

STRATEGIC SCHOOL PROFILE 2011-12**Windsor School District**

ERNEST L. PERLINI, Superintendent

Location: 601 Matianuck Avenue

Telephone: (860) 687-2000

Windsor,
ConnecticutWebsite: www.windsorct.org/boe/

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: 28,237

1990-2000 Population Growth: 1.5%

Number of Public Schools: 7

Per Capita Income in 2000: \$27,633

Percent of Adults without a High School Diploma in 2000*: 12.7%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%

District Enrollment as % of Estimated. Student Population: 86.2%

*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): D 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, 2011 3,490
 5-Year Enrollment Change -15.8%

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	1,081	31.0	15.7	35.2
K-12 Students Who Are Not Fluent in English	124	3.6	2.4	5.6
Students Identified as Gifted and/or Talented*	282	8.1	4.4	4.0
PK-12 Students Receiving Special Education Services in District	505	14.5	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	157	77.7	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	51	8.5	14.5	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	177	5.1
Black	1,616	46.3
Hispanic	511	14.6
Pacific Islander	4	0.1
White	1,054	30.2
Two or more races	125	3.6
Total Minority	2,436	69.8

Percent of Minority Professional Staff: 11.0%

Open Choice:

5 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:

8.8% 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 37.

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.

In an effort to reduce racial, ethnic, and economic isolation the Windsor Public Schools offers a no cost half-day summer school program for students K-5, including free transportation. Students are selected for summer school based on a variety of factors including: academic need, socio-economic status, and gender. Throughout the summer school day, students receive 1½ hours of mathematics instruction and 2 hours of instruction in literacy. To create an environment that serves the whole child, a half-hour enrichment period provides a creative and active educational experience for students. Project Opening Doors continues to increase both enrollment in Advance Placement Courses at Windsor High School and improve student performance on the AP exams. The goal of the grant was to double minority participation in AP courses. During the lifetime of the grant the number of Windsor High School minority students has dramatically increased to 50% of the students enrolled in the AP courses. Several secondary students from various subgroups participate in the CREC Magnet School Programs including the Greater Hartford Academy of Math and Sciences and the Arts Academy. A small administrative team continued membership and participation in professional development opportunities through the Minority Student Achievement Network. Students participated in school based offerings including the Empowered Leadership Academy, Camp Anytown and the Bridges.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	61.1	59.2	42.5	
Writing	61.2	62.7	35.6	
Mathematics	70.0	66.5	41.9	
Grade 4 Reading	53.0	64.1	14.4	
Writing	55.4	65.3	13.1	
Mathematics	61.6	68.0	20.0	
Grade 5 Reading	60.9	67.6	19.9	
Writing	57.8	68.1	16.1	
Mathematics	65.9	71.6	22.0	
Science	56.1	63.9	16.7	
Grade 6 Reading	76.8	74.1	36.7	
Writing	77.6	67.4	60.8	
Mathematics	67.9	69.3	29.5	
Grade 7 Reading	79.2	79.8	28.3	
Writing	69.0	65.6	39.1	
Mathematics	69.2	68.1	38.1	
Grade 8 Reading	74.1	76.8	25.8	
Writing	62.4	68.3	24.4	
Mathematics	77.3	67.2	48.4	
Science	58.6	61.9	26.3	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	26.3	47.5	13.5	
Writing Across the Disciplines	43.6	63.0	14.2	
Mathematics	36.6	49.2	24.1	
Science	30.6	47.1	20.1	

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
	34.9	50.6	14.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.8	77.3	
Average Score	Mathematics	476	505	23.7
	Critical Reading	461	502	15.3
	Writing	460	506	12.2

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 2011	83.0	82.7	28.6
2010-11 Annual Dropout Rate for Grade 9 through 12	2.4	2.6	22.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.0	84.5
% Employed (Civilian Employment and in Armed Services)	4.2	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	273.50
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	45.70
Paraprofessional Instructional Assistants	73.00
Library/Media Specialists and/or Assistants	12.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	12.10
School Level	17.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	16.70
Counselors, Social Workers, and School Psychologists	27.50
School Nurses	9.40
Other Staff Providing Non-Instructional Services and Support	195.64

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	13.0	14.6	13.9
% with Master's Degree or Above	73.5	80.6	79.6

Average Class Size	District	DRG	State
Grade K	16.8	17.6	18.5
Grade 2	18.3	18.9	19.7
Grade 5	22.0	21.7	21.6
Grade 7	16.5	20.4	20.3
High School	16.4	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	813	985	993
Middle School	995	1,030	1,024
High School	1,009	1,008	1,024

*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*	2.5	2.9	2.8
Middle School	1.7	2.3	2.2
High School	2.1	2.4	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$32,994	\$9,104	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$1,262	\$348	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$2,381	\$657	\$487	\$385	\$482
Student Support Services	\$5,193	\$1,433	\$901	\$873	\$901
Administration and Support Services	\$7,246	\$1,999	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$6,192	\$1,709	\$1,471	\$1,420	\$1,463
Transportation	\$4,044	\$973	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$4,325	N/A	N/A	N/A	N/A
Other	\$569	\$157	\$165	\$162	\$165
Total	\$64,206	\$15,768	\$14,238	\$13,575	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,848	\$786	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$15,082,904	23.5	22.0	21.7

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	74.9	18.6	6.2	0.3
Excluding School Construction	74.8	18.5	6.4	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 allocation of resources for the Windsor Public Schools is divided into two major functional areas: personnel and non-personnel. The district ensures equity by allocating teacher positions based upon the Board of Education guidelines for teacher-student ratio and based upon student need. Class-size guidelines and support staff ratios vary by educational level, elementary, middle and high school. Staff allocations are adjusted within the budgetary constraints when guidelines are exceeded. The district allocates non-personal resources including supplies, materials, instructional equipment, and replacement textbooks on a per pupil basis distinguishing between the elementary and secondary levels. Resources are distributed based upon student need as the demand for supplemental instructional services may be greater in one building versus another. Maintenance and capital programs are developed and allocated across the district on a needs basis, ensuring major maintenance and capital needs of each facility are appropriately met.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	542
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.7%

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	52	1.3	1.3	1.2
Learning Disability	192	4.8	3.5	3.9
Intellectual Disability	18	0.5	0.4	0.4
Emotional Disturbance	39	1.0	0.9	1.0
Speech Impairment	58	1.5	2.2	2.1
Other Health Impairment*	73	1.8	2.3	2.2
Other Disabilities**	110	2.8	0.9	1.0
Total	542	13.7	11.4	11.7

*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 2010-11 with a Standard Diploma	64.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	25.6	36.0	67.4	70.4
	Writing	20.3	21.5	63.6	66.3
	Mathematics	27.0	31.8	68.7	68.4
	Science	15.1	23.0	57.4	62.9
CAPT	Reading Across the Disciplines	15.6	14.5	26.3	47.5
	Writing Across the Disciplines	9.5	18.2	43.6	63.0
	Mathematics	13.3	15.4	36.6	49.2
	Science	11.6	13.6	30.6	47.1

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	32.9
	% With Accommodations	67.1
CAPT	% Without Accommodations	21.4
	% With Accommodations	78.6
% Assessed Using Skills Checklist		8.8

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	26	4.8
Private Schools or Other Settings	41	7.6

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	432	79.7	74.6	72.1
40.1 to 79.0 Percent of Time	49	9.0	16.2	16.3
0.0 to 40.0 Percent of Time	61	11.3	9.2	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The district improvement plan was developed through the cooperative efforts of various stakeholders and broken into three major areas: Curriculum, Instruction and Assessment, School Culture and Data Teams. Members of the district data team included administrators, teachers, Board of Education members and community members. The district data team met regularly to review school based goals, school data and meeting minutes. The primary goal of Windsor Public Schools continues to be increasing achievement for all students, especially in literacy, and reduce the achievement gap between the subgroup and the non subgroup populations. Work continued at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. Targeted supplemental interventions in reading and mathematics were implemented at the elementary and secondary levels with a range of models in place depending upon the resources, structure and schedule at each level. Professional development was provided to the elementary staff to expand professional conversations beyond the data team process by examining student work. The use of protocols to examine student work compliments the extensive work done across the district in using the 5 step data team process to accelerate student learning. In anticipation of the reorganization of the district the administrators participated in professional development to support instruction at the primary and elementary levels respectively. Continued work on strengthening the kind and quality of interventions in reading, writing and mathematics remains a priority. The Education Benefits review process provided ideas and strategies to better serve students with disabilities and will influence Tier I professional development in the upcoming year. Positive Behavior Management Supports (PBIS) is in place at Clover and J. F. Kennedy elementary schools for the first year along with Windsor High School. Sage Park Middle School is in year two of implementation of PBIS and plans exist to roll out the PBIS framework district wide next year. All schools are implementing Tier 3 strategies to some degree including: functional behavioral assessments, behavioral intervention plans and individualized wraparound supports. Extensive professional development was done with the special education staff to improve service delivery, improve the quality of written standards-based goals/objectives and improve the implementation and reporting of progress monitoring. A high school transition specialist was put into place at Windsor High School for the first time this year. Windsor's Family Resource Center coordinated "Action Groups" at the elementary level to involve parents as partners in education and bring the community together. In preparation for the re-organization of elementary schools, "sister school socials" provided opportunities for students and families to tour their new schools and greet staff. A School Climate Survey was distributed in the spring to solicit parent/family feedback on their experiences with the Windsor Public Schools. Open houses, parent conferences, Clover Street School Governance Council and extra-curricular events including athletics continued to engage families with the school system.
