

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

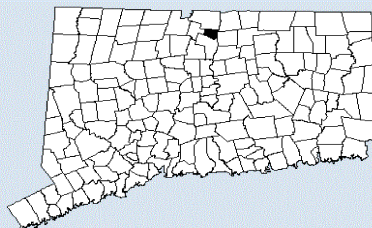


## Windsor Locks School District

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### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,570
Per Pupil Expenditures <sup>1</sup>	\$19,893
Total Expenditures <sup>1</sup>	\$33,678,770

<sup>1</sup>Expenditure data reflect the 2017-18 school year.

### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2018-19 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	784	49.9	48.4
Male	786	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	129	8.2	5.2
Black or African American	195	12.4	12.8
Hispanic or Latino of any race	230	14.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	80	5.1	3.6
White	933	59.4	52.4
English Learners	86	5.5	7.6
Eligible for Free or Reduced-Price Meals	796	50.7	42.1
Students with Disabilities <sup>3</sup>	260	16.6	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	93	12.6	40	4.9
Male	95	12.6	76	9.1
Black or African American	40	21.2	30	14.4
Hispanic or Latino of any race	43	18.3	21	8.1
White	82	9.5	60	6.2
English Learners	15	16.1	*	*
Eligible for Free or Reduced-Price Meals	141	17.4	89	9.9
Students with Disabilities	44	18.3	45	14.7
District	188	12.6	116	7.0
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 79**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup>A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	138.8
Paraprofessional Instructional Assistants	4.5
<b>Special Education</b>	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	52.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.5
School Level	5.5
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	100.1

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.0	1.1
Black or African American	5	2.6	3.8
Hispanic or Latino of any race	4	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	185	94.4	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	*	14	*
Hispanic or Latino of any race	7	*	*	*
White	72	87.8	76	88.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	78.4	59	86.8
Students with Disabilities	10	*	27	93.1
District	98	86.0	116	87.2
State		74.5		85.2

<sup>2</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	21	70.0
Emotional Disturbance	16	69.6
Intellectual Disability	*	*
Learning Disability	78	89.7
Other Health Impairment	43	82.7
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	187	80.3
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	2.1	1.9
Emotional Disturbance	23	1.4	1.1
Intellectual Disability	12	0.8	0.5
Learning Disability	87	5.4	5.5
Other Health Impairment	53	3.3	3.2
Other Disabilities	13	0.8	1.1
Speech/Language Impairment	26	1.6	1.8
All Disabilities	247	15.5	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	6.1	8.2
Private Schools or Other Settings	8	3.2	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,201,731	\$13,114	\$10,545
Support services - students	\$2,063,391	\$1,336	\$1,373
Support services - instruction	\$1,093,750	\$708	\$644
Support services - general administration	\$652,460	\$422	\$462
Support services - school based administration	\$1,833,239	\$1,187	\$1,007
Central and other support services	\$1,041,764	\$674	\$671
Operation and maintenance of plant	\$3,432,129	\$2,221	\$1,629
Student transportation services	\$1,263,383	\$958	\$1,231
Food services	\$85,924	\$56	\$13
Enterprise operations	\$11,000	\$7	\$157
Minor school construction	.	.	\$65
Total	\$33,678,770	\$19,893	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,726,147	37.7	29.7
Instructional Aide Salaries	\$1,201,122	16.6	9.6
Other Salaries	\$1,070,007	14.8	10.4
Employee Benefits	\$633,230	8.8	13.0
Purchased Services Other Than Transportation	\$357,022	4.9	5.5
Special Education Tuition	\$755,865	10.5	22.6
Supplies	\$83,100	1.2	0.6
Property Services	\$7,377	0.1	0.4
Purchased Services For Transportation	\$369,697	5.1	8.0
Equipment	\$16,197	0.2	0.2
All Other Expenditures	\$2,538	0.0	0.1
Total	\$7,222,301	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.4	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	73.7
State	19.7
Federal	2.0
Tuition & Other	4.7

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	56	71.1	56	71.5	26	67.5
Black or African American	94	54.3	94	47.5	42	43.9
Hispanic or Latino of any race	124	61.7	124	58.0	48	55.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	441	64.1	441	60.4	207	58.7
English Learners	60	56.8	60	57.8	29	50.8
Non-English Learners	701	63.8	701	59.5	302	57.7
Eligible for Free or Reduced-Price Meals	400	59.0	400	55.0	161	53.1
Not Eligible for Free or Reduced-Price Meals	361	68.0	361	64.2	170	61.0
Students with Disabilities	123	43.4	123	38.3	60	39.6
Students without Disabilities	638	67.1	638	63.4	271	61.0
High Needs	448	58.0	448	54.4	192	51.9
Non-High Needs	313	70.7	313	66.5	139	64.3
District	761	63.2	761	59.3	331	57.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	92.3	84.8	83.1	83.8	401	86.0
Curl Up	82.7	68.7	89.0	86.3	401	81.8
Push Up	56.7	45.5	39.8	77.5	401	53.1
Mile Run/PACER	81.7	67.7	62.7	57.5	401	67.8
All Tests - District	53.8	36.4	33.9	47.5	401	42.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	17	*
Hispanic or Latino of any race	13	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	58	86.2
Students with Disabilities	20	45.0
District	122	89.3
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.8	42	36.2
Male	90.1	35	26.7
Black or African American	90.6	*	*
Hispanic or Latino of any race	92.0	*	*
White	92.3	53	31.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	29	24.4
Students with Disabilities	61.7	*	*
District	92.3	77	31.2
State	95.9		42.6

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	70.7	77.3
Male	54.2	82.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	58.8	78.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.6	76.7
Students with Disabilities	*	*
District	62.4	80.3
State	71.0	87.8

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.2	75	42.2	50	84.3	67.7
	High Needs Students	58.0	75	38.7	50	77.4	58.1
Math Performance Index	All Students	59.3	75	39.6	50	79.1	63.1
	High Needs Students	54.4	75	36.2	50	72.5	52.7
Science Performance Index	All Students	57.1	75	38.1	50	76.2	63.8
	High Needs Students	51.9	75	34.6	50	69.2	54.2
ELA Academic Growth	All Students	49.9%	100%	49.9	100	49.9	59.9%
	High Needs Students	45.5%	100%	45.5	100	45.5	55.1%
Math Academic Growth	All Students	58.1%	100%	58.1	100	58.1	62.5%
	High Needs Students	57.5%	100%	57.5	100	57.5	55.2%
Progress Toward English Proficiency	Literacy	71.0%	100%	35.5	50	71.0	60.0%
	Oral	59.0%	100%	29.5	50	59.0	52.1%
Chronic Absenteeism	All Students	12.6%	<=5%	34.8	50	69.6	10.4%
	High Needs Students	16.7%	<=5%	26.6	50	53.3	16.1%
Preparation for CCR	% Taking Courses	86.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	31.2%	75%	20.8	50	41.6	42.6%
On-track to High School Graduation		85.5%	94%	45.5	50	91.0	88.0%
4-year Graduation All Students (2018 Cohort)		89.3%	94%	95.0	100	95.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		93.6%	94%	99.6	100	99.6	83.3%
Postsecondary Entrance (Class of 2018)		62.4%	75%	83.2	100	83.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.2%   42.4%	75%	28.3	50	56.5	96.4%   52.9%
Arts Access		60.6%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1039.2</b>	<b>1450</b>	<b>71.7</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.7	58.0	12.6	15.4	
Math Performance Index Gap	66.5	54.4	12.1	17.6	
Science Performance Index Gap	64.3	51.9	12.4	16.1	
Graduation Rate Gap	94.0%	93.6%	0.4%	11.1%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.8
	High Needs Students	98.1
Math	All Students	98.8
	High Needs Students	98.1
Science	All Students	99.4
	High Needs Students	99.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The 2018-2019 school year was a continuation of the implementation of the Vision of the Graduate with the mission to ensure that all students graduate from Windsor Locks Public Schools "prepared to make a difference" in their home, schools and communities. The district continued to expand upon the multi-year transition to mastery-based, student-centered educational system which guides all improvement efforts in our quest to become a school of distinction. Instructional shifts to support this have been continued and expanded upon, notably establishing or refining common scoring guides between the Middle School and the High School. School climate and the inclusion of equity practices has been a guided force of the professional learning this year. Habits of Scholarship have continued to be separated from academic achievement to ensure accurate reflection and feedback to students and families on learning; to that end, student-led conferences K-12 continue to be a staple in our engagement and connections with families twice a year. The partnership with the Hartford Foundation for Public Giving has afforded us a continuation and expansion of true family partnerships and engagement. District and school advisory meetings have continued to provide a lens and feedback opportunity for families throughout the district. Several new family and staff communication tools are in place; a virtual backpack has been implemented on our website; several video communications are in place to capture activities and events throughout the district, an active Superintendent Twitter and Instagram page are in place and a fully engaged district Facebook page has taken on a new look and engaged students and families. The four goals of the district remain in place and continue to drive all actions and decisions to ensure that every student is engaged, fulfilled and excited to learn at the highest levels to become self-directed, independent learners.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The Hartford Foundation for Public Giving supported the continued work with our staff on reducing racial ethnic and economic isolation and its impact on learning. Two professors from St. Joseph University supported our staff and administrators in developing and implementing this work. The district engaged in continued work focused on auditing the curriculum to ensure that we using an identify informed curriculum and this continues to be a focus for a small group that is engaged in promoting this work throughout the district. Just under 100 students from Hartford continue to receive a high-quality education in Windsor Locks. A liaison devoted to ensuring that our Hartford Open Choice students are connected and engaged is in place. This is a critical position at each school that coordinates services for students and families to be engaged during the school day and beyond.

As a district that participates in the Open Choice Program, students from Windsor Locks are also offered choice in area Magnet Schools.

# District Profile and Performance Report for School Year 2018-19

## Windsor Locks School District

### **Equitable Allocation of Resources among District Schools**

Windsor Locks School District demonstrates Equitable Allocation of resources among District Schools through the following equitable process. The process begins at the individual school level with input from teachers and other staff. The requests from each school are then gathered by the district and reviewed in relation to the needs of the district to ensure fulfillment of our mission and vision for all students. Further, each building administrator is provided with a spreadsheet of the entire cost center to run and operate that building and is charged with populating that spreadsheet with new budgetary request for the following year. The leadership team collaborates as does central office cabinet to make decisions on budgetary items in accordance with the Town's Board of Finance. The budget development is very collaborative and spans several months including taking an approach that reviewed current expenditures against the budget requests to ensure equitable allocation of resources throughout the district.