63.9
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	140	90.9
Other Health Impairment	132	84.6
Other Disabilities	15	37.5
Speech/Language Impairment	54	90.0
District	402	77.3
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	90	2.1	1.5
Emotional Disturbance	13	0.3	1.0
Intellectual Disability	14	0.3	0.5
Learning Disability	154	3.5	4.4
Other Health Impairment	158	3.6	2.6
Other Disabilities	55	1.3	1.0
Speech/Language Impairment	63	1.4	1.9
All Disabilities	547	12.6	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	39	7.1	8.1
Private Schools or Other Settings	37	6.8	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	38,705,597	9,129	9,134
Instructional Supplies and Equipment	2,179,527	514	334
Improvement of Instruction and Educational Media Services	2,728,053	643	498
Student Support Services	5,076,484	1,197	1,001
Administration and Support Services	6,972,422	1,644	1,694
Plant Operation and Maintenance	6,760,820	1,595	1,572
Transportation	3,352,111	762	813
Costs of Students Tuitioned Out	4,498,176	N/A	N/A
Other	1,791,190	422	186
Total	72,064,380	16,061	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,157,624	273	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,677,229	25.7	35.1
Noncertified Personnel	2,677,158	18.7	14.2
Purchased Services	137,582	1.0	5.2
Tuition to Other Schools	4,348,105	30.4	22.0
Special Ed. Transportation	1,392,299	9.7	8.6
Other Expenditures	2,078,325	14.5	14.9
Total Expenditures	14,310,698	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.8	76.5
State	21.0	21.3
Federal	1.5	1.5
Tuition & Other	0.6	0.6

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	*	*	*	*	*	*
Asian	289	84.7	289	82.4	102	71.9
Black or African American	136	62.8	135	56.7	53	56.7
Hispanic or Latino	149	65.8	149	59.0	81	57.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	71	79.4	71	73.9	32	64.6
White	1365	76.5	1362	70.8	688	66.0
English Language Learners	78	68.1	78	65.0	20	48.4
Non-English Language Learners	1941	76.4	1937	71.0	943	65.7
Eligible for Free or Reduced-Price Meals	276	64.6	275	58.4	115	57.5
Not Eligible for Free or Reduced-Price Meals	1743	77.9	1740	72.8	848	66.3
Students with Disabilities	310	57.7	308	52.6	147	48.2
Students without Disabilities	1709	79.4	1707	74.1	816	68.4
High Needs	559	63.5	557	58.3	253	52.9
Non-High Needs	1460	80.9	1458	75.6	710	69.7
District	2019	76.1	2015	70.8	963	65.3

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	84.0	58.0	77.1	82.2	1,217	75.3
Curl Up	89.1	93.8	87.3	89.5	1,217	89.9
Push Up	72.0	75.1	83.2	85.5	1,217	79.0
Mile Run/PACER	68.3	95.1	77.1	71.7	1,217	78.1
All Tests - District	46.8	50.8	55.9	55.9	1,217	52.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	91.3	No	91.6
Hispanic or Latino	20	90.0	74.5	Yes	76.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	31	87.1	70.7	Yes	73.3
Students with Disabilities	56	71.4	77.7	No	79.5
District	348	93.7	91.6	Yes	91.8
State ⁴		87.0			

¹The 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](#).

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

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.8	182	54.2
Male	78.4	186	54.2
Black or African American	60.5	*	*
Hispanic or Latino	66.0	17	36.2
White	80.2	275	53.9
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	58.2	17	30.9
Students with Disabilities	26.9	*	*
District	80.1	368	54.2
State	67.2		37.3

⁵College 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

⁶Participation 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	86.4	94.7
Male	85.9	91.3
Black or African American	*	*
Hispanic or Latino	*	85.0
White	86.8	94.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	71.1	92.6
Students with Disabilities	65.3	90.5
District	86.1	93.0
State	72.6	88.8

⁷College 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.

⁸College 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

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	76.1	75	100.0	100	100.0	67.9
	High Needs Students	63.5	75	84.7	100	84.7	56.7
Math Performance Index	All Students	70.8	75	94.4	100	94.4	59.3
	High Needs Students	58.3	75	77.7	100	77.7	47.8
Science Performance Index	All Students	65.3	75	87.1	100	87.1	56.5
	High Needs Students	52.9	75	70.5	100	70.5	45.9
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	9.1%	<=5%	41.7	50	83.5	17.3%
Preparation for CCR	% Taking Courses	66.4%	75%	44.3	50	88.6	66.1%
	% Passing Exams	54.2%	75%	36.1	50	72.3	37.3%
On-track to High School Graduation		95.7%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.7%	94%	99.7	100	99.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		89.0%	94%	94.7	100	94.7	77.6%
Postsecondary Entrance (Class of 2014)		85.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 52.4%	75%	34.9	50	69.9	87.6% 51.0%
Arts Access		53.3%	60%	44.4	50	88.8	45.7%
Accountability Index				1110.3	1250	88.8	

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	63.5	11.5	17.3	
Math Performance Index Gap	75.0	58.3	16.7	19.6	
Science Performance Index Gap	69.7	52.9	16.8	17.2	
Graduation Rate Gap	94.0%	89.0%	5.0%	15.2%	N

¹If 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.

²If 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	91.6
	High Needs Students	94.0
Math	All Students	91.4
	High Needs Students	93.7
Science	All Students	99.8
	High Needs Students	99.2

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: 53.2 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

District improvement plans and parent and community outreach activities continue to be priorities for South Windsor. The following information outlines some of the key initiatives of the 2014-2015 school year. Special education programming for students was enhanced by a new Autism Task Force (ATF) at each school. The ATF worked with the district BCBA on improving understanding, awareness and services for students with autism. The district has focused on truancy prevention, reviewing the impact that poor attendance has on students' long-term academic and emotional success. An attendance review committee has created a draft Attendance Improvement and Intervention Manual to be implemented in 2015-2016. Schools will review their Average Daily Attendance rates against Chronic Absenteeism rates and provide interventions and supports to students and families. South Windsor continues to focus on increasing parent engagement in student learning. Elementary schools held Family Math Nights to teach parents about Common Core State Standards and how children are learning math with the different instructional practices utilized by the teachers today. Middle school teachers collectively read "Building Bridges Between Home and School" to identify strategies that can be utilized to work in partnership with parents. Teachers and guidance counselors use Naviance to facilitate conversations and deliver information to parents of students in grades 6 – 12. Transition meetings are held with parents of students entering 6th and 9th grades. Curriculum leaders present course sequencing and pathways during an informational night at the high school for incoming 9th graders and parents, and the high school principal provides information on graduation requirements. The high school also offers informational sessions regarding post-secondary planning, AP/ECE credit opportunities and financial aid for college. In March 2015, a survey was sent to all parents to gauge satisfaction with their experiences in our school district. While responses were positive, all school principals continue to set parent feedback goals for their building, which are supported by the teachers. The survey will be re-administered in the spring of 2016 to measure growth in targeted areas. South Windsor is fortunate to have high levels of volunteerism, as well as active PTOs. Parents conduct fundraising activities, plan community events and support a multitude of school activities, including the 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. Both parents and students had opportunities throughout the year to learn about internet safety and bullying prevention through programs that were held during the school day as well as offered in the evening.

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. During the 2014-15 school year we welcomed 131 returning and new Open Choice students to our schools. In addition, 250 students from South Windsor attended forty-three different magnet schools. All schools have embraced "Tribes," a process that transforms the school environment to an inclusive and caring culture. All schools participated in Unity Day assemblies to bring awareness to bullying prevention. At South Windsor High School many clubs such as Japanese Culture Club, Interact, Spanish Club, Unified Sports and Theater, Gay Straight Alliance and Model UN are available for students wishing to explore diversity. The Common Ground program invites students to interact with students from surrounding schools with more diverse populations. At Timothy Edwards School 45 students participated in a "Kids Speak" forum sponsored by CHRO where students came together to discuss topics related to civil and human rights. An assembly for sixth and seventh grade students was presented by the Anti-Defamation League, designed to support an inclusive and respectful school environment. At Orchard Hill School the Cultural Committee met monthly to discuss ways to recognize and celebrate their diverse community and held a Cultural Diversity night in January. At Philip R. Smith School students celebrate holidays and traditions throughout the year by inviting family members to share about their traditions. Pleasant Valley School is committed to higher order thinking, developing awareness and appreciation of other cultures through the arts. The school integrates cultural sensitivity and social learning in morning meetings and throughout the day. At Wapping School the Positive School Climate Committee sponsored assemblies throughout the year to celebrate students and staff. The school participated in a variety of service learning projects and community outreach. At Eli Terry School planned activities and assemblies are held to promote diversity and foster an appreciation for other cultures.

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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 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.