

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

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Location: 47 Rye Street
East 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.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$24,899
Town Population in 2000: 9,818	Percent of Adults without a High School Diploma in 2000*: 17.9%
1990-2000 Population Growth: -2.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.3%
Number of Public Schools: 3	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): 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, 2007 1,470
5-Year Enrollment Change -6.0%

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	378	25.7	20.0	28.7
K-12 Students Who Are Not Fluent in English	57	4.0	1.9	5.4
Students Identified as Gifted and/or Talented*	13	0.9	2.5	4.0
PK-12 Students Receiving Special Education Services in District	212	14.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	99	90.8	78.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	57	27.0	22.7	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	64	4.4
Black	202	13.7
Hispanic	141	9.6
White	1,060	72.1
Total Minority	410	27.9

Percent of Minority Professional Staff: 1.6%

Open Choice: 43 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: 6.4% 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 17.

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.

Fourth, 5th and 6th grade students participated in an inter-district cooperative program with sister school Mary Hooker School. Students met with the Hooker students in a two or three day camp setting at Camp Woodstock. This helped to break down racial isolation.

The East Windsor High School teachers expose students daily to a variety of classroom teaching strategies and curriculum designs specifically geared to address diversity awareness.

The Broad Brook School, as a pre-K to 4 school, focused on developing self-awareness and positive attitudes toward diversity in all children.

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	37.8	52.0	11.0
Writing	56.1	63.4	17.8
Mathematics	42.0	60.0	10.4
Grade 4 Reading	53.9	55.9	32.3
Writing	61.7	62.9	30.8
Mathematics	49.1	60.3	17.6
Grade 5 Reading	46.4	62.2	12.3
Writing	40.2	64.5	6.8
Mathematics	55.1	65.9	15.4
Science	48	54.9	21.0
Grade 6 Reading	59.5	66.3	17.9
Writing	43.6	61.9	11.3
Mathematics	68.5	66.4	38.1
Grade 7 Reading	60.4	71.1	16.8
Writing	53.1	62.0	19.4
Mathematics	53.7	63.0	21.3
Grade 8 Reading	62.9	64.8	32.1
Writing	55.7	63.4	26.4
Mathematics	43.9	60.8	13.8
Science	65.7	58.6	37.7

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 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	33.9	45.5	25.4
Writing Across the Disciplines	55.9	57.9	31.5
Mathematics	51.3	50.1	39.2
Science	37.2	46.3	27.7

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
	38.3	36.1	50.8

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		59.8	77.6	
Average Score	Mathematics	496	504	35.4
	Critical Reading	482	502	23.8
	Writing	480	503	23.8

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, Class of 2007	97.1	92.6	61.5
Cumulative Four-Year Dropout Rate for Class of 2007	2.2	6.2	65.4
2006-07 Annual Dropout Rate for Grade 9 through 12	1.9	1.7	23.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.4	83.4
% Employed (Civilian Employment and in Armed Services)	21.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	95.20
Paraprofessional Instructional Assistants	22.50
Special Education	
Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	24.50
Library/Media Specialists and Assistants	3.00
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	6.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	4.80
Other Staff Providing Non-Instructional Services and Support	55.20

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	12.6	13.5	13.6
% with Master's Degree or Above	38.9	71.0	75.6

Average Class Size	District	DRG	State
Grade K	18.2	16.0	18.1
Grade 2	21.8	17.8	19.3
Grade 5	19.2	19.7	20.9
Grade 7	17.0	19.7	20.5
High School	17.5	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	992	996	987
Middle School	1,052	1,025	1,017
High School	986	1,004	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*	6.8	3.8	3.4
Middle School	4.2	2.9	2.7
High School	2.4	2.7	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	\$9,521	\$6,264	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$422	\$277	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$314	\$207	\$443	\$246	\$429
Student Support Services	\$828	\$545	\$764	\$662	\$761
Administration and Support Services	\$2,086	\$1,372	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$1,420	\$934	\$1,329	\$1,282	\$1,322
Transportation	\$1,252	\$763	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$1,618	N/A	N/A	N/A	N/A
Other	\$100	\$66	\$147	\$166	\$145
Total	\$17,561	\$10,853	\$12,203	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$559	\$368	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,855,484
Percent of Total PK-12 Expenditures Used for Special Education	21.9%

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	63.0	34.0	2.3	0.7
Excluding School Construction	63.4	33.7	2.2	0.7

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 budget for the 2007-2008 school year was collaboratively developed by the administrative team with input from the staff at each of the schools. After two referendums, the 2008-2009 Board of Education budget of \$18,678,075 was adopted.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	226
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	15.1%

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	3	0.2	0.6	0.7
Learning Disability	122	8.1	3.8	4.0
Intellectual Disability	10	0.7	0.5	0.5
Emotional Disturbance	16	1.1	1.2	1.0
Speech Impairment	23	1.5	2.3	2.4
Other Health Impairment*	37	2.5	2.0	2.1
Other Disabilities**	15	1.0	0.8	0.9
Total	226	15.1	11.2	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	84.6	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	3.5	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	11.1	20.4	53.6	62.1
	Writing	4.5	19.3	51.9	63.0
	Mathematics	12.1	22.6	52.3	62.7
	Science	24.3	22.2	56.9	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	33.9	45.5
	Writing Across the Disciplines	N/A	N/A	55.9	57.9
	Mathematics	N/A	N/A	51.3	50.1
	Science	N/A	N/A	37.2	46.3

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	23.5
	% With Accommodations	76.5
CAPT	% Without Accommodations	-14.3
	% With Accommodations	100.0
% Assessed Using Skills Checklist		7.9

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	1	0.4
Private Schools or Other Settings	20	8.8

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	154	68.1	70.9	71.6
40.1 to 79.0 Percent of Time	49	21.7	18.2	16.6
0.0 to 40.0 Percent of Time	23	10.2	10.9	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

East Windsor's district strategic improvement plan includes goals centered on the states CALI initiative. As a preK-12 district we embrace Professional Learning Communities. All schools have organized collaborative teams with designated meeting times for focused conversations and work directed towards building and team goals that are aligned to the district goal of improving teaching and learning. During the 2007-2008 school year, all administrators and teachers were trained in Making Standards Work. As a result, teams unwrapped and powered standards aligning curriculum and instruction in language arts, K-5, and all content areas in 6-12. Team work also included the creation of subject big ideas and essential questions. Teams are in the process of using their work to write standards based units of instruction inclusive of common formative assessments and performance tasks. Our work is guided with support from RESC consultants and grant partnerships.

In the area of special education our district improvement policy is inclusive of a goal focused on creating a pyramid of interventions or RtI (Response to Intervention). Inclusive in this pyramid is an emphasis on in-class support from resource personnel and special education staff. A team of teachers and administrators from our elementary school were trained in the Step-by-Step inclusion model. A pilot of special education inclusion was successfully conducted at our elementary school increasing the number of students participating in a co-taught learning environment. All special education teachers participated in the professional development of standards and assessment which emphasizes differentiation, ultimately fostering growth in learning for all students.
