

**STRATEGIC SCHOOL PROFILE 2006-07****South Windsor School District****ROBERT KOZACZKA, 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: 20.3%
2000 Population: 24,412	Public School Enrollment as % of Total Student Population: 94.9%
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 2005-06 School Year: 42
Number of Public Schools: 7	Number of Adults Receiving Diplomas in 2005-06 School Yr.: 14
Number of Nonpublic Schools: 0	

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 District Reference Group (DRG): B DRG 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>DRG</b>	<b>State</b>
% of Students Eligible for Free/Reduced-Price Meals	2006-07	5.7	5.2	27.3
	2002-03	5.0	N/A	25.4
% of K-12 Students with Non-English Home Language	2006-07	5.8	6.6	12.8
	2001-02	4.5	N/A	12.8
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2006-07	92.1	93.9	88.6
	2001-02	94.2	N/A	86.9
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2006-07	82.1	91.1	79.3
	2001-02	86.4	N/A	75.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2006-07	25.6	16.0	20.2
	2001-02	38.6	N/A	29.1

**STUDENT ENROLLMENT AND RACE/ETHNICITY**

<b>Enrollment</b>	
Grade Range	PK-12
Total Enrollment	5,027
5-Year Enrollment Change	-1.6%
Projected 2011 Enrollment	
Elementary	1,720
Middle School	1,029
High School	1,533
Prekindergarten, Other	63

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	17	0.3
Asian American	339	6.7
Black	276	5.5
Hispanic	214	4.3
White	4,181	83.2
Total Minority 2006-07	846	16.8
Total Minority 2001-02	673	13.2

## EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school district of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The South Windsor public schools have a significant history of providing opportunities for students and teachers to interact with their counterparts "from diverse racial, ethnic, and economic backgrounds". The 2006-07 school year was no exception. Fifty-three Project Choice students attended South Windsor public schools in grades one through twelve. In addition 87 students from South Windsor attended the Two Rivers Magnet Middle School in East Hartford. South Windsor's CARE (Community Accepts and Respects Everyone) initiative serves as a central point to connect students with the larger community. The CARE philosophy is practiced throughout the entire town and school district. Elementary schools throughout the district have introduced "Tribes", a process that transforms the school environment to an inclusive and caring culture. The South Windsor staff continues to initiate and participate in programs which afford cross-cultural experiences. Our teachers utilize service learning as a means to connect with the larger community. Students interact with children from various grade levels, schools, and communities to forge valuable connections. Wapping School developed a Kwanza program to teach all students about African American culture and values. Eli Terry Project Choice students participate in school evening activities through host families who bring the children home after the activity. Pleasant Valley School continues as a "Higher Order Thinking School" which promotes awareness and appreciation of other cultures through the arts. Approximately 400 Timothy Edwards Middle School students participated in the Hawking Project. This project provided students an opportunity to learn about the Lakota Indians and culminated with a collection drive to benefit the Lakota children. Sixty high school students mentored students at Dwight Elementary in Hartford

### DISTRICT RESOURCES

#### Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	342.5
Administrators	23.5
Department Chairs	0.0
Library/Media Staff	2.0
Other Professionals	37.0
% Minority 2006-07	4.1
% Minority 2001-02	2.7
# Non-Certified Instructional	114.9

Average Class Size		District	DRG	State
Grade K	2006-07	20.0	18.8	18.2
	2001-02	18.8	N/A	18.3
Grade 2	2006-07	19.7	19.6	19.5
	2001-02	18.9	N/A	19.6
Grade 5	2006-07	22.9	22.4	21.2
	2001-02	23.2	N/A	21.5
Grade 7	2006-07	19.5	21.0	20.8
	2001-02	22.7	N/A	21.9
High School	2006-07	21.5	20.1	20.0
	2001-02	19.3	N/A	19.9

Professional Staff Experience and Training	District	DRG	State
Average Years of Experience in Connecticut and Other Locations	15.6	14.5	14.4
% with Master's Degree or Above	83.8	84.5	78.9

**DISTRICT RESOURCES, continued**

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	1,005	989	987
Middle School	1,035	1,019	1,016
High School	1,035	976	1,002

\*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	DRG	State
Students Per Academic Computer	3.9	3.5	3.2
Students Per Teacher	14.7	14.0	13.5
Teachers Per Administrator	14.6	14.3	13.9

**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.

**STUDENT PERFORMANCE**

SAT <sup>®</sup> I: Reasoning Test	Class of 2001	Class of 2006			
		District	State	Of All Districts in State	
	District			State	Lowest %
% of Graduates Tested	93.2	92.3	74.7	23.8	100.0
Mathematics: Average Score	516	541	510	284	604
Mathematics: % Scoring 600 or More	24.8	28.4	23.9	0.0	55.6
Critical Reading: Average Score	502	519	505	346	595
Critical Reading: % Scoring 600 or More	18.2	23.8	21.3	0.0	48.5
Writing: Average Score	N/A	515	504	337	595
Writing: % Scoring 600 or More	N/A	16.7	20.3	0.0	48.8



Physical Fitness	District	State	Of All Districts in State	
			Lowest %	Highest %
% Passing All Four Tests	28.9	36.1	0.0	85.0

## STUDENT PERFORMANCE, continued

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	68.8	52.3	13.1	86.4
	Writing	72.5	60.8	20.0	88.9
	Mathematics	69.6	59.4	15.0	91.3
Grade 4	Reading	68.6	57.0	14.1	91.3
	Writing	73.2	65.1	20.0	90.2
	Mathematics	74.5	62.3	17.9	100.0
Grade 5	Reading	76.7	61.4	19.5	92.3
	Writing	75.4	64.6	25.0	95.5
	Mathematics	79.3	66.0	23.5	93.3
Grade 6	Reading	83.5	64.3	16.7	96.3
	Writing	77.3	63.0	20.8	93.6
	Mathematics	85.9	63.9	10.2	92.8
Grade 7	Reading	83.8	65.9	3.8	96.8
	Writing	71.7	60.4	0.0	95.0
	Mathematics	81.6	60.3	7.7	92.0
Grade 8	Reading	88.2	66.6	4.8	94.0
	Writing	79.4	64.0	0.0	94.6
	Mathematics	82.6	60.8	4.5	95.7

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. Results for fewer than 20 students are not presented.



For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal:** The CAPT is administered to Grade 10 students. 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.

CAPT Subject Area	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	57.1	45.6	2.8	87.2
Writing Across the Disciplines	63.2	52.9	0.0	87.4
Mathematics	63.2	45.2	0.0	86.3
Science	54.8	44.4	0.0	84.5




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. Results for fewer than 20 students are not presented.

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**STUDENT PERFORMANCE, continued**

Graduation and Dropout Rates	District	State	Of All Districts in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.7	92.2	66.7	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	3.1	6.6	0.0	72.5
2005-06 Annual Dropout Rate for Gr. 9 through 12	0.9	1.8	0.0	19.2
2000-01 Annual Dropout Rate for Gr. 9 through 12	1.6	3.0	N/A	N/A

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2006	326	92.9	82.7
	2001	260	84.7	79.1
Employed or in Military	2006	25	7.1	12.9
	2001	26	8.5	17.1
Unemployed	2006	0	0.0	0.8
	2001	0	0.0	0.7

**SPECIAL EDUCATION****DISTRICT OVERVIEW**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	606
Of All K-12 Students for Whom the District is Financially Responsible, the Percent of Students with Disabilities	11.8%
Total PK-12 Special Education Expenditures, 2005-06	\$9,050,767
Percent of Total PK-12 Expenditures Used for Special Education, 2005-06	16.8%
Enrollment in District PK-12 Special Education Programs	589
Full-Time Equivalent Count of District PK-12 Special Education Instructional Staff	
Teachers and Instructors	46.1
Paraprofessional Instructional Assistants	81.8



Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	36	0.7	0.7	0.6
Learning Disability	159	3.1	3.8	4.0
Intellectual Disability	14	0.3	0.3	0.5
Emotional Disturbance	32	0.6	0.7	1.0
Speech Impairment	110	2.1	2.3	2.3
Other Health Impairment*	209	4.1	2.1	1.9
Other Disabilities**	46	0.9	0.6	0.9
<b>Total</b>	<b>606</b>	<b>11.8</b>	<b>10.4</b>	<b>11.2</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

## SPECIAL EDUCATION, continued

### Connecticut Mastery Test, Fourth Generation, Percentage of Students with Disabilities Meeting State Goal.

The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

Grade and CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Grade 3 Reading	32.4	15.3	68.8	52.3
Writing	31.4	21.0	72.5	60.8
Mathematics	29.4	23.8	69.6	59.4
Grade 4 Reading	26.1	16.5	68.6	57.0
Writing	26.7	21.2	73.2	65.1
Mathematics	28.3	25.7	74.5	62.3
Grade 5 Reading	17.8	19.5	76.7	61.4
Writing	18.2	20.7	75.4	64.6
Mathematics	22.2	24.6	79.3	66.0
Grade 6 Reading	23.7	20.1	83.5	64.3
Writing	21.1	18.6	77.3	63.0
Mathematics	39.5	20.8	85.9	63.9
Grade 7 Reading	32.4	21.4	83.8	65.9
Writing	21.6	16.3	71.7	60.4
Mathematics	35.1	18.1	81.6	60.3
Grade 8 Reading	59.1	23.3	88.2	66.6
Writing	31.8	20.5	79.4	64.0
Mathematics	45.5	19.5	82.6	60.8

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

### Connecticut Academic Performance Test, Third Generation, Percentage of Students with Disabilities Meeting State Goal:

The CAPT is administered to Grade 10 students. The following results include students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	19.1	11.3	57.1	45.6
Writing Across the Disciplines	15.2	12.7	63.2	52.9
Mathematics	16.7	12.8	63.2	45.2
Science	21.6	14.7	54.8	44.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). Results for fewer than 20 students are not presented.

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	47.2
	% With Accommodations	52.8
CAPT	% Without Accommodations	31.4
	% With Accommodations	68.6
	% Assessed Using Skills Checklist	8.9

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2005-06 with a Standard Diploma	93.5	73.5
2005-06 Annual Dropout Rate for Students Aged 14 to 21	3.5	3.8

## DISTRICT REVENUES/EXPENDITURES 2005-06

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG 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	DRG	State
Instructional Staff and Services	\$30,691	\$6,048	\$6,882	\$6,677	\$6,888
Instructional Supplies and Equipment	\$1,497	\$295	\$247	\$231	\$249
Improvement of Instruction and Educational Media Services	\$1,789	\$353	\$415	\$422	\$402
Student Support Services	\$3,539	\$697	\$720	\$761	\$719
Administration and Support Services	\$5,201	\$1,025	\$1,186	\$1,143	\$1,197
Plant Operation and Maintenance	\$4,716	\$929	\$1,206	\$1,215	\$1,199
Transportation	\$2,935	\$565	\$560	\$515	\$558
Costs for Students Tuitioned Out	\$2,546	N/A	N/A	N/A	N/A
Other	\$957	\$188	\$135	\$148	\$132
<b>Total</b>	<b>\$53,871</b>	<b>\$10,318</b>	<b>\$11,595</b>	<b>\$11,357</b>	<b>\$11,558</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,763	\$544	\$1,866	\$1,286	\$1,834
Adult Education	\$36	N/A	N/A	N/A	N/A

**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	76.2	22.3	1.4	0.2
Without School Construction	77.3	21.1	1.5	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		DRG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$8,737	5.7	\$9,121	6.2	\$9,520	5.1
Salaries and Benefits	\$7,270	4.7	\$7,562	6.3	\$7,850	5.3
Supplies	\$700	18.2	\$510	6.3	\$547	6.6
Equipment	\$117	33.0	\$147	-19.2	\$124	-6.8
High School						
Total	\$9,262	5.6	\$10,342	4.1	\$10,074	4.5
Salaries and Benefits	\$7,637	4.8	\$8,410	3.8	\$8,120	4.7
Supplies	\$751	17.7	\$619	4.6	\$625	6.8
Equipment	\$119	33.7	\$181	-3.7	\$150	-1.3

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The superintendent of schools meets regularly with a Parent Advisory Council consisting of parent representatives from each school in the district. Parent input is encouraged on a wide range of school district issues. District administrators and teachers also continue to focus on the alignment of the mathematics, and science curricula with the Connecticut Curriculum Frameworks. The goal of the alignment is to insure that students receive experience with appropriate content and increase student achievement in state testing. In depth analysis of CMT and CAPT results for the district has identified areas of strength and those areas where revisions are necessary. For these last areas, supplementary work was distributed to teachers throughout the year.

Science teachers in grades 5 – 8 piloted performance science inquiry tasks put out by the state, which will be performed in all classrooms in future years. Middle school teachers worked on creating curriculum aligned with the new science frameworks based on the UBD training they received during the course of the year. At the elementary level units in grade 4 – “Landforms and Water Cycles”, and grade 5, “Move It!” were taught for the first time, and the grade 3 units were revised as we examined the curriculum for alignment with the frameworks.

The High School Applied Technology Department initiated the implementation of a state of the art Pre- Engineering and Engineering Technology program. The objective of the program is to formalize the introduction to engineering that was already in place and to develop a process that will lead to successful post secondary education and employment in engineering related fields. The implementation of Project Lead the Way curriculum provides students with portable credentials that are recognized by engineering schools and universities.

In the area of special education we have focused on increasing the inclusion of all students with disabilities as well as the inclusion rates for students identified as having an intellectual disability. Due to I.E.P. needs of individual students we have increased the number of special education support staff working with students in general education settings and have focused professional development on co-teaching to focus our efforts. All general education teachers collaborate with special education staff prior to the school year, as well as during, to plan for their students’ unique learning needs. “Differentiated Instruction” and “Tribes” is occurring across the district in order to individualize instruction for all students and develop an appropriate instructional climate. This training helps foster greater success for all students including our mainstreamed students.

<p>To view Strategic School Profiles on the internet, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on Connecticut Education Data and Research. Additional education data are also available at this site. For the school district website, see <a href="http://www.swindsor.k12.ct.us">www.swindsor.k12.ct.us</a></p>
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