

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



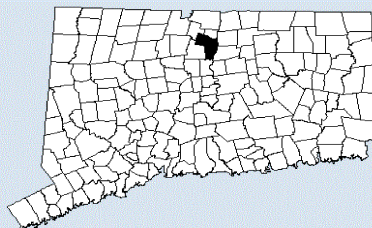
Windsor School District

Dr. Craig Cooke, Superintendent • 860-687-2000 • <http://www.windsorct.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,345
Per Pupil Expenditures ¹	\$19,520
Total Expenditures ¹	\$76,087,255

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2019-20 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 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,627	48.6	48.4
Male	1,718	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	148	4.4	5.2
Black or African American	1,425	42.6	12.7
Hispanic or Latino of any race	714	21.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	232	6.9	3.8
White	818	24.5	51.1
English Learners	127	3.8	8.3
Eligible for Free or Reduced-Price Meals	1,365	40.8	43.3
Students with Disabilities ³	667	19.9	16.0

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

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	157	9.8	95	5.6
Male	175	10.6	197	11.0
Black or African American	132	9.4	186	12.5
Hispanic or Latino of any race	87	12.5	62	8.3
White	69	8.7	31	3.7
English Learners	23	18.0	11	8.0
Eligible for Free or Reduced-Price Meals	211	14.2	194	12.1
Students with Disabilities	106	16.0	119	15.4
District	332	10.2	292	8.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 379

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2019-20

Windsor School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	265.6
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	54.4
Paraprofessional Instructional Assistants	96.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.4
School Level	22.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	22.5
Counselors, Social Workers and School Psychologists	25.0
School Nurses	8.6
Other Staff Providing Non-Instructional Services/Support	151.9

¹ 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	10	2.4	1.2
Black or African American	56	13.7	4.0
Hispanic or Latino of any race	9	2.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	335	81.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.9	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	107	80.5	130	76.0
Hispanic or Latino of any race	39	76.5	41	77.4
White	53	82.8	51	73.9
English Learners	6	*	*	*
Eligible for Free or Reduced-Price Meals	98	79.7	94	72.9
Students with Disabilities	38	70.4	50	54.9
District	227	80.5	243	77.1
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	62	70.5
Emotional Disturbance	31	45.6
Intellectual Disability	10	*
Learning Disability	162	77.9
Other Health Impairment	117	78.5
Other Disabilities	29	38.7
Speech/Language Impairment	38	97.4
District	449	69.8
State		67.8

³ 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 2019-20

Windsor School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	95	2.5	2.0
Emotional Disturbance	68	1.8	1.1
Intellectual Disability	16	0.4	0.5
Learning Disability	208	5.5	5.7
Other Health Impairment	151	4.0	3.3
Other Disabilities	106	2.8	1.1
Speech/Language Impairment	56	1.5	1.8
All Disabilities	700	18.5	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	109	15.6	8.2
Private Schools or Other Settings	47	6.7	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$38,695,454	\$9,927	\$10,923
Support services - students	\$6,116,398	\$1,878	\$1,277
Support services - instruction	\$5,329,696	\$1,636	\$682
Support services - general administration	\$1,902,925	\$584	\$467
Support services - school based administration	\$2,852,249	\$876	\$1,021
Central and other support services	\$3,171,822	\$974	\$679
Operation and maintenance of plant	\$7,507,628	\$2,305	\$1,718
Student transportation services	\$5,298,651	\$1,507	\$1,288
Food services	.	.	\$12
Enterprise operations	\$852,238	\$262	\$163
Minor school construction	\$4,360,194	\$1,339	\$59
Total	\$76,087,255	\$19,520	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,721,925	36.3	28.5
Instructional Aide Salaries	\$2,251,796	12.2	10.1
Other Salaries	\$1,610,083	8.7	11.1
Employee Benefits	\$10,000	0.1	13.0
Purchased Services Other Than Transportation	\$508,070	2.7	5.7
Special Education Tuition	\$4,946,866	26.7	22.5
Supplies	\$49,402	0.3	0.6
Property Services	\$570	0.0	0.3
Purchased Services For Transportation	\$2,384,288	12.9	8.0
Equipment	\$11,774	0.1	0.2
All Other Expenditures	\$832	0.0	0.1
Total	\$18,495,605	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.9
State	18.4
Federal	2.4
Tuition & Other	0.3

⁴ 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 2019-20 Windsor 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

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

¹ 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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20 Windsor School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	149	87.9
Hispanic or Latino of any race	40	77.5
English Learners	13	*
Eligible for Free or Reduced-Price Meals	129	82.2
Students with Disabilities	60	66.7
District	290	87.2
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	77.9	89.6
Male	53.9	77.1
Black or African American	63.4	82.6
Hispanic or Latino of any race	61.8	75.9
White	68.1	86.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53.7	70.3
Students with Disabilities	29.6	*
District	65.4	83.7
State	71.5	87.5

³ 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.

⁴ 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 2019-20

Windsor 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	72.3%	100%	60.4%
	Oral	67.3%	100%	57.6%
Chronic Absenteeism	All Students	10.2%	<=5%	12.2%
	High Needs Students	14.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	78.7%	75%	80.4%
On-track to High School Graduation		84.3%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		87.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		88.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		65.4%	75%	71.5%
Arts Access		52.2%	60%	51.8%

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	88.3%	5.7%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

A district-wide instructional framework was implemented to assure common instructional expectations. We will continue to focus on the implementation of the instructional framework, with a laser like focus on targeted and purposeful planning to meet the needs of all students. Work continues at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. Family workshops are provided to inform parents on how to interpret data from benchmark and state assessments. The district is also rolling out a data analytics program to assist with data analysis. In addition, the district implemented an at-home elementary summer learning program to partner effectively with families and support families in working at home with their children on learning activities in reading and mathematics.

The Office of Family and Community Partnership was established through a grant and continues to focus on strengthening partnerships with stakeholders. Written reports were compiled by the Office of Family and Community Partnership, which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result of the findings, the district website was updated to be more accessible to families, home visits were conducted, signage at each school changed, parent conferences were revised to be more parent and student centered, and academic evenings were held at the elementary and secondary levels.

The Office of Pupil Services and Special Education monitors IEP progress to ensure each student derived educational benefit from their individually identified goals and objectives. Job shadowing and internship experiences were offered to make meaningful connections to post-secondary career options for special education students in grades 9-12. The Instructional Services Department, in collaboration with the Office of Pupil Services and Special Education, continues to provide support to implement Multi-Tier Systems of Support (MTSS). Targeted supplemental interventions in reading and mathematics were implemented at the elementary and secondary levels. All schools are implementing Tier 2 and 3 strategies including: functional behavioral assessments, behavioral and academic intervention plans and individualized wrap-around supports. In recent years, we exceeded our ESSA targets in relation to attendance by implementing district-wide strategies to prevent chronic absenteeism and truancy.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district has made efforts to reduce racial, ethnic and economic isolation during the last school year by participating at minority educator recruitment fairs and using online sites such as EdWeek and CTReap. The district has representation on the CREC and state Minority Teacher Recruiting (MTR) committees and facilitates programs and activities to increase staff and student awareness of the diversity of individuals and cultures.

In an effort to reduce racial, ethnic, and economic isolation the Windsor Public Schools typically offers a no cost after-school enrichment clusters at the secondary level, i.e., grades 6-12. Throughout the fall, winter and spring enrichment clusters, students receive mathematics, literacy and science instruction. Students participated in school based offerings including the Empowered Leadership Academy, Young Men's Leadership Academy, Sage Park Boys and Girls Leadership Groups. Students in elementary, middle and high school participated in study circles, designed to increase student awareness of the diversity of individuals and cultures.

Multicultural technical and leadership support was obtained through contracts with Cormier Consulting and Recenter. The Study Circle model was expanded from the initial group at WHS to the District Leadership Team and all schools. Cormier consulting works with various groups including new teachers, preschool teachers, instructional coaches and leaders to enhance instructional practices in an effort to improve outcomes for all students. Recenter works with the leadership team on leadership issues including equity. Recenter will also provide professional development to all buildings throughout the year. The district employs four EL teachers to provide services to English Learners at all levels. Two teachers have ARCTELL program training and a cross-endorsement in Teachers of English to Students of Other Languages (TESOL).

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to strengthen Tier 1 instruction and support all students - the core of our equity work. Our ongoing goal is to increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services.

District Profile and Performance Report for School Year 2019-20

Windsor School District

Equitable Allocation of Resources among District Schools

The allocation of resources for the Windsor Public Schools is divided into two major functional areas: personnel and non-personnel. The district ensures equity by allocating teacher positions based upon the Board of Education guidelines for teacher-student ratio and based upon 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 guidelines are exceeded.

The district allocates resources including supplies, materials, instructional equipment, and replacement textbooks on a per pupil basis distinguishing between the elementary and secondary levels. Resources are distributed based upon student need as the demand for supplemental instructional services may be greater in one building versus another. Maintenance and capital programs are developed and allocated across the district on a needs basis, ensuring major maintenance and capital needs of each facility are appropriately met.