

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

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Windsor,  
Connecticut

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).

**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: 85.8%

\*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.

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, 2009      3,758  
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	1,066	28.4	13.4	32.6
K-12 Students Who Are Not Fluent in English	134	3.6	2.3	5.4
Students Identified as Gifted and/or Talented*	315	8.4	4.8	4.1
PK-12 Students Receiving Special Education Services in District	450	12.0	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	82.7	85.6	80.5
Homeless	4	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	75	11.2	15.5	13.6

\*92.7 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.5
Asian American	188	5.0
Black	1,934	51.5
Hispanic	441	11.7
White	1,178	31.3
Total Minority	2,580	68.7

**Percent of Minority Professional Staff:** 9.5%

**Open Choice:**

7 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:**

7.7% 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 35.

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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 fortunate to have a very diverse student population, and the schools take great pride in this diversity. Within the school community, deliberate efforts are made to insure all racial and ethnic groups are reflected in academic programs, extra-curriculars, leadership positions, etc. Windsor students have participated in magnet schools for over a decade and we also receive students as part of the Open Choice program. Students participate in programs that involve students from other districts, for example, the Center for Creative Youth and Camp Anytown. Our students also participate in regional and state competitions, e.g., Robotics and Math Team, which provide opportunities for them to work and learn with students from diverse backgrounds. A concerted effort has been made at the high school to increase the number of students of color in Advanced Placement courses while increasing performance. The numbers have increased as well as the percent of students achieving a 3 or better on the AP exams. Windsor has as one of its primary goals the reduction and ultimate elimination of the achievement gap. Specific professional development aims to increase cultural competency and teaching quality, e.g., three administrators offered a 6-hour workshop on Cultural Competence and Courageous Practice: Bringing Equity Alive for elementary staff. Participants explored tenets of social dominance and social justice, prejudices from a students' perspective and standards for "Seven Principles for Culturally Responsive Teaching." The program will be offered to secondary teachers in the next school year. More than 100 teachers were trained in Effective Teaching Strategies. Several teachers attended conferences/programs related to diversity, race and cultural competency including the Anti Defamation Leagues', A Classroom of Difference, and a training on Cultural Competence with Gary Howard. Windsor is a member of the 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: math, literacy, conversations on race and student/teacher relationships. Windsor is also participating in a multi-year research project in collaboration with Yale University around the efficacy of intervention strategies for reducing the racial achievement gap. Finally, as part of its commitment to employ the most qualified staff and to provide quality educational experiences and learning opportunities for all students, the district actively works to recruit, employ and retain staff of color.

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	52.4	57.0	27.0	
Writing	45.0	58.3	12.3	
Mathematics	53.1	62.4	18.4	
Grade 4 Reading	62.1	59.9	37.1	
Writing	64.2	63.6	36.3	
Mathematics	67.7	67.0	36.5	
Grade 5 Reading	54.9	61.8	21.2	
Writing	55.3	68.2	13.3	
Mathematics	63.8	72.4	18.7	
Science	52.0	59.4	19.3	
Grade 6 Reading	55.5	74.9	8.6	
Writing	50.0	65.9	12.2	
Mathematics	62.6	70.7	20.2	
Grade 7 Reading	74.0	77.4	24.7	
Writing	57.5	61.2	28.6	
Mathematics	66.7	68.5	31.8	
Grade 8 Reading	64.9	73.3	17.8	
Writing	53.1	62.6	21.7	
Mathematics	66.3	67.3	32.5	
Science	55.8	62.8	26.1	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	28.9	45.9	18.2	
Writing Across the Disciplines	45.1	59.6	19.5	
Mathematics	45.6	48.7	37.1	
Science	30.1	45.3	18.9	

**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
	37.8	50.7	18.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.3	68.5	
Average Score	Mathematics	470	508	20.2
	Critical Reading	465	503	16.3
	Writing	455	506	10.9

**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	2.4	3.0	25.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.7	84.5
% Employed (Civilian Employment and in Armed Services)	5.7	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	280.90
Paraprofessional Instructional Assistants	7.00
Special Education	
Teachers and Instructors	44.27
Paraprofessional Instructional Assistants	60.00
Library/Media Specialists and/or Assistants	12.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	14.50
School Level	16.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	21.10
Counselors, Social Workers, and School Psychologists	28.00
School Nurses	9.60
Other Staff Providing Non-Instructional Services and Support	203.50

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	14.4	13.8
% with Master's Degree or Above	56.6	77.1	77.8

Average Class Size	District	DRG	State
Grade K	13.3	17.2	18.5
Grade 2	20.0	18.9	19.7
Grade 5	20.7	20.9	21.1
Grade 7	18.8	20.3	20.8
High School	18.6	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,016	985	992
Middle School	1,003	1,025	1,018
High School	1,002	1,000	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	3.5	3.2
Middle School	2.2	2.8	2.5
High School	2.4	2.8	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	\$32,541	\$8,199	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$1,009	\$254	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$2,314	\$583	\$474	\$389	\$459
Student Support Services	\$4,771	\$1,202	\$863	\$800	\$859
Administration and Support Services	\$7,187	\$1,811	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$6,027	\$1,518	\$1,469	\$1,377	\$1,462
Transportation	\$3,441	\$758	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$4,220	N/A	N/A	N/A	N/A
Other	\$613	\$155	\$163	\$169	\$162
<b>Total</b>	<b>\$62,122</b>	<b>\$14,119</b>	<b>\$13,458</b>	<b>\$12,685</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,777	\$700	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,347,006	21.5	20.9	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	75.3	22.0	2.3	0.3
Excluding School Construction	74.8	22.4	2.4	0.4

## 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. With respect to personnel, the district insures equity by allocating teacher positions based on Board of Education guidelines for teacher-student ratios and based on 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 these guidelines are exceeded. The district allocates non-personnel resources – supplies, materials, instructional equipment, and replacement textbooks – on a per pupil basis differentiated between elementary and secondary levels. Resources are also allocated based on greatest need, e.g., the demand for 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.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	478
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	47	1.1	1.1	1.0
Learning Disability	179	4.3	3.4	3.9
Intellectual Disability	16	0.4	0.4	0.5
Emotional Disturbance	41	1.0	0.9	1.0
Speech Impairment	59	1.4	2.4	2.2
Other Health Impairment*	54	1.3	2.2	2.1
Other Disabilities**	82	2.0	0.9	0.9
<b>Total</b>	<b>478</b>	<b>11.5</b>	<b>11.4</b>	<b>11.6</b>

\*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	92.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.2	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	32.0	31.6	60.8	67.5
	Writing	10.7	19.6	54.4	63.3
	Mathematics	28.4	32.9	63.5	68.1
	Science	14.1	23.7	53.8	61.1
CAPT	Reading Across the Disciplines	13.0	13.8	28.9	45.9
	Writing Across the Disciplines	11.4	16.8	45.1	59.6
	Mathematics	3.7	16.7	45.6	48.7
	Science	3.1	13.0	30.1	45.3

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	15.0
	% With Accommodations	85.0
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% 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	9	1.9
Private Schools or Other Settings	53	11.1

### 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	365	76.4	76.7	73.4
40.1 to 79.0 Percent of Time	43	9.0	13.8	15.3
0.0 to 40.0 Percent of Time	70	14.6	9.5	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The primary goal of the Windsor Public Schools continues to be: Increase the performance of all students in the academics, giving particular attention to literacy, and reduce disparities among all groups of students. Work toward this goal is ongoing in the system. Windsor's focus on rigorous, aligned curriculum, quality teaching and analysis of data from the school to the classroom are helping to address student needs and increase achievement. Data Teams were implemented in 2009-2010 across all elementary schools and somewhat at the middle and high school. Use of common formative assessments are increasing at every level and teachers are using data more frequently resulting in instruction being modified based on student need. In literacy at the elementary level, a 30 minute interactive vocabulary instruction block has been implemented. In mathematics, the Connected Mathematics program has been fully implemented in the middle school, and an Algebra I lab at the high school has been developed for students in need of additional support. A major professional development initiative was training nearly 1/3 of teachers in Marzano's Effective Teaching Strategies. Training has also begun in SRBI and staff have developed a set of protocols for Tier II supplemental interventions for math and reading at the elementary and middle school levels; classroom teachers have received an introduction to these new instructional resources. In an effort to increase the number of students graduating in four years, an on-line recovery program was implemented in the summer of 2009. Students worked to regain credit in courses in English, math, science, social studies and a few electives. The program is also being used by special education high school students enrolled in an alternative program. We have also worked to increase the number of students taking Advanced Placement courses and the number achieving a score of 3 or better. We have seen a precipitous increase in the number of students taking AP, including students of color, and an increase from 42% to 70% of exams with a score of 3 or better. We are the recipient of a five-year, \$600,000 grant – Project Opening Doors – whose goal is to strengthen the AP program, and increase AP enrollment and performance on AP exams. We implemented the PowerSchool Parent Portal in the middle and high schools enabling parents to monitor student progress by accessing information on attendance, grades and assignments. The Superintendent continues to meet monthly with PTO Presidents, and parents are invited to serve on school and district-based committees. The Board of Education established an Elementary Schools Task Force, that included parents, to study the future of the elementary schools given the declining enrollment. The Board will be taking up the recommendations of the study in the 2010-2011 school year

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