

STRATEGIC SCHOOL PROFILE 2009-10**East Windsor School District**

TIMOTHY S. HOWES, Superintendent

Location: 47 Rye Street
East Windsor,
Connecticut

Telephone: (860) 623-3346

Website: www.eastwindsorschools.org

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: 9,818

1990-2000 Population Growth: -2.6%

Number of Public Schools: 3

Per Capita Income in 2000: \$24,899

Percent of Adults without a High School Diploma in 2000*: 17.9%

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

District Enrollment as % of Estimated. Student Population: 93.2%

*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): F 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, 2009 1,379
5-Year Enrollment Change -13.1%

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	400	29.0	25.7	32.6
K-12 Students Who Are Not Fluent in English	56	4.3	2.0	5.4
Students Identified as Gifted and/or Talented*	13	0.9	3.1	4.1
PK-12 Students Receiving Special Education Services in District	177	12.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	82	81.2	77.7	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	29	17.1	15.5	13.6

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.4
Asian American	81	5.9
Black	215	15.6
Hispanic	127	9.2
White	951	69.0
Total Minority	428	31.0

Percent of Minority Professional Staff: 2.4%

Open Choice:

39 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 22.

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.

East Windsor Public Schools has made great strides in reducing racial, ethnic and economic isolation over the last five years. During this time, East Windsor has offered professional development opportunities to teachers and roundtable sessions for students emphasizing the importance and beauty of diversity. After-school activities have also been scheduled with the needs of a diverse student group in mind and are able to accommodate the scheduling and transportation needs of a greater number of students. East Windsor's participation in the regional Open Choice program has resulted in a marked decrease in isolation and a greater understanding of diverse populations among the student body and among teachers. Participation in the 2009-10 school year topped 3% of the student body, making East Windsor one of the districts accepting the greatest percentage of out-of-district Choice students in the Sheff area. The subsequent award of the Open Choice Academic and Social Support Grant by the state Department of Education was key in expanding many of East Windsor's academic support, after-school, and athletic programs into the reach of nonresident students. The grant allowed for creation of new programs and expansion of existing programs, including a new before-school reading program at the elementary level; intramural sports, after-school activities, and homework help at the middle school; and the support, continuation and reinstatement of numerous high school programs and activities. The grant was able to make an impact on all Open Choice program students as well as hundreds of resident students throughout the district. Though East Windsor's resident population is growing more diverse, participants in the Choice program make up an important and integral part of the student body. These students are able to share their roots in an urban environment and their understanding of urban culture with a predominantly rural / suburban student body. Integration of these divergent cultures has solidified textbook lectures on diversity and has helped create a more cohesive sense of the "global village" within the borders of our schools.

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	45.2	57.0	13.5
Writing	40.2	58.3	9.8
Mathematics	44.1	62.4	8.0
Grade 4 Reading	54.7	59.9	25.2
Writing	45.6	63.6	10.6
Mathematics	65.1	67.0	33.3
Grade 5 Reading	52.1	61.8	15.8
Writing	49.5	68.2	9.0
Mathematics	62.9	72.4	18.1
Science	51.5	59.4	18.7
Grade 6 Reading	80.9	74.9	46.6
Writing	50.0	65.9	12.2
Mathematics	77.8	70.7	51.5
Grade 7 Reading	70.0	77.4	19.5
Writing	39.4	61.2	8.4
Mathematics	62.2	68.5	24.7
Grade 8 Reading	71.3	73.3	28.7
Writing	60.9	62.6	31.2
Mathematics	67.6	67.3	34.4
Science	71.8	62.8	46.5

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 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	31.2	45.9	22.0
Writing Across the Disciplines	42.3	59.6	15.0
Mathematics	38.3	48.7	25.8
Science	24.2	45.3	12.1

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
	45.6	50.7	34.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.2	68.5	
Average Score	Mathematics	483	508	27.9
	Critical Reading	481	503	24.8
	Writing	472	506	19.4

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, Class of 2009	90.8	91.3	25.4
2008-09 Annual Dropout Rate for Grade 9 through 12	2.7	3.0	19.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	72.2	84.5
% Employed (Civilian Employment and in Armed Services)	18.5	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	90.30
Paraprofessional Instructional Assistants	8.00
Special Education	
Teachers and Instructors	11.00
Paraprofessional Instructional Assistants	14.50
Library/Media Specialists and/or Assistants	2.60
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	6.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	4.30
Other Staff Providing Non-Instructional Services and Support	46.90

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	14.0	13.8
% with Master's Degree or Above	43.7	76.3	77.8

Average Class Size	District	DRG	State
Grade K	16.8	16.0	18.5
Grade 2	21.6	18.5	19.7
Grade 5	24.8	20.5	21.1
Grade 7	18.2	19.5	20.8
High School	16.0	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	995	1,003	992
Middle School	1,052	1,033	1,018
High School	998	1,005	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*	7.3	3.2	3.2
Middle School	1.3	2.2	2.5
High School	2.0	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$11,318	\$7,887	\$7,819	\$7,280	\$7,829
Instructional Supplies and Equipment	\$468	\$326	\$274	\$278	\$279
Improvement of Instruction and Educational Media Services	\$344	\$240	\$474	\$290	\$459
Student Support Services	\$635	\$442	\$863	\$723	\$859
Administration and Support Services	\$2,433	\$1,695	\$1,405	\$1,415	\$1,426
Plant Operation and Maintenance	\$1,880	\$1,310	\$1,469	\$1,463	\$1,462
Transportation	\$1,391	\$898	\$701	\$705	\$694
Costs for Students Tuitioned Out	\$1,630	N/A	N/A	N/A	N/A
Other	\$455	\$317	\$163	\$182	\$162
Total	\$20,554	\$13,452	\$13,458	\$12,570	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$572	\$399	\$1,864	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,202,711	20.4	19.5	20.7

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	65.2	32.1	2.2	0.5
Excluding School Construction	65.2	32.0	2.3	0.5

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.

During the recent economic downturn, East Windsor's schools have persevered and continued to offer a world-class, personalized education with the resources available to the district. In creating the budget for the district, steps are taken to ensure the fair and equitable distribution of funding and resources to all schools within the town, and all principals are expected to take a hands-on approach to building the district's budget. Once the budget is created, it can be analyzed by object and program, or by location (by building) to ensure fairness in the distribution of resources among programs, buildings and students. Finalized budgets take into account the needs of all programs, and where needs cannot fully be met, steps are taken to ensure that the necessary reduction of resources is taken at all instructional and administrative levels.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	194
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	11	0.8	0.9	1.0
Learning Disability	77	5.4	3.6	3.9
Intellectual Disability	14	1.0	0.5	0.5
Emotional Disturbance	16	1.1	1.1	1.0
Speech Impairment	32	2.3	2.3	2.2
Other Health Impairment*	29	2.0	1.9	2.1
Other Disabilities**	15	1.1	0.8	0.9
Total	194	13.7	11.1	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 2008-09 with a Standard Diploma	86.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.2	4.1

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	19.2	31.6	61.9	67.5
	Writing	8.9	19.6	47.7	63.3
	Mathematics	24.5	32.9	63.1	68.1
	Science	14.8	23.7	62.2	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	31.2	45.9
	Writing Across the Disciplines	6.7	16.8	42.3	59.6
	Mathematics	8.3	16.7	38.3	48.7
	Science	5.9	13.0	24.2	45.3

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	35.2
	% With Accommodations	64.8
CAPT	% Without Accommodations	11.8
	% With Accommodations	88.2
% 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	6	3.1
Private Schools or Other Settings	22	11.3

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	157	80.9	75.9	73.4
40.1 to 79.0 Percent of Time	13	6.7	14.0	15.3
0.0 to 40.0 Percent of Time	24	12.4	10.1	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

As a goal-driven, mission-inspired district, the leadership of East Windsor Public Schools places a high value on strategic planning and implementation of best practices to benefit all members of the school community. As in years past, significant time and energy was spent in meeting strategic goals and reviewing the District Strategic Plan, School Improvement Plan, Three-Year Technology Plan, and other documents in the interest of strengthening the services we offer to students and community members. Part of the strategic planning process this year involved the creation of an integrated Strategic and Technology Plan, which incorporates the district's three year technology plan with the district strategic plan and individual school improvement plans. The new document provides a cross-reference to show the progress of project implementation and the complementary nature of technology and strategic initiatives. The Curriculum Office's recently unveiled Curriculum Crosswalk similarly shows the strategic integration of multiple initiatives that support the district's long-term goals while strengthening each other – another important consideration in the strategic planning process.
