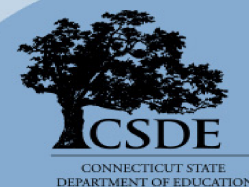


# Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23



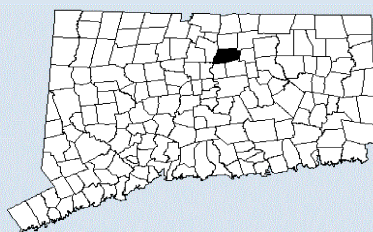
### South Windsor School District

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

#### District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	4,877
Per Pupil Expenditures <sup>1</sup>	\$16,601
Total Expenditures <sup>1</sup>	\$82,857,479

<sup>1</sup> Expenditure data reflect the 2021-22 school year.



#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

#### Contents

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

#### Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

#### Students

##### October 1, 2022 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,495	51.2	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	1,501	30.8	5.2
Black or African American	291	6.0	12.5
Hispanic or Latino of any race	513	10.5	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	236	4.8	4.5
White	2,330	47.8	47.5
English Learners/Multilingual Learners	428	8.8	9.7
Eligible for Free or Reduced-Price Meals	825	16.9	42.4
Students with Disabilities <sup>3</sup>	646	13.2	17.1

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	257	10.9	27	1.1
Male	*	*	59	2.3
Non-Binary	*	*	0	*
Black or African American	43	15.2	20	6.6
Hispanic or Latino of any race	93	18.2	12	2.2
White	202	8.9	38	1.6
English Learners/Multilingual Learners	75	17.2	*	*
Eligible for Free or Reduced-Price Meals	186	22.9	37	4.1
Students with Disabilities	118	19.5	36	4.9
District	501	10.4	86	1.7
State		20.0		7

**Number of students qualified as truant under state statute: 437**

**Number of school-based arrests: 0**

<sup>4</sup> 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.

<sup>5</sup> 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 2022-23

## South Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	347.1
Paraprofessional Instructional Assistants	9.0
<b>Special Education</b>	
Teachers and Instructors	52.1
Paraprofessional Instructional Assistants	108.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	14.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	16.6
Counselors, Social Workers and School Psychologists	27.0
School Nurses	14.9
Other Staff Providing Non-Instructional Services/Support	190.5

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	18	3.7	1.3
Black or African American	14	2.9	4.6
Hispanic or Latino of any race	19	3.9	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.2
White	432	89.3	88.7

#### Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	13.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	26	100.0
Hispanic or Latino of any race	23	76.7	30	96.8
White	184	93.4	193	99.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	90.0	56	98.2
Students with Disabilities	38	90.5	55	96.5
District	293	92.4	345	99.1
State		86.5		94.2

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	68	61.8
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	160	89.9
Other Health Impairment	116	89.9
Other Disabilities	25	46.3
Speech/Language Impairment	60	95.2
District	450	78.1
State		68.6

<sup>3</sup> 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 2022-23

## South Windsor School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	114	2.3	2.4
Emotional Disability	32	0.7	1.0
Intellectual Disability	10	0.2	0.6
Learning Disability	178	3.6	6.3
Other Health Impairment	129	2.6	3.4
Other Disabilities	75	1.5	1.1
Speech/Language Impairment	75	1.5	1.9
All Disabilities	613	12.5	16.7

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	2.9	8.1
Private Schools or Other Settings	24	3.9	4.7

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$52,614,260	\$10,542	\$12,671
Support services - students	\$7,452,471	\$1,568	\$1,558
Support services - instruction	\$1,940,613	\$408	\$837
Support services - general administration	\$1,585,906	\$334	\$463
Support services - school based administration	\$5,874,909	\$1,236	\$1,133
Central and other support services	\$3,033,855	\$638	\$716
Operation and maintenance of plant	\$6,800,741	\$1,431	\$1,893
Student transportation services	\$3,554,723	\$914	\$1,464
Food services	.	.	\$5
Enterprise operations	.	.	\$186
Total	\$82,857,479	\$16,601	\$20,165

<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: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,013,227	31.5	29.0
Instructional Aide Salaries	\$2,995,535	15.7	10.6
Other Salaries	\$1,466,037	7.7	10.1
Employee Benefits	\$2,127,070	11.2	13.1
Purchased Services Other Than Transportation	\$1,568,356	8.2	5.9
Special Education Tuition	\$3,228,804	16.9	21.8
Supplies	\$109,566	0.6	0.7
Property Services	\$43,022	0.2	0.4
Purchased Services For Transportation	\$1,480,420	7.8	8.1
Equipment	\$34,395	0.2	0.2
All Other Expenditures	\$3,767	0.0	0.1
Total	\$19,070,199	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.9

### Expenditures by Revenue Source<sup>4</sup>: 2021-22

	Percent of Total (%) Excluding School Construction
Local	80.2
State	16.7
Federal	2.1
Tuition & Other	1.0

<sup>4</sup> 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 2022-23

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	826	83.1	821	86.2	314	83.6
Black or African American	141	61.1	141	54.7	59	54.0
Hispanic or Latino of any race	263	63.9	259	59.3	107	59.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	128	71.0	128	69.4	46	70.5
White	1,230	73.7	1,223	71.5	548	75.3
English Learners/Multilingual Learners	355	72.1	351	74.1	121	70.9
Non-English Learners/Non-Multilingual Learners	2,236	75.3	2,224	73.9	955	75.3
Eligible for Free or Reduced-Price Meals	426	60.8	423	57.1	175	60.2
Not Eligible for Free or Reduced-Price Meals	2,165	77.7	2,152	77.2	901	77.6
Students with Disabilities	309	48.0	303	44.6	135	49.5
Students without Disabilities	2,282	78.5	2,272	77.8	941	78.4
High Needs	883	63.3	873	61.8	350	62.4
Non-High Needs	1,708	80.9	1,702	80.1	726	80.7
District	2,591	74.9	2,575	73.9	1,076	74.8

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	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 performance on NAEP by student group, at

[https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.1	78.7	82.8	83.3	1,447	84.2
Curl Up	91.6	93.4	92.6	96.2	1,447	93.3
Push Up	74.9	86.7	84.3	89.1	1,440	83.3
Mile Run/PACER	74.4	91.4	80.1	59.7	1,433	77.1
All Tests - District	55.1	65.9	61.1	49.2	1,417	58.2
All Tests - State	51.5	46.0	44.1	41.1		45.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2022-23

## South Windsor School District

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

	2021-22	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	24	95.8
Hispanic or Latino of any race	31	96.8
White	184	95.7
English Learners/Multilingual Learners	6	*
Eligible for Free or Reduced-Price Meals	81	93.8
Students with Disabilities	54	83.3
District	311	96.8
State		88.9

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	96.8	217	63.6
Non-Binary	*	*	*
Black or African American	97.4	*	*
Hispanic or Latino	93.4	22	36.1
White	97.2	241	61.5
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	97.2	43	40.2
Students with Disabilities	85.9	17	17.2
District	97.4	432	65.0
State	95.2		44.3

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</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 percentage.

Sources:

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

Copyright © 2023 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2023 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2023

### College Entrance and Persistence

	Class of 2022	Class of 2021
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	86.4	95.8
Male	76.7	90.4
Non-Binary	N/A	N/A
Black or African American	79.2	*
Hispanic or Latino of any race	53.3	*
White	81.5	90.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	64.2	87.0
Students with Disabilities	45.8	75.0
District	81.3	93.1
State	66.1	87.7

<sup>5</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>6</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 2022-23

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.9	75	49.9	50	99.8	63.9
	High Needs Students	63.3	75	42.2	50	84.4	54.1
Math Performance Index	All Students	73.9	75	49.3	50	98.5	59.7
	High Needs Students	61.8	75	41.2	50	82.4	48.9
Science Performance Index	All Students	74.8	75	49.9	50	99.7	61.6
	High Needs Students	62.4	75	41.6	50	83.2	51.1
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	57.2%
	High Needs Students	48.7%	100%	48.7	100	48.7	52.5%
Math Academic Growth	All Students	69.6%	100%	69.6	100	69.6	61.8%
	High Needs Students	56.8%	100%	56.8	100	56.8	55.5%
Progress Toward English Proficiency	Literacy	69.7%	100%	34.8	50	69.7	55.3%
	Oral	68.4%	100%	34.2	50	68.4	56.1%
Chronic Absenteeism	All Students	10.4%	<=5%	39.2	50	78.4	20.0%
	High Needs Students	19.3%	<=5%	21.4	50	42.8	28.5%
Preparation for CCR	% Taking Courses	95.9%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	65.0%	75%	43.3	50	86.6	44.3%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	82.4%
4-year Graduation All Students (2022 Cohort)		96.8%	94%	100.0	100	100.0	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		90.4%	94%	96.1	100	96.1	85.6%
Postsecondary Entrance (Class of 2022)		81.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.8%   58.2%	75%	38.8	50	77.5	93.0%   45.5%
Arts Access		66.4%	60%	50.0	50	100.0	54.5%
<b>Accountability Index</b>				<b>1167.3</b>	<b>1450</b>	<b>80.5</b>	

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 <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	75.0	63.3	11.7	16.6	
Math Performance Index Gap	75.0	61.8	13.2	18.0	
Science Performance Index Gap	75.0	62.4	12.6	17.8	
Graduation Rate Gap	94.0%	90.4%	3.6%	8.7%	N

<sup>1</sup>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.

<sup>2</sup>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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	98.5
Math	All Students	98.8
	High Needs Students	97.7
Science	All Students	99.2
	High Needs Students	98.4

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 52.3**

**State: 49.6**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2022-23

## 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 improvement planning includes an annual assessment of various measures that result in both district and building-based goal setting. Recent efforts include providing training and support to implement a multi-tiered student support system which builds on academic interventions with behavioral, attendance and emotional supports as well as the implementation of a district-wide SEL model. 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 families 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.

South Windsor continues to value the importance of regular attendance and works to combat the effects of chronic absenteeism on student success. Each school has an attendance committee to support students and families and prevent truancy. The district regularly partners with South Windsor Youth and Family Services to provide families access to community-based child and family services.

Family participation in school activities and programs is actively encouraged. Parents are given regular opportunities 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 provides ongoing feedback on issues regarding curriculum materials and other school topics. The recent addition of two family engagement specialists at the middle and high school provides increased effective partnership opportunities.

#### 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 continue our long-standing partnership with CREC and welcome more than 100 Open Choice students and their families to South Windsor.

South Windsor focuses on building staff capacity around cultural competence and developing culturally sustainable practices. All staff receive training around issues related to diversity, equity and inclusion. A district-level equity council works collaboratively with building-based equity teams to create inclusive environments for all staff, students and families.

South Windsor Public Schools continues to expand efforts to recruit and retain a racially, ethnically and linguistically diverse staff. Staff undergo training to understand the impact of implicit bias in the hiring process. South Windsor administrators participate in a variety of networking/recruitment events to recruit diverse candidates.

# District Profile and Performance Report for School Year 2022-23

## 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 is 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. The district closely monitors enrollment figures 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.