

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



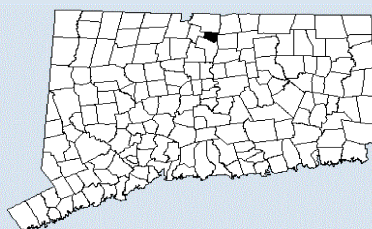
Windsor Locks School District

Mrs. Susan Bell, Superintendent • 860-292-5000 • www.wlps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,572
Per Pupil Expenditures ¹	\$19,049
Total Expenditures ¹	\$33,889,019

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	785	49.9	48.4
Male	787	50.1	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	142	9.0	5.1
Black or African American	178	11.3	12.9
Hispanic or Latino	203	12.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	*	*	2.9
White	974	62.0	54.8
English Learners	74	4.7	6.8
Eligible for Free or Reduced-Price Meals	705	44.8	35.9
Students with Disabilities ¹	226	14.4	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	80	10.8	27	3.4
Male	74	9.9	60	7.5
Black or African American	51	29.0	30	16.6
Hispanic or Latino	28	13.2	13	6.1
White	64	7.1	40	4.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	108	16.1	55	7.4
Students with Disabilities	39	17.5	23	8.9
District	154	10.4	87	5.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 101

Number of school-based arrests: 8

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Windsor Locks School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	133.0
Paraprofessional Instructional Assistants	30.7
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.9
Instructional Specialists Who Support Teachers	1.7
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.5
Other Staff Providing Non-Instructional Services/Support	109.8

¹In 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	1.0
Black or African American	8	4.2	3.6
Hispanic or Latino	4	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	178	92.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino	*	*	*	*
White	34	45.3	51	60.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	17	47.2	22	46.8
Students with Disabilities	*	*	7	30.4
District	50	45.5	68	59.1
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	11	50.0
Emotional Disturbance	17	65.4
Intellectual Disability	*	*
Learning Disability	79	85.9
Other Health Impairment	31	72.1
Other Disabilities	*	*
Speech/Language Impairment	13	*
District	163	75.1
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	27	1.7	1.7
Emotional Disturbance	26	1.6	1.0
Intellectual Disability	13	0.8	0.5
Learning Disability	92	5.7	4.9
Other Health Impairment	43	2.6	2.9
Other Disabilities	18	1.1	1.1
Speech/Language Impairment	17	1.0	1.8
All Disabilities	236	14.5	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,234,324	11,800	9,663
Instructional Supplies and Equipment	795,623	488	321
Improvement of Instruction and Educational Media Services	1,159,291	711	578
Student Support Services	2,041,544	1,252	1,103
Administration and Support Services	3,273,009	2,008	1,861
Plant Operation and Maintenance	4,241,415	2,602	1,637
Transportation	1,307,247	738	877
Costs of Students Tuitioned Out	1,314,778	N/A	N/A
Other	521,788	320	201
Total	33,889,019	19,049	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,169,667	718	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,005,102	44.1	34.6
Noncertified Personnel	1,399,676	20.5	14.6
Purchased Services	206,476	3.0	5.8
Tuition to Other Schools	830,294	12.2	21.8
Special Ed. Transportation	415,792	6.1	8.5
Other Expenditures	961,077	14.1	14.7
Total Expenditures	6,818,417	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	76.0
State	22.4	19.5
Federal	2.0	2.1
Tuition & Other	2.4	2.5

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2016-17

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	74	69.1	74	66.4	37	59.7
Black or African American	74	52.2	74	46.7	46	43.1
Hispanic or Latino	116	62.5	116	56.0	52	47.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	34	65.8	34	60.4	19	*
White	471	65.3	471	60.9	202	56.6
English Learners	62	56.3	62	55.2	21	42.9
Non-English Learners	709	64.7	709	59.7	335	54.3
Eligible for Free or Reduced-Price Meals	327	59.5	327	54.0	156	49.9
Not Eligible for Free or Reduced-Price Meals	444	67.4	444	63.4	200	56.6
Students with Disabilities	112	45.9	112	40.1	56	38.7
Students without Disabilities	659	67.1	659	62.6	300	56.5
High Needs	388	57.9	388	52.7	183	49.0
Non-High Needs	383	70.3	383	66.1	173	58.6
District	771	64.1	771	59.4	356	53.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	95.4	76.5	86.2	86.9	450	86.0
Curl Up	49.5	63.9	84.6	96.0	450	73.1
Push Up	62.4	46.2	64.2	81.8	450	62.9
Mile Run/PACER	83.5	72.3	70.7	59.6	450	71.8
All Tests - District	36.7	31.1	49.6	50.5	450	41.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62	87.1
Students with Disabilities	27	55.6
District	144	86.8
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.9	26	26.5
Male	92.1	42	33.1
Black or African American	100.0	*	*
Hispanic or Latino	*	*	*
White	90.6	49	30.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	89.2	18	21.7
Students with Disabilities	61.8	0	0.0
District	92.9	68	30.2
State	96.1		43.5

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.7	86.5
Male	58.3	82.2
Black or African American	*	*
Hispanic or Latino	*	*
White	64.2	83.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.2	76.7
Students with Disabilities	*	*
District	64.4	84.1
State	72.0	88.5

⁵College 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.

⁶College 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

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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	64.1	75	42.7	50	85.4	67.1
	High Needs Students	57.9	75	38.6	50	77.2	55.9
Math Performance Index	All Students	59.4	75	39.6	50	79.2	62.2
	High Needs Students	52.7	75	35.2	50	70.3	50.5
Science Performance	All Students	53.7	75	35.8	50	71.5	55.3
	High Needs Students	49.0	75	32.6	50	65.3	45.2
ELA Academic Growth	All Students	52.3%	100%	52.3	100	52.3	55.4%
	High Needs Students	47.9%	100%	47.9	100	47.9	49.8%
Math Academic Growth	All Students	57.6%	100%	57.6	100	57.6	61.7%
	High Needs Students	57.5%	100%	57.5	100	57.5	53.7%
Chronic Absenteeism	All Students	10.4%	<=5%	39.3	50	78.6	9.9%
	High Needs Students	15.5%	<=5%	28.9	50	57.8	15.8%
Preparation for CCR	% Taking Courses	52.4%	75%	35.0	50	69.9	70.7%
	% Passing Exams	30.2%	75%	20.1	50	40.3	43.5%
On-track to High School Graduation		92.0%	94%	49.0	50	97.9	87.8%
4-year Graduation All Students (2016 Cohort)		86.8%	94%	92.3	100	92.3	87.4%
6-year Graduation - High Needs Students (2014)		94.8%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		64.4%	75%	85.9	100	85.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		96.8% 41.8%	75%	27.9	50	55.7	92.0% 51.6%
Arts Access		65.0%	60%	50.0	50	100.0	50.5%
Accountability Index				968.2	1350	71.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.3	57.9	12.4	16.7	
Math Performance Index Gap	66.1	52.7	13.3	18.7	
Science Performance Index Gap	58.6	49.0	9.7	16.6	
Graduation Rate Gap	94.0%	94.8%	-0.8%	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.9
	High Needs Students	98.8
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	98.6
	High Needs Students	97.9

³Minimum participation standard is 95%.

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

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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Windsor Locks School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2016-2017 school year was a tremendous one in terms of the professional growth and learning of our staff. Our district vision to build a mastery-based, student-centered educational system continues to guide our school improvement efforts as we become a school district of excellence. Schools focused on three important areas for improvement in 2016-2017: instructional shifts to implement mastery based, student centered learning; Improving school climate through professional learning and piloting of restorative practices as an alternative to traditional disciplinary measures; and engaging families to support all students with a strong link to learning. Teachers and administrators have worked tirelessly to establish structures and systems that allow them to support students in mastering rigorous academic and "soft skill standards", such as being conscientious and responsible citizens, creative and practical problem solvers, informed thinkers, clear and effective communicators, collaborative workers and self-directed learners. In Windsor Locks we keep Habits of Scholarship - these soft skills - separate from an academic grade. This allows the family to understand both sets of skills in a way that does not cloud the true academic achievement level of students, but instead captures these skills in a way that students can understand how they impact their academics.

Another area of focus last year was in supporting students to attend school more regularly. As a district, we were able to reduce our chronic absenteeism rate by 3 percentage points, a significant accomplishment. With the focused attention of intervention teams and committed educators focused on ensuring that each student has a strong connection to school, we have experienced a great deal of success in helping students establish stronger attendance patterns, especially in our earlier grades. In addition, for students who may need community counseling, we collaborated with Community Health Resources and established satellite offices at both our high school and middle school. This way, families who need community-based counseling supports have an easier way to access those supports right in their child's school.

We have a number of partnerships that have allowed us to strengthen our work with families and provide that all important link to learning at home. We hosted the Parent Leadership Training Institute with the support of the Hartford Foundation for Public Giving. Through this funding, strong parent leaders emerged who have developed compelling community projects aimed at improving not only the schools but also their communities at large for supporting children in their growth. Additionally, we engaged almost every single family in student-led conferences with their children - a model that takes the place of traditional parent-teacher conferences, with the student in the drivers seat, but engages their family as a partner in championing their success.

Our services to Special Education was a critical focus as we plan to, in the 17-18 school year, restructure services to ensure that every student is engaged at the highest levels of work during core instruction, and the most effective and efficient interventions to help them mitigate skill deficits quickly and completely. The overall goal? Self-directed, independent learners and workers of the future.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In 2016-2017, 104 students from Hartford were enrolled at WLPS. We continue to support the Hartford Open Choice students in becoming more connected to the Windsor Locks Public Schools by dedicating an adult in each building whose purpose is to assist students in making the most out of their experience in Windsor Locks. These liaisons provide critical coordination for students and their families related to transportation for staying after school, scheduling students for different after school activities, and serving as mentors and advisors for the students. Through leadership opportunities, the students are engaged with their Windsor Locks peers in a number of activities designed to make better connections between Hartford and Windsor Locks students. Additionally, our coordinators work to ensure that our families make important connections to teachers and schools as well, providing transportation, hosting dinners, and helping them support their children in their learning. In the summer of 2016, eight students – Windsor Locks and Hartford residents alike – participated in the Seeds of Success Program, where students were engaged in leadership training and collaboration to promote positive interaction between students. As a result, the program also promoted racial/ethnic connectedness to identify similar interests and values between Hartford and suburban students and create opportunities for replicating that connectedness with all students back in the Open Choice schools. Several towns who participate in the Open Choice Program were part of Seeds of Success, further connecting students of high school age to the diversity of their peers in other towns in the region. . .As a district that participates in the Open Choice Program, students from Windsor Locks are also offered choice in area Magnet Schools. During the 2016-2017 school year, 45 students attended Hartford Public Magnet Schools, 75 students attended Capital Region Education Council Magnet Schools (24 of those students attended CREC's Metropolitan Learning Center), and nine (9) students attended other district Magnet Schools (LEARN and Bloomfield Public Schools).

District Profile and Performance Report for School Year 2016-17

Windsor Locks School District

Equitable Allocation of Resources among District Schools

The process used in Windsor Locks to allocate resources is certainly an equitable one. 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 the fulfillment of our mission and vision for all students. Department heads at the district level advocate for their needs relative to the vision and mission, and we work together as a district-wide leadership team (including building leaders) to develop the best approach to budgeting within the guidelines provided by our Town's Board of Finance. The budget development is a very collaborative process that spans about two months.