

**STRATEGIC SCHOOL PROFILE 2002-03****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).
 

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**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: 95.0%
1990-2000 Population Growth: 10.5%	Percent of Adults without a High School Diploma in 2000: 14.3%
2000 Per Capita Income: \$30,966	Adult Education Enrollment in 2001-02 School Year: 45
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2001-02 School Yr.: 8
Number of Nonpublic Schools: 1	

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 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.
 

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**DISTRICT NEED**

<b>Current and Past District Need</b>	<b>Year</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2002-03	5.0	4.9	25.4
% of K-12 Students with Non-English Home Language	2002-03	5.1	6.3	12.2
	1998-99	3.9	6.1	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2002-03	92.6	93.1	87.5
	1997-98	81.7	90.7	85.2
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2002-03	88.7	88.4	75.9
	1997-98	81.3	86.1	70.4
% of Juniors and Seniors Working More Than 16 Hours Per Week	2002-03	26.7	22.2	25.7
	1997-98	29.2	25.2	30.3

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>		<b>Race/Ethnicity (Jan.)</b>		
		<b>Number</b>	<b>Percent</b>	
Grade Range	PK-12	American Indian	20	0.4
Total January Enrollment	5,096	Asian American	282	5.5
5-Year Oct. Enrollment Change	10.3%	Black	249	4.9
Projected Oct. 2007 Enrollment		Hispanic	157	3.1
		White	4,384	86.0
Elementary	2,099	Other	4	0.1
Middle School	1,173	Total Minority 2002-03	712	14.0
High School	1,679	Total Minority 1997-98	444	9.6
Prekindergarten, Other	45			

## **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.


In South Windsor, the primary vehicles to reduce racial, ethnic, and economic isolation are Project Choice and the Two Rivers Magnet Middle School. South Windsor has cooperated with the Hartford Public Schools since the inception of Project Concern. The South Windsor Public Schools continue to welcome students from Hartford through the Choice Program. During the 2002-03 school year, sixty-one students from Hartford attended South Windsor public schools. This represents a thirty-three percent increase since 1997-98 school year. The Two Rivers Magnet Middle School, a partnership between Hartford and East Hartford, Glastonbury, Manchester, and South Windsor completed its first full year of operation in June of 2003. During the 2002-03 school year, ninety-nine South Windsor students attended the Two Rivers Magnet Middle School.

The 2002-03 school year also saw the implementation of a system-wide initiative known as CARE. The goal of the myriad CARE activities is to encourage the appreciation of diversity, as well as the acceptance of differences within the schools and South Windsor community.

Morning Meetings have been established in all the elementary schools to facilitate the building of community and acceptance in the classroom and the school. The middle school continued its commitment to the Sister School program. Approximately fifty students in grade six participated in an exchange program with an equal number of students from their Sister School in East Hartford. Timothy Edwards once again hosted ten students and two teachers from Uzbekistan. This exchange partnership began in October, 1998. For the third year in a row all sophomores participated in the Anti-defamation League's program "Names Can Really Hurt You". Approximately fifty SWHS students served as mentors to students at an elementary school in Hartford.

All of these initiatives have increased opportunities to reduce racial, ethnic, and economic isolation. However, more can be done. The South Windsor Public Schools is committed to finding ways to do even more in the future.

### **DISTRICT RESOURCES**

<b>Staff Count (Full-Time Equivalent)</b>		<b>Average Class Size</b>				
				<b>District</b>	<b>ERG</b>	<b>State</b>
# of Certified Staff		Grade K	2002-03	19.6	18.8	18.3
Teachers	332.2		1997-98	19.9	19.5	19.0
Administrators	24.6	Grade 2	2002-03	19.9	19.9	19.5
Library/Media Staff	2.0		1997-98	19.2	20.4	20.5
Other Professionals	37.3	Grade 5	2002-03	21.5	21.7	21.6
% Minority 2002-03	2.2		1997-98	20.5	22.6	21.6
% Minority 1997-98	1.9	Grade 7	2002-03	20.1	20.8	21.7
# Non-Certified Instructional	99.3		1997-98	22.3	21.5	21.9
		High School	2002-03	18.9	20.4	20.1
			1997-98	19.9	20.7	20.1

<b>Professional Staff Experience and Training</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Average Number of Years Experience in Connecticut	13.9	13.0	13.5
% with Master's Degree or Above	78.0	81.4	77.8
% Trained as Mentors, Assessors, or Cooperating Teachers	30.2	27.7	25.0

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	936	983	986
Middle School	1,008	1,013	1,006
High School	949	987	1,000

\*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	4.3	4.0
Students Per Teacher	15.3	14.0	13.7
Teachers Per Administrator	13.5	13.9	13.8

**STUDENT PERFORMANCE**

Physical Fitness	District	ERG	State
% Passing All 4 Tests	29.3	42.3	34.8

**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. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3 <sup>rd</sup> Gen. % Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Grade 4 Reading	67	75.6	75.6	55.9
Writing	57	71.1	78.2	61.5
Mathematics	78	81.2	81.0	60.4
All Three Tests	48.5	58.9	63.3	42.1
Grade 6 Reading	74	82.2	81.2	64.1
Writing	72	79.3	76.9	60.8
Mathematics	78	79.6	79.2	61.0
All Three Tests	59.6	65.7	65.5	46.2
Grade 8 Reading	77	80.7	85.4	68.1
Writing	66	73.1	77.0	60.0
Mathematics	74	73.5	77.1	56.1
All Three Tests	55.3	61.5	66.3	45.2
Participation Rate	98.1	98.0	97.8	96.5



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

## 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. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




<b>Conn. Academic Performance Test, 2<sup>nd</sup> Gen.</b> % Grade 10 Meeting State Goal	<b>District</b> <b>2000-01</b>	<b>District</b> <b>2002-03</b>	<b>ERG</b> <b>2002-03</b>	<b>State</b> <b>2002-03</b>
Reading Across the Disciplines	45	66.1	69.0	47.0
Writing Across the Disciplines	56	68.6	72.1	52.8
Mathematics	60	72.8	67.0	45.1
Science	56	65.2	64.0	43.2
All Four Tests	31.3	45.1	45.2	26.6
Participation Rate	96.1	96.5	96.6	93.2



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<b>SAT<sup>®</sup> I: Reasoning Test</b>	<b>Class of 1997</b>	<b>Class of 2002</b>		
	<b>District</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
% of Graduates Tested	90.1	90.5	91.8	76.8
Mathematics: Average Score	527	528	544	503
Mathematics: % Scoring 600 or More	28.0	27.2	33.1	22.3
Verbal: Average Score	511	505	535	502
Verbal: % Scoring 600 or More	20.2	20.2	29.0	20.4

<b>Dropout Rates</b>	<b>District</b>	<b>ERG</b>	<b>State</b>
Cumulative Four-Year Rate for Class of 2002	6.6	4.3	10.8
2001-02 Annual Rate for Grades 9 through 12	1.3	1.1	2.4
1996-97 Annual Rate for Grades 9 through 12	1.3	1.5	3.9

<b>Activities of Graduates</b>	<b>Class of</b>	<b># in District</b>	<b>District %</b>	<b>ERG %</b>	<b>State %</b>
 Pursuing Higher Education	2002	260	82.0	89.9	79.7
	1997	205	84.8	87.5	75.6
 Employed or in Military	2002	21	6.6	7.6	16.3
	1997	9	3.8	8.0	18.6
 Unemployed	2002	0	0.0	0.4	0.9
	1997	0	0.0	0.5	1.4

## DISTRICT REVENUES/EXPENDITURES 2001-02

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	ERG	State
Instructional Staff and Services	\$25,256	\$4,943	\$5,790	\$5,480	\$5,786
Instructional Supplies and Equipment	\$1,320	\$258	\$254	\$222	\$256
Improvement of Instruction and Educational Media Services	\$1,915	\$375	\$383	\$465	\$376
Student Support Services	\$2,910	\$569	\$548	\$624	\$544
Administration and Support Services	\$4,153	\$813	\$997	\$1,019	\$1,006
Plant Operation and Maintenance	\$3,777	\$739	\$946	\$937	\$938
Transportation	\$2,023	\$383	\$446	\$398	\$445
Costs for Students Tuitioned Out	\$1,196	N/A	N/A	N/A	N/A
Other	\$824	\$161	\$119	\$116	\$117
<b>Total</b>	<b>\$43,374</b>	<b>\$8,439</b>	<b>\$9,703</b>	<b>\$9,435</b>	<b>\$9,663</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,388	\$663	\$1,025	\$855	\$1,059
Adult Education	\$27	\$479	N/A	\$632	\$776

**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	75.6	22.9	1.2	0.2
Without School Construction	77.0	21.4	1.3	0.2

**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	\$7,382	5.9	\$7,586	4.4	\$8,015	4.5
Salaries and Benefits	\$6,171	8.3	\$6,287	5.7	\$6,589	5.2
Supplies	\$480	-13.0	\$385	-5.6	\$425	-1.2
Equipment	\$134	19.6	\$129	-6.5	\$130	-6.5
High School						
Total	\$7,788	4.2	\$9,143	4.5	\$8,899	3.7
Salaries and Benefits	\$6,382	6.0	\$7,405	5.1	\$7,142	3.9
Supplies	\$531	-10.0	\$487	-5.3	\$495	-3.1
Equipment	\$133	16.7	\$143	-12.3	\$173	4.2

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

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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.

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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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 of the student test data supports the conclusion that South Windsor students continue to exhibit strong performance on the Connecticut Mastery Tests. The percent of students in grades four, six, and eight meeting or exceeding the state goal on all three tests increased in 2002-03. This pattern of steady progress is consistent with the three-year trend for this generation of the Connecticut Mastery Tests. The performance of tenth-grade students on the Connecticut Academic Performance Tests reflect similar positive results. The percentage of students achieving at or State Goal on all four tests was greater in 2003 than it was in 2002.

Ninety percent of the Class of 2003 took the Scholastic Assessment Tests. This is an extraordinarily high percentage when compared to the state at 84 percent participation and the nation at 48 percent. Notwithstanding this high participation rate, both the verbal and math SAT scores increased five and eight points, respectively, over the 2002 scores.

This test data and information are positive and reflect a strong academic program. However, the results also indicate areas that require focus and improvement. The performance for eighth-grade special education students on the Connecticut Mastery Test in math and reading was significantly below their ERG B peers in 2002. It also appears that the scores of eighth graders are leveling off after significant gains in reading and writing since 2001. To help bring a sharper focus to the student performance, the South Windsor public school system is in the process of establishing a database which will allow analysis and review of many different kinds of information about student performance. This database is known as a "data warehouse". It will be used by staff to monitor students' performance and adjust instruction to increase individual student learning.

Consistent quality is the hallmark of excellence. The South Windsor public schools have consistently been recognized for excellence. Two elementary schools and the middle school have won national awards. A third elementary school has been identified as a Higher Order Thinking Skills school. The high school's website was recognized for excellence. The music program was identified as one of the top 100 in the country. The mission of the South Windsor Public School is: Educate all children to their fullest potential. Our goal is to make the mission a reality.

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