

STRATEGIC SCHOOL PROFILE 2012-13**South Windsor School District**

Kathleen M. Carter, Superintendent

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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: 94.2%

*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, 2012 4,275
5-Year Enrollment Change -13.4%

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	472	11.0	9.9	36.7
K-12 Students Who Are Not Fluent in English	97	2.3	2.0	5.8
Students Identified as Gifted and/or Talented*	161	3.8	7.1	3.8
PK-12 Students Receiving Special Education Services in District	513	12.0	10.2	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	163	81.1	91.6	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	78	11.8	10.3	12.7

*93.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.2
Asian American	511	12.0
Black	240	5.6
Hispanic	308	7.2
Pacific Islander	16	0.4
White	3,074	71.9
Two or more races	119	2.8
Total Minority	1,201	28.1

Percent of Minority Professional Staff: 3.7%

Open Choice:

103 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:

8.6% 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 47.

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 2012-2013 school year we welcomed 103 returning and new Open Choice students to our schools. In addition, 175 students from South Windsor attended thirty-four 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. South Windsor High School offers a wide variety of clubs including Japanese Culture Club, Interact, Soiree Africane, Gay/Straight Alliance, Spanish Club, Unified Sports/Theater, and Model UN. At Timothy Edwards Middle School, trained peer mediators assisted students to become aware of economic and cultural stereotypes and conflict resolution. In addition, over 375 students participated in the Empty Bowls Program providing a tool all students can use in working towards the goal of ending hunger. Eighth grade students participated in a violence prevention unit and silent protest learning about various forms of religious discrimination, racism, violence and abuse. Pleasant Valley School continues to embrace the philosophy of Higher Order Thinking (HOT) developing awareness and appreciation of other cultures through the arts. Orchard Hill School's Cultural Committee, held a Cultural Diversity night for students and families as well as a 50-States Day. At Wapping Elementary School, all students participate in cultural arts programs each year and for 2012-2013 students participated in interactive programs centered on musical, historical and scientific themes. Eli Terry School hosted a cultural fair during the year celebrating the cultural diversity within its school community. Many countries were proudly represented by families giving all the opportunity to view artifacts, taste cultural foods and learn about their rich history. The Philip R. Smith School has been recognized by the Character Education Partnership as a National School of Character. In addition, PRS brought in the Power of One assembly to assist children in how to respond to various situations related to unkind behavior.

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	74.2	56.9	74.4
Writing	65.7	60.0	46.6
Mathematics	76.6	61.4	68.9
Grade 4 Reading	77.7	62.6	70.3
Writing	75.2	63.0	67.1
Mathematics	81.1	65.1	73.4
Grade 5 Reading	83.3	66.9	78.9
Writing	75.4	65.6	60.2
Mathematics	87.2	69.2	77.6
Grade 6 Reading	86.9	73.3	70.1
Writing	74.4	65.1	50.6
Mathematics	72.0	67	41.7
Grade 7 Reading	91.2	78.9	80.4
Writing	77.4	64.9	65.8
Mathematics	79.8	65.4	69.6
Grade 8 Reading	89.1	76.2	72.2
Writing	77.3	67.2	51.6
Mathematics	77.9	65.0	59.7
Science	74.3	60.4	56.6

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	68.9	48.5	74.2
Writing Across the Disciplines	82.8	62.1	80.3
Mathematics	69.6	52.4	70.5
Science	69.9	48.8	73.7

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
	57.1	51.1	60.7

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.5	78.5	
Average Score	Mathematics	552	503	82.7
	Critical Reading	529	499	72.9
	Writing	535	504	72.9

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 2012	93.8	84.8	69.1
2011-12 Annual Dropout Rate for Grade 9 through 12	0.5	2.1	56.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.3	82.6
% Employed (Civilian Employment and in Armed Services)	6.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	283.90
Paraprofessional Instructional Assistants	13.60
Special Education	
Teachers and Instructors	48.45
Paraprofessional Instructional Assistants	109.50
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	17.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	23.60
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	207.60

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	14.5	13.9
% with Master's Degree or Above	90.9	87.3	79.8

Average Class Size	District	DRG	State
Grade K	18.3	17.8	18.9
Grade 2	19.1	19.2	19.8
Grade 5	22.4	21.4	21.3
Grade 7	25.2	20.3	20.2
High School	19.3	20.0	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,005	973	999
Middle School	1,035	1,026	1,029
High School	1,008	1,000	1,027

*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*	3.2	2.6	2.7
Middle School	2.4	1.9	2.1
High School	2.8	2.3	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$37,553	\$8,639	\$8,570	\$8,425	\$8,570
Instructional Supplies and Equipment	\$1,518	\$349	\$252	\$260	\$257
Improvement of Instruction and Educational Media Services	\$2,680	\$617	\$475	\$553	\$471
Student Support Services	\$4,778	\$1,099	\$949	\$1,002	\$950
Administration and Support Services	\$6,860	\$1,578	\$1,526	\$1,470	\$1,547
Plant Operation and Maintenance	\$6,343	\$1,459	\$1,466	\$1,432	\$1,459
Transportation	\$3,263	\$730	\$775	\$687	\$765
Costs for Students Tuitioned Out	\$3,825	N/A	N/A	N/A	N/A
Other	\$1,573	\$362	\$170	\$175	\$170
Total	\$68,393	\$15,168	\$14,444	\$14,369	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,981	\$456	\$1,405	\$1,015	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
		\$13,438,069	19.6	20.9

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	76.0	21.0	2.7	0.3
Excluding School Construction	75.8	21.1	2.8	0.3

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. 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	539
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.3%

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	74	1.7	1.4	1.3
Learning Disability	135	3.1	3.2	4.0
Intellectual Disability	12	0.3	0.3	0.4
Emotional Disturbance	17	0.4	0.6	1.0
Speech Impairment	72	1.6	1.7	2.0
Other Health Impairment*	183	4.2	2.4	2.4
Other Disabilities**	46	1.0	0.7	1.0
Total	539	12.3	10.3	12.1

*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 2011-12 with a Standard Diploma	78.2	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	50.8	34.5	84.3	69.2
	Writing	29.1	19.9	74.6	64.4
	Mathematics	38.8	29.0	79.3	65.5
	Science	29.6	21.3	78.3	61.3
CAPT	Reading Across the Disciplines	32.1	15.7	68.9	48.5
	Writing Across the Disciplines	44.4	16.7	82.8	62.1
	Mathematics	24.1	16.8	69.6	52.4
	Science	13.9	14.6	69.9	48.8

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	16.5
	% With Accommodations	83.5
CAPT	% Without Accommodations	20.0
	% With Accommodations	80.0
% Assessed Using Skills Checklist		9.8

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	10	1.9
Private Schools or Other Settings	56	10.4

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	424	78.7	75.7	72.0
40.1 to 79.0 Percent of Time	42	7.8	16.4	16.4
0.0 to 40.0 Percent of Time	73	13.5	7.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

School-based and community discussions facilitated by the superintendent during the 2010-11 school year led to the development of a three-year strategic plan, which was adopted by the Board of Education in September 2011. The plan focuses on three critical areas: Curriculum, Instruction, and Assessment of Learning; Professional Learning and Staff Evaluation; and Learning Environment. During the 2012-13 school year, many accomplishments were made toward the goals of South Windsor's Strategic Plan. With regard to Curriculum, Instruction, and Assessment of Learning, our greatest accomplishment was the approval of a full-day kindergarten program to commence in the fall of 2013. Curriculum documents continued to be aligned with the new Common Core State Standards. The format of our curriculum documents has been standardized to meet the expectations of Connecticut's Guide for Curriculum Development. Teachers worked in collaborative teams to design common assessments for grade-level units of study and courses. In our fourth year of implementing the Scientific Research-Based Intervention (SRBI) model, a broader menu of options has been developed for interventions in mathematics and literacy. Specifically, a full-time mathematics intervention teacher was in place in all five elementary schools. A learning center at the high school was created for 2012-13, which supported students in mathematics and literacy. Our capacity to monitor student progress has been enhanced through the use of technology applications; specifically, Performance Plus, the curriculum and assessment management tool for all students, and AIMSweb, the progress-monitoring tool for students who have intervention plans. Through the use of grant funding, a new position of student information systems specialist was established to support teachers and administrators in the use of student assessment data. Student Success Plans were rolled out for all students in grades six through twelve beginning in fall of 2012. South Windsor's Project Worth Young Adult Academy, in its third year, continues to provide students with significant disabilities (ages 18-21) the opportunity to participate in a variety of vocational, social, and independent living skills activities in the greater South Windsor community. The program helps students acquire the 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, much was accomplished this past year. The Board of Education unanimously approved an early-release day professional development model for the elementary schools, to be implemented in 2013-14. This model will allow for the professional development necessary to successfully transition to the Common Core State Standards and will ensure continuity of programming and instruction across all five elementary schools. Teachers in grades 3-8 received multiple day training in guided reading instruction from staff developers from Lesley University in Cambridge. Our elementary reading consultants completed extensive training in literacy coaching at Lesley University as well. This training specifically prepares them to take on more of a coaching role and has also given them the skills to plan and deliver districtwide professional development. Middle school teachers received ongoing training onsite for co-teaching in order to strengthen the delivery of Tier I and Tier II intervention within the classroom setting. High school teachers continued their work with curriculum development and creating common assessments. Administrators continued Instructional Rounds and participated in extensive training in the new educator evaluation training in preparation for its rollout in 2013-14. 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 seven grants to South Windsor public schools this past year totaling \$16,140. In addition, the foundation is continuing to raise funds to provide a digital video distribution system for South Windsor High School in the near future.
