

STRATEGIC SCHOOL PROFILE 2001-02**South Windsor School District****JOSEPH L WOOD, Superintendent**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 2001.

COMMUNITY DATA

County: HARTFORD	Public School Enrollment as a Percent of Town Population: 20.7%
2000 Population: 24,412	Public School Enrollment as % of Total Student Population: 95.4%
1990-2000 Population Growth: 10.5%	Percent of Adults without a High School Diploma in 1990: 11.7%
1998 Per Capita Income: \$29,380	Adult Education Enrollment in 2000-01 School Year: 63
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2000-01 School Yr.: 11
Number of Nonpublic Schools: 1	

Education Reference Group (ERG): B ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2001-02	5.3	4.6	22.2
	2000-01	4.5	4.3	23.6
% of K-12 Students with Non-English Home Language	2001-02	4.5	6.5	12.8
	1998-99	3.9	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2001-02	94.2	93.3	86.9
	1996-97	82.8	90.4	85.6
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2001-02	86.4	88.5	75.1
	1996-97	84.8	87.8	69.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2001-02	38.6	24.1	29.1
	1996-97	34.5	25.9	30.2

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	PK-12
Total Enrollment	5,110
5-Year Enrollment Change	13.3%
Projected 2006 Enrollment	
Elementary	2,190
Middle School	1,222
High School	1,719
Prekindergarten, Other	61

Race/Ethnicity	Number	Percent
American Indian	22	0.4
Asian American	259	5.1
Black	236	4.6
Hispanic	156	3.1
White	4,437	86.8
Total Minority 2001-02	673	13.2
Total Minority 1996-97	423	9.5

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.


It is gratifying to report that, after several years of work and planning, the Two Rivers Magnet Middle School will become a reality in the fall of 2002. Over eighty students from South Windsor will join peers from East Hartford, Glastonbury, Manchester, and Hartford. In the fall of 2003, an additional forty-two South Windsor students are scheduled to enroll. When fully operational, over one hundred twenty students from South Windsor will attend the Two Rivers Magnet Middle School. It should be noted that, to accommodate the tuition for these students, the FY 2003 budget included approximately \$146,000. This represents an increase of \$139,000 in tuition for reducing racial, ethnic, and economic isolation.

South Windsor's participation in Open Choice continues to be a source of pride. In 1997-98, forty-three students from Hartford attended South Windsor public schools. On October 1, 2001, sixty students who reside in Hartford were attending South Windsor public schools. Stated another way, the number of students from Hartford attending the South Windsor public schools through Choice has grown by seventeen since 1997-98.

Once again, this year, Sister School partnerships provided opportunities to South Windsor students to learn with students from Manchester, Hartford, and East Hartford. During the 2001-02 school year, one hundred fifty-four students including sixty-two minority students participated in Sister School partnerships. This represents a fifty percent increase in Sister School participation over 2000-01 school year. Sister School partnerships functioned at the elementary, middle, and high school levels.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff		
Teachers	334.0	
Administrators	24.6	
Library/Media Staff	2.0	
Other Professionals	36.8	
% Minority 2001-02	2.7	
% Minority 1996-97	2.3	
# Non-Certified Instructional	98.3	

Average Class Size		District	ERG	State
Grade K	2001-02	18.8	18.7	18.3
	1996-97	19.3	19.3	19.2
Grade 2	2001-02	18.9	20.2	19.6
	1996-97	19.9	20.4	20.5
Grade 5	2001-02	23.2	21.8	21.5
	1996-97	19.7	22.0	21.7
Grade 7	2001-02	22.7	21.5	21.9
	1996-97	20.4	21.6	22.2
High School	2001-02	19.3	20.7	19.9
	1996-97	21.4	21.4	20.5

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	14.5	13.0	13.7
% with Master's Degree or Above	79.0	80.0	77.5
% Trained as Mentors, Assessors, or Cooperating Teachers	29.6	26.5	23.9

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	935	979	982
Middle School	1,008	1,008	1,009
High School	949	987	998

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	5.8	4.4	4.4
Students Per Teacher	15.3	14.2	14.0
Teachers Per Administrator	13.6	14.1	13.5

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	29.5	41.7	34.4

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Grade 4 Reading	67	72	76	57.9
Writing	57	66	76	61.2
Mathematics	78	76	79	61.0
All Three Tests	48.5	51.3	60.6	42.8
Grade 6 Reading	74	80	83	63.6
Writing	72	77	78	60.0
Mathematics	78	80	80	61.0
All Three Tests	59.6	64.4	66.3	45.4
Grade 8 Reading	77	84	84	66.3
Writing	66	74	75	58.8
Mathematics	74	74	76	55.4
All Three Tests	55.3	62.2	63.9	44.0
Participation Rate	98.1	98.0	97.6	95.0



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.




Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2001-02	ERG 2001-02	State 2001-02
Reading Across the Disciplines	45	63	64	44.8
Writing Across the Disciplines	56	63	68	51.0
Mathematics	60	66	65	44.1
Science	56	62	60	43.2
All Four Tests	31.3	40.4	38.8	23.7
Participation Rate	96.1	96.4	95.3	92.4



In the table above, the percentage of students meeting the state goal is the percentage of those students who had a valid test score. The results reflect the performance of students who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school.

SAT[®] I: Reasoning Test	Class of 1996	Class of 2001		
	District	District	ERG	State
% of Graduates Tested	90.1	93.2	92.8	77.6
Mathematics: Average Score	535	516	537	503
Mathematics: % Scoring 600 or More	28.3	24.8	30.3	22.1
Verbal: Average Score	516	502	529	502
Verbal: % Scoring 600 or More	22.4	18.2	26.4	20.5

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2001	4.7	4.2	11.2
2000-01 Annual Rate for Grades 9 through 12	1.6	1.1	3.0
1995-96 Annual Rate for Grades 9 through 12	2.4	1.7	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2001	260	84.7	89.3	79.1
	1996	207	85.2	87.4	75.8
 Employed or in Military	2001	26	8.5	7.4	17.1
	1996	29	12.0	9.0	18.7
 Unemployed	2001	0	0.0	0.9	0.7
	1996	0	0.0	0.2	1.4

DISTRICT REVENUES/EXPENDITURES 2000-01

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	All ERG Districts	All Districts
Instructional Staff and Services	\$23,512	\$4,649	\$5,495	\$5,207	\$5,495
Instructional Supplies and Equipment	\$1,432	\$283	\$247	\$232	\$250
Improvement of Instruction and Educational Media Services	\$1,773	\$351	\$359	\$448	\$351
Student Support Services	\$2,556	\$505	\$524	\$580	\$521
Administration and Support Services	\$3,664	\$724	\$938	\$953	\$946
Plant Operation and Maintenance	\$3,645	\$721	\$943	\$947	\$936
Transportation	\$1,955	\$376	\$417	\$370	\$418
Costs for Students Tuitioned Out	\$945	N/A	N/A	N/A	N/A
Other	\$826	\$163	\$115	\$110	\$112
Total	\$40,307	\$7,925	\$9,261	\$9,017	\$9,228
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,712	\$932	\$1,118	\$1,010	\$1,136
Adult Education	\$26	\$413	N/A	\$541	\$712

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	76.7	21.9	1.1	0.3
Without School Construction	77.9	20.5	1.2	0.3

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$6,970	3.5	\$7,268	4.8	\$7,669	4.5
Salaries and Benefits	\$5,697	1.8	\$5,949	3.0	\$6,263	4.2
Supplies	\$552	14.3	\$408	13.3	\$430	8.3
Equipment	\$112	16.7	\$138	16.0	\$139	7.8
High School						
Total	\$7,477	4.9	\$8,752	N/A	\$8,585	N/A
Salaries and Benefits	\$6,019	4.3	\$7,045	N/A	\$6,873	N/A
Supplies	\$590	6.9	\$514	N/A	\$511	N/A
Equipment	\$114	18.8	\$163	N/A	\$166	N/A

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education policy recognizes that, at all times, every school in the district should have comparable resources within existing financial limitations. To that end, a systematic, multilevel process involving teachers, administrators, curriculum specialists and central office has been used to build a budget that achieves an equitable allocation of those resources. Meetings are held with representatives of each building and department to identify needs and supporting rationale. Recommendations are then reviewed by the superintendent. In addition, a five-year continuous cycle of curriculum review insures 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 adequate. Each year, a historical analysis of resource usage is undertaken. A per pupil allocation level for supplies and equipment is used as a guideline for the development of the overall program budget. Therefore, each school receives a proportional share of the budget reflective of its enrollment. District initiatives are identified through an extensive strategic planning process involving representative groups from all schools and the community at large. Finally, an annual assessment of each school facility addresses particular building needs.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Analysis

A review of the results of the second year of the administration of the Third Generation of the Connecticut Mastery Test (CMT-3) reveals that the percentage of students who met or exceeded the state goal increased in seven of the nine subject areas in grades 4, 6, and 8. The percentage of students achieving state goal on all three tests increased in all three grades. These gains were realized notwithstanding a high participation rate of 98 percent. The data in physical fitness where the percent for South Windsor students on all four physical fitness tests declined by approximately two percent, is of concern.

The result of the second administration of the Second Generation Connecticut Academic Performance Test (CAPT) showed increases in all comparisons. The percentage of students achieving state goal increased by approximately seven percentage points in math and science. In reading, the percent of students achieving goal increased by nineteen and, in writing, the increase was seven percentage points.

Needs and Improvement Plans

Our focus will continue to be to increase the number of students who achieve the state excellence goal. We will continue to review the performance of individual students and provide them with instruction which responds to their academic weaknesses. We will also continue to analyze our curricula to ensure its alignment with content of both the CMT and CAPT. During the 2002-03 school year, we have implemented a full year earth science course for all ninth graders. Reading consultants and teachers are being trained in "Empowering Writers". Math paraprofessionals have been provided to all elementary schools. The health/human development/physical education department chair position has been filled.

Signs of Quality

A second South Windsor school, Timothy Edwards Middle School, was named a National Blue Ribbon School of Excellence. Approximately 23% of the district's students were involved in service learning projects. Two teachers received the state of Connecticut's "Celebration of Excellence Award" for superior curricular projects. The SWHS Wind Ensemble and Choral Spectrum were voted superior at national adjudications. Twenty-one musicians were selected to perform at regional music festivals and five musicians performed in All State concerts. Six students received awards at the Connecticut Scholastic Art Exhibit. South Windsor High School's robotics team participated in state and national competitions. At the national competition, a SWHS senior was awarded a four-year scholarship to a prestigious engineering school for his robotics design.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.