

**STRATEGIC SCHOOL PROFILE 2007-08****Windsor School District**

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Location: 601 Matianuck Avenue  
Windsor,  
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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford	Per Capita Income in 2000: \$27,633
Town Population in 2000: 28,237	Percent of Adults without a High School Diploma in 2000*: 12.7%
1990-2000 Population Growth: 1.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 86.4%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	4,088
5-Year Enrollment Change	-8.3%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,020	25.0	10.5	28.7
K-12 Students Who Are Not Fluent in English	109	2.7	2.4	5.4
Students Identified as Gifted and/or Talented*	335	8.2	4.5	4.0
PK-12 Students Receiving Special Education Services in District	477	11.7	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	173	81.6	84.1	79.2
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	132	22.0	22.2	20.2

\*99.7% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.4
Asian American	202	4.9
Black	2,076	50.8
Hispanic	454	11.1
White	1,341	32.8
Total Minority	2,747	67.2

**Percent of Minority Professional Staff:** 8.4%

**Open Choice:** 12 students 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:** 6.0% 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 31.

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

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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.

Windsor is proud of its diversity, with a student population of 50.8% Black, 32.8% White, 11.1% Latino, 4.9% Asian and 0.4% Native American. Windsor is committed to providing educational opportunities for students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds. To support this commitment, Windsor participates in the following Magnet Schools: Greater Hartford Academy of the Arts, Great Path Academy, Greater Academy of Mathematics and Science, Metropolitan Learning Center, and Montessori Magnet. We also participate in Student Exchange-Sister Schools, Pathways Interdistrict Visitations, and Interdistrict Summer School Programs including: E.Q.U.A.L. Summer Magnet School, River to the Sea, Summer School, Center for Creative Youth, Soaring Summer Interdistrict Program, Camp Anytown Interdistrict Program, and EQUUS Academy Interdistrict Program. Participants have offered diversity activities for their peers during the school year. Students and staff also participate in other programs, such as: We're Making History- Urban Suburban Partnership, Common Ground, Connecticut Forum Student Board, Greater Hartford Computer Academy, Pupil Partners: Breaking Down Barriers. Windsor also participated in the CHOICE program, at all levels, in the 2007-08 school year.

Windsor is deeply involved in efforts to reduce the achievement gap between its minority and non-minority students. Our district is a member of Minority Student Achievement Network (MSAN). Windsor is participating in a multi-year research project in collaboration with Yale University that focuses on instructional strategies to increase student achievement and to close the achievement gap. It is one of six districts working with SERC in Courageous Conversations on Race and Achievement.

The District's efforts to recruit, employ and retain minority staff are important components of the Board of Education's overall commitment to employ the most qualified staff and to provide quality educational experiences and learning opportunities for all students.

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## STUDENT PERFORMANCE

**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 Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	38.0	52.0	11.7
Writing	53.8	63.4	14.1
Mathematics	44.6	60.0	11.0
Grade 4 Reading	47.3	55.9	19.0
Writing	53.2	62.9	15.7
Mathematics	57.1	60.3	30.8
Grade 5 Reading	54.9	62.2	17.9
Writing	54.4	64.5	16.7
Mathematics	56.5	65.9	19.8
Science	49.2	54.9	23.5
Grade 6 Reading	58.1	66.3	16.7
Writing	60.5	61.9	32.7
Mathematics	61.3	66.4	23.8
Grade 7 Reading	63.5	71.1	20.6
Writing	60.4	62.0	33.5
Mathematics	65.1	63.0	38.7
Grade 8 Reading	54.0	64.8	17.6
Writing	52.8	63.4	19.5
Mathematics	59.2	60.8	30.8
Science	53	58.6	27.0

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 school, 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. The following results reflect the performance of students with scoreable 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	33.1	45.5	23.1
Writing Across the Disciplines	45.0	57.9	18.5
Mathematics	47.6	50.1	32.3
Science	27.3	46.3	13.1

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

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	21.4	36.1	10.7

<b>SAT<sup>®</sup> I: Reasoning Test Class of 2007</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		76.2	77.6	
Average Score	Mathematics	460	504	16.9
	Critical Reading	459	502	12.3
	Writing	453	503	13.8

**SAT<sup>®</sup> I.** The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2007	92.8	92.6	27.7
Cumulative Four-Year Dropout Rate for Class of 2007	5.6	6.2	28.6
2006-07 Annual Dropout Rate for Grade 9 through 12	2.3	1.7	15.6

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.4	83.4
% Employed (Civilian Employment and in Armed Services)	13.8	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	287.90
Paraprofessional Instructional Assistants	33.00
Special Education	
Teachers and Instructors	44.27
Paraprofessional Instructional Assistants	56.50
Library/Media Specialists and Assistants	13.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	14.00
School Level	18.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	22.50
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	9.40
Other Staff Providing Non-Instructional Services and Support	208.60

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.8	14.1	13.6
% with Master's Degree or Above	59.2	74.9	75.6

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	15.1	17.4	18.1
Grade 2	18.1	19.1	19.3
Grade 5	18.9	20.6	20.9
Grade 7	20.6	21.0	20.5
High School	21.3	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,016	987	987
Middle School	986	1,023	1,017
High School	1,002	1,001	1,006

\*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	3.7	3.4
Middle School	2.3	3.0	2.7
High School	2.5	3.1	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$31,141	\$7,518	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$938	\$226	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$2,272	\$549	\$443	\$364	\$429
Student Support Services	\$4,475	\$1,080	\$764	\$705	\$761
Administration and Support Services	\$7,018	\$1,694	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$5,241	\$1,265	\$1,329	\$1,202	\$1,322
Transportation	\$2,652	\$568	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$2,831	N/A	N/A	N/A	N/A
Other	\$549	\$133	\$147	\$139	\$145
<b>Total</b>	<b>\$57,117</b>	<b>\$12,545</b>	<b>\$12,203</b>	<b>\$11,370</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,169	\$765	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$11,091,028
Percent of Total PK-12 Expenditures Used for Special Education	19.4%

**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	78.4	19.0	2.4	0.2
Excluding School Construction	79.1	18.2	2.5	0.2

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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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 School District is divided into two major functional areas: personnel and non-personnel.

Personnel: The school district insures equity by allocating teaching positions based on Board of Education guidelines for pupil-teacher ratios. These guidelines vary by educational level (elementary, middle, high school). Staff allocations are adjusted within budgetary constraints when these guidelines are exceeded.

Non-personnel: The district allocates supplies, materials, instructional equipment, and replacement textbooks on a per pupil basis with variation between elementary and secondary levels. Maintenance and capital programs are developed and allocated across the district on a needs basis, insuring that major maintenance and capital needs of each facility are appropriately met.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	498
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

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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	38	0.8	0.8	0.7
Learning Disability	173	3.9	3.3	4.0
Intellectual Disability	13	0.3	0.4	0.5
Emotional Disturbance	48	1.1	0.9	1.0
Speech Impairment	87	1.9	2.5	2.4
Other Health Impairment*	58	1.3	2.2	2.1
Other Disabilities**	81	1.8	0.8	0.9
Total	498	11.1	10.9	11.5

\*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 2006-07 with a Standard Diploma	89.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	2.6	2.8

## 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	11.7	20.4	52.8	62.1
	Writing	9.9	19.3	55.9	63.0
	Mathematics	16.9	22.6	57.3	62.7
	Science	14.5	22.2	51.1	56.8
CAPT	Reading Across the Disciplines	8.3	11.4	33.1	45.5
	Writing Across the Disciplines	8.9	16.3	45.0	57.9
	Mathematics	17.8	14.7	47.6	50.1
	Science	12.5	14.4	27.3	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	15.7
	% With Accommodations	84.3
CAPT	% Without Accommodations	8.0
	% With Accommodations	92.0
% Assessed Using Skills Checklist		8.9

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	6	1.2
Private Schools or Other Settings	52	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	379	76.1	73.4	71.6
40.1 to 79.0 Percent of Time	53	10.6	16.6	16.6
0.0 to 40.0 Percent of Time	66	13.3	10.0	11.8

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

“Increase the performance of all students, giving particular attention to literacy, and reduce disparities among all groups of students,” has been the number one district goal and the focus of our work for the past four years. After several years of disappointing CMT and CAPT scores, the results of this district focus resulted in improved outcomes for all students across all tests in 2006, continued improvement in 2007 and mixed improvement in 2008. The district strives to support student’s achievement at high levels. Windsor’s focus on curriculum alignment and analysis of cohort data is helping to assess and address student performance needs. In mathematics, the district uses two standards based mathematics programs “Trailblazers” in grades K-5 and “Mathematics” in grades 6-8. In language arts, in grades one through six, teachers continue to focus on reading strategies and skills through fiction and nonfiction reading using the Harcourt reading series and other content area resources. All teachers on the primary level are trained in the Empowering Writers program. In grades six through twelve, Holt’s Elements of Literature reading series is used as the core. The series supports the balanced literacy program from the elementary level as well as providing more diverse literary works and an explicit grammar program. All programs support Windsor’s student goals and expectations and the curricula are based on the state curriculum frameworks. Windsor Public Schools continue to analyze and evaluate various data in order to chart plans to improve student performance. Staff uses data-driven decision making, district literacy benchmarks and defined assessments aligned with benchmark skills, to target instruction to students with identified needs. Staff continues to focus on ways to reduce the achievement disparity among all subgroups.

During the 2007-2008 school year, the Windsor Public Schools continued intensive work in the areas of inclusive education for all students, differentiated instruction in classrooms, and increasing the use of student data to inform and improve instruction. All certified staff in the Windsor schools participated in direct staff development in the implementation of differentiated instruction strategies, with the most intensive efforts directed in the areas of reading and mathematics. Teams of general education and special education teachers in every grade level and at every school provided inclusive and cooperative instruction. General and special education teachers with expertise in reading and mathematics worked collaboratively at the middle and high schools to improve the basic skills of students struggling in these fundamental areas. Self-contained classrooms from kindergarten through high school were phased out and students joined their grade level peers in instruction in the general curriculum. The district continued its commitment to identifying students as having special needs in proportion to the district’s racial composition as a whole, and has, for a fourth consecutive year, met its targets in this area.

The Windsor schools also began intensive efforts to look at the issue of student discipline both in terms of racial representation and in terms of overall lost instructional time. This effort led to continued reduction in the number of suspensions in a single year. Efforts continue to address effective, proportional discipline in each of the schools. Partnership with parents is fostered through individual school PTOs, PTAs, and the Special Education PTA. School Family Community Partnership committees at each school work to ensure ongoing involvement of parents. The Family Resource Centers across the district provide a critical link between families and the schools through their engaging programs and outreach services. The Superintendent meets monthly with representatives from school-based PTOs and PTAs. Parents are invited to serve on school based and district-based committees, including hiring committees. A district newsletter is distributed quarterly while building-based newsletters and communications occur on an ongoing basis.

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