

STRATEGIC SCHOOL PROFILE 2004-05**South Windsor School District
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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 20.5%
2000 Population: 24,412	Public School Enrollment as % of Total Student Population: 95.2%
1990-2000 Population Growth: 10.5%	Percent of Adults without a High School Diploma in 2000: 9.3%
2000 Per Capita Income: \$30,966	Adult Education Enrollment in 2003-04 School Year: 46
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 14
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
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	5.5	4.8	26.6
	2002-2003	5.0	4.9	25.4
% of K-12 Students with Non-English Home Language	2004-2005	5.4	6.6	12.5
	1999-2000	4.1	6.2	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	93.7	93.2	89.0
	1999-2000	91.0	91.8	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	91.3	90.4	77.0
	1999-2000	82.4	88.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	23.7	19.4	22.1
	1999-2000	17.6	24.4	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	K-12
Total Enrollment	5,073
5-Year Enrollment Change	2.4%
Projected 2009 Enrollment	
Elementary	1,907
Middle School	1,229
High School	1,652
Prekindergarten, Other	55

Race/Ethnicity	Number	Percent
American Indian	19	0.4
Asian American	328	6.5
Black	273	5.4
Hispanic	190	3.7
White	4,263	84.0
Total Minority 2004-2005	810	16.0
Total Minority 1999-2000	585	11.8

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.

The South Windsor public schools have a proud history of providing opportunities for students and teachers to interact with their counterparts "from diverse racial, ethnic, and economic backgrounds". The 2004-05 school year was no exception. Fifty-nine students from Hartford attended South Windsor public schools in grades one through twelve. In addition 110 students from South Windsor attended the Two Rivers Magnet Middle School in East Hartford. Sister school partnerships continue to provide cross-cultural opportunities for students and staff.

For the second consecutive year, South Windsor High School students were mentors to elementary students at South Windsor's own Pleasant Valley Elementary School and Hartford's Milner Elementary School. A group of high school students and staff planned a school-wide program designed to help promote understanding and appreciation of diversity. Students also conducted the diversity fair that showcased a wide array of cultures. As a result of the fair, follow-up activities are being planned for the 2005-06 school year. High school students also were involved in planning for a student exchange with a French school during the 2005-06 school year.

Timothy Edwards Middle School continued its tradition of involvement in sister school partnerships. Timothy Edwards and Sunset Ridge School in East Hartford partnered to give the students an opportunity to visit each other's schools throughout the school year. The partnership culminated in an overnight team-building experience at Camp Discovery in Woodstock, Connecticut. Students at the middle school also participated in the program designed to provide insight into the civilization of the Lakota Indians. One of the more substantive initiatives at Timothy Edwards was the establishing of a sister school relationship with Taian Experimental School in Shandong China.

Finally, all schools in South Windsor continued to participate in the school system's CARE initiatives. These initiatives are specifically designed to give students an awareness and appreciation for diversity. The acronym stands for South Windsor community accepts and respects everyone.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	336.7
Administrators	23.1
Department Chairs	0.0
Library/Media Staff	2.0
Other Professionals	37.8
% Minority 2004-2005	3.2
% Minority 1999-2000	1.3
# Non-Certified Instructional	99.1

Average Class Size		District	ERG	State
Grade K	2004-2005	20.0	18.8	18.5
	1999-2000	19.5	19.0	18.5
Grade 2	2004-2005	20.9	19.7	19.5
	1999-2000	19.3	20.3	19.8
Grade 5	2004-2005	22.8	22.3	21.3
	1999-2000	21.7	22.1	21.8
Grade 7	2004-2005	19.4	21.1	20.9
	1999-2000	20.7	21.3	21.9
High School	2004-2005	19.7	20.7	20.2
	1999-2000	20.3	20.4	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.9	12.7	13.2
% with Master's Degree or Above	73.8	82.4	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	31.4	31.3	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	1,006	995	987
Middle School	1,035	1,017	1,014
High School	1,035	989	1,003

*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	5.1	3.7	3.6
Students Per Teacher	15.1	14.1	13.8
Teachers Per Administrator	14.6	14.2	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	29.4	43.4	35.2

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 rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	68.4	71.4	52.8
Writing	73.5	78.3	63.3
Mathematics	74.2	75.5	56.8
All Three Tests	57.3	60.0	41.2
Grade 6 Reading	83.7	79.3	60.5
Writing	83.0	79.0	61.3
Mathematics	87.4	81.0	60.9
All Three Tests	74.9	67.1	45.3
Grade 8 Reading	74.9	82.4	64.9
Writing	75.0	78.5	60.7
Mathematics	71.7	76.9	55.7
All Three Tests	62.1	66.9	45.2
Participation Rate	99.2	99.3	99.0



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.




Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	55.8	71.2	48.9
Writing Across the Disciplines	69.5	75.3	55.2
Mathematics	71.4	69.3	47.8
Science	62.3	69.1	47.3
All Four Tests	41.0	50.7	29.2
Participation Rate	98.8	99.0	96.8



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.

SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	92.1	82.1	88.9	74.8
Mathematics: Average Score	538	549	548	508
Mathematics: % Scoring 600 or More	34.0	37.2	34.5	23.3
Verbal: Average Score	525	522	540	508
Verbal: % Scoring 600 or More	23.0	23.7	30.1	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	5.3	3.6	8.8
2003-04 Annual Rate for Grades 9 through 12	0.7	0.6	1.8
1998-99 Annual Rate for Grades 9 through 12	2.1	1.2	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	276	89.6	90.8	81.5
	1999	223	84.1	88.8	78.3
 Employed or in Military	2004	31	10.1	6.0	14.1
	1999	8	3.0	8.2	17.1
 Unemployed	2004	0	0.0	0.1	0.8
	1999	0	0.0	0.3	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

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	\$27,899	\$5,470	\$6,287	\$5,976	\$6,282
Instructional Supplies and Equipment	\$1,316	\$258	\$242	\$221	\$242
Improvement of Instruction and Educational Media Services	\$1,765	\$346	\$398	\$468	\$387
Student Support Services	\$3,177	\$623	\$616	\$684	\$615
Administration and Support Services	\$4,497	\$882	\$1,092	\$1,136	\$1,101
Plant Operation and Maintenance	\$4,178	\$819	\$1,031	\$1,062	\$1,025
Transportation	\$2,516	\$485	\$485	\$452	\$487
Costs for Students Tuitioned Out	\$2,028	N/A	N/A	N/A	N/A
Other	\$968	\$190	\$122	\$131	\$120
Total	\$48,342	\$9,249	\$10,518	\$10,338	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,300	\$647	\$1,149	\$1,042	\$1,171
Adult Education	\$33	\$722	N/A	\$806	\$1,057

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	76.4	22.0	1.4	0.2
Without School Construction	77.2	21.0	1.5	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	\$8,089	5.3	\$8,255	4.7	\$8,620	3.8
Salaries and Benefits	\$6,814	8.5	\$6,864	4.9	\$7,120	4.0
Supplies	\$567	-0.5	\$456	7.8	\$455	5.6
Equipment	\$99	-40.7	\$125	6.8	\$114	-8.8
High School						
Total	\$7,858	-4.8	\$9,682	-0.3	\$9,316	1.3
Salaries and Benefits	\$6,505	-2.1	\$7,895	-0.1	\$7,529	1.7
Supplies	\$570	-10.4	\$564	5.0	\$524	4.0
Equipment	\$92	-46.2	\$155	11.5	\$133	-13.1

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.

The most obvious way to demonstrate evidence of improvement is through test results. Three sets of test data provide opportunities to track student performance. They are: the Connecticut Mastery Tests (CMT), given in grades 4, 6, and 8; the Connecticut Academic Performance Tests (CAPT), given in grade 10; and the Scholastic Assessment Test (SAT).

A review of the results of tests taken by South Windsor students over the years reveals that South Windsor students customarily do well on all these tests. The results of the 2004-05 school year are no exception. On the CMT, South Windsor students outscored their state peers in all comparisons. In our Educational Reference Group (ERG), South Windsor grade 4 students scored the same as their peers in reading, scored slightly higher than their peers in writing, and slightly lower in mathematics. South Windsor students in grades 6 outscored their peers in the ERG in reading, writing, and mathematics. In grade 8 South Windsor students scored slightly lower than their ERG counterparts. However, even more important is the fact that the 2004 CMT test scores were higher than the 2003 scores in all tests with the exception of eighth-grade writing.

South Windsor's tenth graders continued to demonstrate strong performance on the Connecticut Academic Performance Test (CAPT). On the 2005 CAPT, South Windsor scores exceeded the scores of the state in all areas of comparison. In comparisons with the ERG, South Windsor students' scores were virtually equal to their peers in the mathematics and science tests. South Windsor's 10th graders scored slightly below their peers in reading and writing.

In the 2004 the Scholastic Assessment Tests (SAT), South Windsor students' scores, on average, were greater than their state and ERG peers in mathematics. On the verbal portion of the test, South Windsor students outscored their state peers; however their scores were lower than the average scores of students in the ERG.

It is important to know that test results are scrutinized carefully by South Windsor staff. Each year we become more facile in using our data warehouse, eScholar. This allows us to identify academic deficiencies of individual students and work to remediate them. We also use the data provided by eScholar to align our core curricula to tests as we deem appropriate.

However, test results do not tell the whole story. Over the years our schools have been recognized for excellence both nationally and within the state. During past few years, three schools received national recognition. This past year Wapping Elementary School was recognized by the Connecticut Association of Schools (CAS) as its 2004 School of the Year.

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.

For the school district website, see www.swindsor.k12.ct.us
