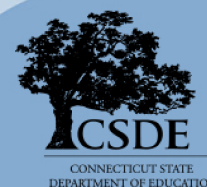


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



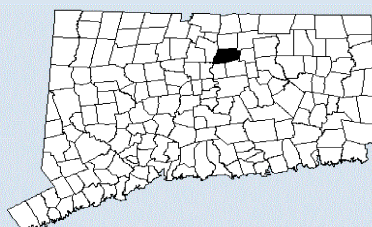
South Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,558
Per Pupil Expenditures ¹	\$16,601
Total Expenditures ¹	\$78,691,058

¹ Expenditure data reflect the 2019-20 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 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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,352	51.6	51.5
American Indian or Alaska Native	*	*	0.3
Asian	1,234	27.1	5.2
Black or African American	275	6.0	12.7
Hispanic or Latino of any race	440	9.7	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	231	5.1	4.0
White	2,371	52.0	49.9
English Learners	323	7.1	8.3
Eligible for Free or Reduced-Price Meals	814	17.9	42.7
Students with Disabilities ³	617	13.5	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	79	3.6	17	0.7
Male	81	3.5	43	1.8
Black or African American	37	13.5	11	3.8
Hispanic or Latino of any race	31	7.2	7	1.5
White	72	3.1	34	1.4
English Learners	11	3.4	*	*
Eligible for Free or Reduced-Price Meals	95	12.3	23	2.5
Students with Disabilities	75	12.6	27	3.7
District	160	3.5	60	1.3
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 82

Number of school-based arrests: Fewer than 6

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

South Windsor School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	328.7
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	49.1
Paraprofessional Instructional Assistants	115.0
Administrators, Coordinators and Department Chairs	
District Central Office	13.9
School Level	15.5
Library/Media	
Specialists (Certified)	6.0
Support Staff	1.5
Instructional Specialists Who Support Teachers	14.6
Counselors, Social Workers and School Psychologists	25.0
School Nurses	11.3
Other Staff Providing Non-Instructional Services/Support	168.9

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	13	2.8	1.3
Black or African American	6	1.3	4.1
Hispanic or Latino of any race	12	2.6	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	425	93.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.6	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	17	68.0	20	90.9
Hispanic or Latino of any race	21	75.0	27	87.1
White	143	78.1	194	94.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	64.2	54	90.0
Students with Disabilities	31	63.3	49	73.1
District	246	80.1	315	94.0
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	61	63.5
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	166	93.8
Other Health Impairment	100	87.0
Other Disabilities	19	38.8
Speech/Language Impairment	63	94.0
District	429	78.6
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

South Windsor School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	99	2.1	2.1
Emotional Disturbance	32	0.7	1.1
Intellectual Disability	10	0.2	0.5
Learning Disability	177	3.8	5.8
Other Health Impairment	117	2.5	3.3
Other Disabilities	72	1.6	1.2
Speech/Language Impairment	76	1.6	1.9
All Disabilities	583	12.6	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	23	3.9	8.3
Private Schools or Other Settings	20	3.4	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	\$49,152,916	\$10,370	\$11,205
Support services - students	\$6,875,336	\$1,515	\$1,346
Support services - instruction	\$1,779,821	\$392	\$698
Support services - general administration	\$1,538,086	\$339	\$464
Support services - school based administration	\$5,351,947	\$1,180	\$1,037
Central and other support services	\$2,937,882	\$648	\$691
Operation and maintenance of plant	\$7,440,348	\$1,640	\$1,692
Student transportation services	\$3,475,817	\$802	\$1,159
Food services	\$138,905	\$31	\$21
Enterprise operations	.	.	\$151
Total	\$78,691,058	\$16,601	\$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	\$5,240,861	29.1	29.6
Instructional Aide Salaries	\$3,007,296	16.7	11.1
Other Salaries	\$1,313,958	7.3	9.5
Employee Benefits	\$2,637,107	14.7	13.5
Purchased Services Other Than Transportation	\$1,263,189	7.0	5.4
Special Education Tuition	\$2,839,675	15.8	22.5
Supplies	\$94,038	0.5	0.5
Property Services	\$97,905	0.5	0.3
Purchased Services For Transportation	\$1,399,373	7.8	7.2
Equipment	\$81,223	0.5	0.2
All Other Expenditures	\$6,793	0.0	0.1
Total	\$17,981,419	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.9	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	80.2
State	17.5
Federal	1.2
Tuition & Other	1.0

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

South 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

South Windsor School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	21	95.2
Hispanic or Latino of any race	31	87.1
English Learners	6	*
Eligible for Free or Reduced-Price Meals	80	90.0
Students with Disabilities	57	82.5
District	334	95.8
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	95.0	171	57.2
Male	93.0	184	53.6
Black or African American	87.2	*	*
Hispanic or Latino	84.7	13	22.0
White	95.1	206	53.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	87.6	31	27.4
Students with Disabilities	77.6	10	8.6
District	93.9	355	55.3
State	85.0		36.0

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.

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

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	87.5	94.3
Male	75.6	90.3
Black or African American	66.7	*
Hispanic or Latino of any race	78.6	72.7
White	79.9	95.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.8	77.3
Students with Disabilities	62.7	83.3
District	81.7	92.0
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

South 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	3.5%	<=5%	19.0%
	High Needs Students	9.2%	<=5%	30.2%
Preparation for CCR	% Taking Courses	87.4%	75%	80.6%
	% Passing Exams	55.3%	75%	36.0%
On-track to High School Graduation		97.5%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		95.8%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		94.8%	94%	85.2%
Postsecondary Entrance (Class of 2020)		81.7%	75%	67.4%
Arts Access		66.3%	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%	94.8%	-0.8%	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

South Windsor School District

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 expand our SRBI practices to a multi-tiered student support system which builds on academic interventions with behavioral, attendance and emotional supports and interventions. South Windsor continues to partner with Effective School Solutions to provide district-level support to students with significant mental health needs, allowing them to maximize success in the least restrictive environment. 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. This year two informational math nights were held for families with students transitioning to the high school and the middle school to explain the math pathways available to students in the South Windsor Public Schools. Over 100 families attended these sessions to learn how they could partner with their child's school.

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.

Family 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. The district's Family Advisory Group for Teaching and Learning continued to provide feedback on issues regarding curriculum materials and other school topics including remote learning.

The COVID-19 pandemic presented unique challenges for communicating with families to support at-home distance learning. Regular communications were sent by the superintendent and principals to assist parents in navigating the complexities of distance learning. A dedicated web page was created to provide streamlined instructional resources for students at all levels. Social-emotional, mental health and COVID resources were also identified and communicated.

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. We continued our long-standing partnership with CREC and welcomed more than 100 Open Choice students and their families to South Windsor. Transportation services are offered to families in order to foster inclusion and attendance at school events.

There continues to be a focus on building capacity on cultural competence as well as mindfulness and wellness. Teams of teachers and administrators attended equity workshops sponsored by CREC, including a session on "How to be an Anti-Racist Leader." South Windsor High School partnered with NCCJ to provide staff with training on equity and bias. Under the direction of our newly hired Director of Equity and Inclusion, a district Equity Council was formed and each school participated in equity professional development rooted in empathy and developing their "why" as a foundation for providing inclusive and equitable school experiences for students and families.

South Windsor Public Schools continues to expand efforts to recruit and retain a racially, ethnically and linguistically diverse staff. We continue as an active participant in the CREC Educator Racial Diversity Consortium, where members meet regularly to discuss recruitment efforts and share ideas on how to increase the diversity of staff. The district's entire administrative team participated in professional development focused on the impact of implicit bias in the hiring process, and offered the training to teachers who participate on interview committees. The district also explored various Alternative Route to Certification programs, and ultimately partnered with the Relay program by supporting a non-certified employee in the program for the 21-22 school year. South Windsor administrators attended a variety of other networking/recruitment events to recruit diverse candidates for known vacancies for the 21-22 school year. A team of teachers and administrators partnered with the CSDE to continue developing the district's plan to diversify our educator workforce.

District Profile and Performance Report for School Year 2020-21

South Windsor School District

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 are discussed, and recommendations are reviewed by the superintendent and central office administrators. A continuous cycle of curriculum review ensures that all content areas have up-to-date materials that reflect appropriate standards and practices. District enrollment figures are closely monitored to ensure that school staffing and resources are appropriately distributed. An annual assessment of each school facility addresses particular building and technology needs; identified needs are included in the district's budget or referred to the town's capital projects program. During the COVID-19 pandemic, the district ensured that all students had access to electronic devices and technical support.