

**STRATEGIC SCHOOL PROFILE 2008-09****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: 86.1%

\*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, 2008 3,969  
5-Year Enrollment Change -9.7%

**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	1,096	27.6	11.7	30.3
K-12 Students Who Are Not Fluent in English	104	2.7	2.3	5.2
Students Identified as Gifted and/or Talented*	438	11.0	4.9	4.0
PK-12 Students Receiving Special Education Services in District	458	11.5	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	168	87.0	85.8	79.7
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	130	21.0	22.8	19.0

\*89.5% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	14	0.4
Asian American	199	5.0
Black	2,054	51.8
Hispanic	455	11.5
White	1,247	31.4
Total Minority	2,722	68.6

**Percent of Minority Professional Staff:** 9.2%

**Open Choice:** 10 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:** 7.1% 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 34.

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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 52% Black, 32% White, 11% Latino, 5% Asian and 0.3% Native American. Windsor is committed to providing educational opportunities for students to interact with students and teachers from diverse, racial, ethnic and economic backgrounds. As evidence of this commitment, Windsor is a partner in the following Magnet Schools: Greater Hartford Academy of the Arts, Greater Academy of Mathematics and Science, Metropolitan Learning Center, and Montessori Magnet. We also participated in We're Making History- Urban Suburban Partnership and the following Interdistrict Programs: E.Q.U.A.L. Summer Magnet School, Center for Creative Youth, Kids N Critters, Soaring Summer, Camp Anytown, and EQUUS Academy. As a result of these programs many of our students have offered diversity activities for their peers during the school year. Windsor also participated in the CHOICE program, at all levels, in the 2008-09 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), a coalition of 25 suburban-urban districts from across the country working to eliminate the achievement gap in their districts. MSAN focuses on four areas of study: math, literacy, conversations on race and student/teacher relationships. Students from the high school participated in the MSAN sponsored Student Workshop. Windsor is also 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. This research project began in the middle school six years ago. This year the project is expanding to the high school.

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	52.9	54.6	30.2
Writing	54.1	62.5	21.4
Mathematics	58.0	62.8	26.4
Grade 4 Reading	56.4	60.7	23.9
Writing	58.1	64.2	21.8
Mathematics	55.9	63.6	20.7
Grade 5 Reading	53.0	66.0	13.7
Writing	57.9	66.5	21.6
Mathematics	63.9	68.8	25.9
Science	57.5	58.1	29.0
Grade 6 Reading	60.3	68.9	19.0
Writing	51.5	62.2	19.6
Mathematics	63.4	68.8	22.7
Grade 7 Reading	70.9	74.9	28.0
Writing	57.4	62.9	24.2
Mathematics	67.5	66.0	37.6
Grade 8 Reading	56.3	68.4	17.4
Writing	51.1	66.5	15.5
Mathematics	59.4	64.5	25.2
Science	55.8	60.6	24.5

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](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	33.0	47.4	19.7
Writing Across the Disciplines	42.3	55.0	19.1
Mathematics	39.0	47.8	28.2
Science	20.6	42.8	13.0

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
	23.2	36.2	15.3

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		77.8	74.5	
Average Score	Mathematics	480	507	24.8
	Critical Reading	469	503	15.5
	Writing	471	506	17.8

**SAT® I.** The lowest possible score on each SAT® 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 2008	92.9	92.1	37.4
Cumulative Four-Year Dropout Rate for Class of 2008	5.9	6.6	37.2
2007-08 Annual Dropout Rate for Grade 9 through 12	1.8	2.5	31.4

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.6	84.1
% Employed (Civilian Employment and in Armed Services)	7.7	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	286.10
Paraprofessional Instructional Assistants	29.00
Special Education	
Teachers and Instructors	43.27
Paraprofessional Instructional Assistants	59.10
Library/Media Specialists and/or Assistants	12.00
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)	20.00
Counselors, Social Workers, and School Psychologists	28.23
School Nurses	9.60
Other Staff Providing Non-Instructional Services and Support	212.60

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	13.4	14.1	13.6
% with Master's Degree or Above	57.9	75.1	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	13.8	17.5	18.3
Grade 2	19.4	19.0	19.3
Grade 5	20.6	20.9	21.0
Grade 7	18.6	20.7	20.5
High School	19.9	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,013	986	988
Middle School	995	1,026	1,016
High School	1,002	1,008	1,007

\*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*	2.3	3.7	3.3
Middle School	2.3	3.0	2.6
High School	2.3	3.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$31,884	\$7,796	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$1,034	\$253	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$2,454	\$600	\$461	\$372	\$446
Student Support Services	\$4,751	\$1,162	\$808	\$754	\$806
Administration and Support Services	\$7,219	\$1,765	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$5,224	\$1,277	\$1,382	\$1,261	\$1,377
Transportation	\$2,984	\$640	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$3,557	N/A	N/A	N/A	N/A
Other	\$587	\$143	\$152	\$151	\$151
<b>Total</b>	<b>\$59,693</b>	<b>\$13,192</b>	<b>\$12,869</b>	<b>\$12,042</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,145	\$769	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$12109106	20.3	20.6	20.5

**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	75.7	21.8	2.1	0.4
Excluding School Construction	75.5	21.8	2.2	0.5

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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. Resources are also allocated based on greatest need, e.g., intervention programs may be greater in one school versus another because of the needs of students. 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

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	483
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	39	0.9	1.0	0.8
Learning Disability	173	4.0	3.3	3.9
Intellectual Disability	17	0.4	0.4	0.5
Emotional Disturbance	50	1.2	0.9	1.0
Speech Impairment	72	1.7	2.5	2.3
Other Health Impairment*	51	1.2	2.2	2.1
Other Disabilities**	81	1.9	0.9	0.9
Total	483	11.1	11.2	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 2007-08 with a Standard Diploma	77.8	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	28.4	30.2	58.3	65.7
	Writing	10.8	19.5	54.9	64.1
	Mathematics	29.6	30.7	61.3	65.7
	Science	21.4	23.8	56.6	59.4
CAPT	Reading Across the Disciplines	0.0	14.1	33.0	47.4
	Writing Across the Disciplines	2.8	13.6	42.3	55.0
	Mathematics	6.9	15.4	39.0	47.8
	Science	0.0	10.6	20.6	42.8

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	6.4
	% With Accommodations	93.6
CAPT	% Without Accommodations	35.1
	% With Accommodations	64.9
% Assessed Using Skills Checklist		9.3

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	4	0.8
Private Schools or Other Settings	50	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	357	73.9	75.5	72.7
40.1 to 79.0 Percent of Time	55	11.4	15.2	16.1
0.0 to 40.0 Percent of Time	71	14.7	9.3	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

“To improve the performance of all students, giving particular attention to literacy, and reduce disparities among all groups of students,” has been the district’s priority goal and the focus of its work for the past five years. This focus has resulted in improved performance on the CMT from 2006 to 2009 in most areas. The percentage of students meeting goal increases as students move up through the grades.

The district strives to support student’s achievement at high levels. Windsor’s focus on curriculum alignment and analysis of cohort, classroom and individual data is helping to address student performance needs. In mathematics, the district uses two standards-based programs, “Trailblazers” in grades K-5 and “Connected Math” in grades 6-8. In language arts, in grades K-5 teachers have implemented Readers Workshop. 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. We have also implemented the Read 180 literacy intervention program in both the middle and high schools.

This year a major initiative was the training of cohorts of teachers, teacher leaders and administrators in “Decision Making for Results,” a formal, cyclical process grounded in the use of formative assessments, data analysis, establishment of SMART goals, identification of high yield instructional strategies and results indicators. The power of this work is that it is done in teams. Pilot Data Teams were in place this year. Another major initiative was the participation in the CREC Assessment Consortium which allowed the district to administer the CREC common benchmark assessments in math and language arts in grades 3-5. These assessments, given three times a year, were designed as predictors of success on the CMT. Results were used in instructional decisions at the building and classroom level.

During the 2008-2009 school year, professional development was differentiated based on needs of teachers. Strands were designed and implemented for grade level, department, building or new teacher needs. Training focused on literacy, mathematics, science and successful instructional and intervention strategies. Most professional development was led by WPS staff, reflective of the district’s efforts to build capacity from within. The district continued its work around inclusive education for all students, and sustained its commitment to identifying students as having special needs in proportion to the district’s racial composition as a whole. For a fifth consecutive year, the district has met its targets in this area.

The Windsor schools, in its ongoing effort to reduce the number of suspensions, improve student behavior and ultimately student success, implemented an In-School Suspension (ISS) program at the high school and a redesigned ISS at the middle school. Both programs are structured and restrictive and designed to help students see the correlation between their behavior and the consequences they receive; students are also held accountable for the academic learning occurring in their classrooms while they are in ISS. Both the number of expulsions and suspensions at the middle and high school declined significantly. The district also hired a Behavioral Analyst who provided extensive training to Pupil Services staff and worked with school building staffs to develop behavioral plans on individual students. Efforts continue to address effective, proportional discipline in each of the schools. Partnership with parents is fostered through individual school parent organizations. School Family Community Partnership committees at each school also 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 presidents of the school-based PTOs. Parents are invited to serve on school based and district-based committees, including some hiring committees. A district newsletter is sent to all residents three times a year while building-based newsletters and communications occur on an ongoing basis.

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