

STRATEGIC SCHOOL PROFILE 2010-11**South Windsor School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford

Town Population in 2000: 24,412

1990-2000 Population Growth: 10.5%

Number of Public Schools: 7

Per Capita Income in 2000: \$30,966

Percent of Adults without a High School Diploma in 2000*: 9.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%

District Enrollment as % of Estimated. Student Population: 94.4%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 4,553
5-Year Enrollment Change -10.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	367	8.1	8.4	34.1
K-12 Students Who Are Not Fluent in English	76	1.7	2.0	5.6
Students Identified as Gifted and/or Talented*	124	2.7	6.4	4.0
PK-12 Students Receiving Special Education Services in District	519	11.4	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	191	79.9	91.3	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	96	15.1	12.1	13.2

*91.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	16	0.4
Asian American	472	10.4
Black	274	6.0
Hispanic	261	5.7
Pacific Islander	0	0.0
White	3,530	77.5
Two or more races	0	0.0
Total Minority	1,023	22.5

Percent of Minority Professional Staff: 3.0%

Open Choice:

79 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language:

7.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 49.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

South Windsor Public Schools is committed to providing opportunities for students and teachers to interact with individuals from diverse racial, ethnic, and economic backgrounds. During the 2010-11 school year we welcomed 82 returning Open Choice students to our schools. In addition, 127 students from South Windsor attended nineteen different magnet schools. 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. All of our schools have embraced "Tribes," a process that transforms the school environment to an inclusive and caring culture. Sixteen teachers and administrators from across the district participated in a book club focused on Stephen L. Wessler's *The Respectful School – How Educators and Students Can Conquer Hate and Harassment*. This book club was facilitated by the Capital Region Education Council (CREC) and met five times throughout the year. As the culminating event, author Stephen Wessler conducted a workshop on the topic with high school students from the participating districts. The author also provided the keynote address at a dinner for all book club participants. Eli Terry School launched its first annual Cultural Fair where families come together to share their cultural heritage. Eli Terry also continued its Peer Mediation Program which allows fifth grade students to help peers view conflicts from a variety of perspectives. Pleasant Valley School entered its 11th year as a Higher Order Thinking (H.O.T) School through a grant from the Connecticut Commission on Culture and Tourism, Arts Division. Students participated in residencies with master teaching artists emphasizing diverse cultural perspectives. P. R. Smith School continued its commitment to using the Tribes model to ensure that structures and strategies are in place in each classroom to celebrate the diversity within each classroom as well as in the entire school community. Orchard Hill School developed the newly formed Cultural Committee, comprised of parents and staff, which meets monthly to discuss way to recognize and celebrate their diverse community. Wapping School students participated in a school-wide recognition of the contributions of African Americans to American culture through literature, the arts, poetry and sciences. Over 365 Timothy Edwards Middle School students participated in the Empty Bowls Program, which is an interdisciplinary project that addresses social, political, racial, religious, age and other perceived boundaries while organizing students in their collective effort to address the issue of hunger. South Windsor High School offered many clubs designed to enhance students' knowledge of the world around them. These clubs include Young Educators Society, Japanese Culture Club, Interact, Gay/Straight Alliance, and Model UN.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.1	58.4	55.6
Writing	67.5	61.1	53.4
Mathematics	73.4	63.0	62.1
Grade 4 Reading	73.1	62.5	58.9
Writing	70.9	65.5	45.1
Mathematics	78.5	67.0	61.0
Grade 5 Reading	78.4	61.4	73.6
Writing	76.6	66.8	55.2
Mathematics	91.6	72.5	90.2
Science	80.0	59.9	77.3
Grade 6 Reading	90.3	76.0	76.2
Writing	82.9	65.2	82.7
Mathematics	81.9	71.3	59.5
Grade 7 Reading	94.1	77.8	87.9
Writing	79.9	58.9	81.0
Mathematics	88.8	68.4	85.3
Grade 8 Reading	93.0	74.7	90.4
Writing	78.9	64.8	63.1
Mathematics	83.8	66.6	72.0
Science	80.0	63.1	63.7

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.

To see the NCLB Report Card for this school, go to 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	66.0	44.7	81.1
Writing Across the Disciplines	79.6	61.2	75.9
Mathematics	72.2	49.5	83.5
Science	65.3	47.0	75.9

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	51.2	51.0	44.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.6	70.6	
Average Score	Mathematics	548	510	78.6
	Critical Reading	519	505	62.6
	Writing	521	510	58.8

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	92.3	81.8	76.3
2009-10 Annual Dropout Rate for Grade 9 through 12	1.3	2.8	38.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.1	84.8
% Employed (Civilian Employment and in Armed Services)	4.9	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	280.50
Paraprofessional Instructional Assistants	14.80
Special Education	
Teachers and Instructors	45.10
Paraprofessional Instructional Assistants	104.60
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.50
School Level	17.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.00
Counselors, Social Workers, and School Psychologists	20.80
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	201.60

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.4	13.9
% with Master's Degree or Above	88.6	86.1	79.0

Average Class Size	District	DRG	State
Grade K	16.0	17.5	18.4
Grade 2	19.8	19.8	19.9
Grade 5	21.6	22.1	21.2
Grade 7	22.9	21.3	20.6
High School	20.2	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,005	992	992
Middle School	1,035	1,019	1,017
High School	1,030	987	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.2	3.1	3.1
Middle School	2.5	2.3	2.4
High School	3.3	2.5	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$36,074	\$7,758	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,630	\$351	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$1,708	\$367	\$477	\$512	\$463
Student Support Services	\$4,348	\$935	\$875	\$936	\$872
Administration and Support Services	\$6,098	\$1,311	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$5,655	\$1,216	\$1,421	\$1,384	\$1,410
Transportation	\$3,313	\$696	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$3,310	N/A	N/A	N/A	N/A
Other	\$1,205	\$259	\$161	\$162	\$159
Total	\$63,341	\$13,180	\$13,878	\$13,518	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,208	\$690	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$12,177,731	19.2	20.5

Revenue Sources, % of Expenditures 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
Including School Construction	74.3	20.6	4.7	0.4
Excluding School Construction	74.4	20.3	4.9	0.4

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 South Windsor Board of Education recognizes its responsibility to ensure an equitable allocation of resources among all of its schools. To that end, a systematic, multilevel process involving teachers, administrators, curriculum specialists and central office staff 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, including new staff and program requests, and supporting rationale. Recommendations are then reviewed by the superintendent and central office administrators. In addition, a five-year continuous cycle of curriculum review ensures 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 appropriately distributed. Each year, a historical analysis of resource usage is undertaken. Pupil allocation levels are determined for both past and present expenditures and serve as a guide for the development of the overall program budget. Therefore, each school receives a proportional share of the budget reflective of its enrollment. Finally, an annual assessment of each school facility addresses particular building and technology equipment needs. Identified needs are either included in the district budget or referred to the joint capital projects program which is a collaborative committee comprised of Board of Education and Town Council officials.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	540
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.6%

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	56	1.2	1.2	1.1
Learning Disability	112	2.4	3.3	3.9
Intellectual Disability	10	0.2	0.3	0.4
Emotional Disturbance	16	0.3	0.5	1.0
Speech Impairment	94	2.0	1.8	2.2
Other Health Impairment*	198	4.3	2.2	2.1
Other Disabilities**	54	1.2	0.7	0.9
Total	540	11.6	10.0	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	75.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	3.2	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	48.1	33.0	83.4	68.6
	Writing	34.3	19.3	76.4	63.7
	Mathematics	41.3	33.4	83.3	68.2
	Science	37.5	21.2	80.0	61.5
CAPT	Reading Across the Disciplines	14.8	14.1	66.0	44.7
	Writing Across the Disciplines	25.0	17.3	79.6	61.2
	Mathematics	18.2	15.8	72.2	49.5
	Science	11.4	13.1	65.3	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	29.0
	% With Accommodations	71.0
CAPT	% Without Accommodations	28.2
	% With Accommodations	71.8
% Assessed Using Skills Checklist		10.3

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.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	16	3.0
Private Schools or Other Settings	50	9.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	434	80.4	78.0	74.1
40.1 to 79.0 Percent of Time	36	6.7	14.9	14.9
0.0 to 40.0 Percent of Time	70	13.0	7.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As part of our new superintendent's entry plan, she held focus group meetings with parents at every school as well as with a wide variety of civic organizations to learn about the community's impressions of our school district and their hopes for new direction for the future. This feedback along with discussions with faculty, administration and board of education members has led to the development of a three-year strategic plan. The plan focuses on three critical areas: Curriculum, Instruction, and Assessment of Learning; Professional Learning and Staff Evaluation and; Learning Environment. With regard to curriculum, instruction and assessment of learning we have continued to revise curriculum documents to align with the new Common Core State Standards. We have standardized the format of curriculum documents to meet the expectations of Connecticut's Guide for Curriculum Development. Teachers are working in collaborative teams to design common assessments for grade level units of study and courses. In our second year of implementing our Scientific Research-Based Intervention (SRBI) model, we have developed a broader menu of options for interventions in mathematics and literacy. We have enhanced our capacity to monitor student progress through the use of technology applications; specifically, we have adopted Performance Plus as a curriculum and assessment management tool and AIMSweb as a progress-monitoring tool for those students who have intervention plans. Three mathematics intervention teachers were hired this summer to support elementary students; it is our goal to have one full-time math intervention teacher at each of our five elementary schools. In the spring of 2011 the board of education adopted more rigorous graduation requirements. Commencing with the Class of 2015 students will need 24 credits to graduate rather than the current 21 credits required. Of particular note, South Windsor implemented Project Worth Young Adult Academy, designed to provide students (ages 18-21) with moderate disabilities the opportunity to participate in a variety of vocational, social and independent living skill activities in the greater South Windsor community. The program assists students in acquiring necessary skills to transition from school and pursue employment, educational opportunities, and community activities in our local South Windsor area. With regard to professional learning and staff evaluation we have also accomplished much this past year. We have established a partnership with Teachers College at Columbia University to support our elementary teachers with literacy instruction. Twenty-five K-2 teachers attended a four-day summer institute on the teaching of reading K-2. Twenty-five elementary teachers worked with Cathy Fosnot from City College in New York on the topic of conceptually-based mathematics instruction. Middle school teachers focused their professional development on the teaching of writing with noted expert John Collins. High school teachers continued their work with curriculum development and creating common assessments. Administrators engaged in the process of Instructional Rounds (City, Elmore, Fiarman and Teitel) as a focus for their professional learning this past year. A districtwide committee developed a new teacher evaluation program modeled on the thinking of national expert in the field Kim Marshall. This program will be piloted with a group of teachers in every school during the 2011-12 school year. Our district continues to benefit from high levels of volunteerism throughout our schools and community. One of the leading forces is the South Windsor Public Education Foundation which has wide-reaching arms to support our schools, our community and beyond. The South Windsor Public Education Fund Committee awarded four grants to South Windsor public schools this past year totaling \$8,000. The South Windsor Community Foundation joined the roster of the Script's National Spelling Bee sponsors this past year. More than 300 elementary and middle school students participated in the Foundation's inaugural spelling bee program. The top three finalists from each grade-level bee participated in a spell-off, and the top three spellers from each school advanced to the Foundation's final bee. Civic leaders from across our South Windsor community have come together to promote the goal of building a school in Haiti. The South Windsor Haiti School, a preschool for girls, is scheduled to open in the fall of 2011. Plans for a clinic and nutritional programming for the students are in the works. This effort has been the result of a committee of volunteers whose membership is multicultural, interfaith and intergenerational.
