

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



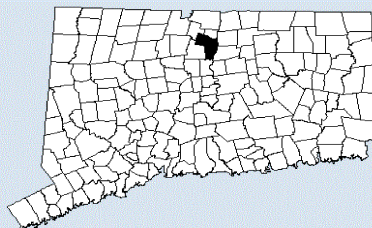
## Windsor School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,212
Per Pupil Expenditures <sup>1</sup>	\$18,314
Total Expenditures <sup>1</sup>	\$70,840,360

<sup>1</sup>Expenditure 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](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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,536	47.8	48.4
Male	1,676	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	147	4.6	5.1
Black or African American	1,455	45.3	12.9
Hispanic or Latino	529	16.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	192	6.0	2.9
White	885	27.6	54.8
English Learners	133	4.1	6.8
Eligible for Free or Reduced-Price Meals	1,010	31.4	35.9
Students with Disabilities <sup>1</sup>	569	17.7	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	150	9.9	100	6.4
Male	159	9.6	260	15.0
Black or African American	144	9.9	246	16.5
Hispanic or Latino	54	9.7	61	10.5
White	74	8.7	34	3.9
English Learners	10	7.1	8	5.6
Eligible for Free or Reduced-Price Meals	172	15.5	223	17.3
Students with Disabilities	99	17.0	107	16.4
District	309	9.7	360	10.9
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: 300**

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

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Windsor School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	268.6
Paraprofessional Instructional Assistants	14.0
<b>Special Education</b>	
Teachers and Instructors	50.4
Paraprofessional Instructional Assistants	106.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	11.0
School Level	18.0
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	22.5
Counselors, Social Workers and School Psychologists	27.3
School Nurses	8.5
Other Staff Providing Non-Instructional Services/Support	204.4

<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	1	0.2	0.1
Asian	10	2.4	1.0
Black or African American	48	11.7	3.6
Hispanic or Latino	9	2.2	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	341	83.2	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 School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	92	64.8	93	60.0
Hispanic or Latino	30	63.8	26	74.3
White	57	66.3	67	82.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	63	61.2	62	63.9
Students with Disabilities	17	37.0	38	48.1
District	195	64.6	204	68.5
State		63.6		77.5

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	48	69.6
Emotional Disturbance	14	26.9
Intellectual Disability	6	*
Learning Disability	144	75.8
Other Health Impairment	90	76.3
Other Disabilities	61	49.6
Speech/Language Impairment	30	93.8
District	393	65.6
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Windsor School District

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

	District	State
	Count	Rate (%)
Autism	76	2.0
Emotional Disturbance	52	1.4
Intellectual Disability	15	0.4
Learning Disability	191	5.0
Other Health Impairment	120	3.2
Other Disabilities	145	3.8
Speech/Language Impairment	39	1.0
All Disabilities	638	16.8

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	35,513,886	11,164	9,663
Instructional Supplies and Equipment	1,242,265	391	321
Improvement of Instruction and Educational Media Services	2,931,988	922	578
Student Support Services	5,195,577	1,633	1,103
Administration and Support Services	8,164,178	2,567	1,861
Plant Operation and Maintenance	5,412,656	1,702	1,637
Transportation	4,907,091	1,181	877
Costs of Students Tuitioned Out	6,737,510	N/A	N/A
Other	735,209	231	201
Total	70,840,360	18,314	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	2,491,282	783	1,749
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<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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	5,467,792	34.0
Noncertified Personnel	3,408,565	21.2
Purchased Services	401,295	2.5
Tuition to Other Schools	4,733,729	29.4
Special Ed. Transportation	2,041,904	12.7
Other Expenditures	46,415	0.3
Total Expenditures	16,099,700	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	78.1	77.4
State	19.4	20.0
Federal	2.2	2.3
Tuition & Other	0.3	0.3

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2016-17

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	54	72.0	54	72.9	24	67.1
Black or African American	709	59.0	708	54.6	315	50.4
Hispanic or Latino	259	61.2	259	57.6	101	53.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	94	70.8	94	68.3	36	64.7
White	457	71.3	455	68.9	204	63.5
English Learners	105	54.0	105	54.4	39	45.4
Non-English Learners	1471	64.8	1468	61.1	643	56.8
Eligible for Free or Reduced-Price Meals	521	57.5	519	53.3	207	50.7
Not Eligible for Free or Reduced-Price Meals	1055	67.3	1054	64.3	475	58.5
Students with Disabilities	251	43.8	248	40.4	119	44.3
Students without Disabilities	1325	67.9	1325	64.5	563	58.6
High Needs	699	55.0	696	51.3	290	48.6
Non-High Needs	877	71.3	877	68.1	392	61.7
District	1576	64.1	1573	60.7	682	56.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	90.9	69.7	74.4	75.8	925	77.7
Curl Up	78.4	76.9	77.3	84.7	925	79.5
Push Up	69.4	62.0	59.7	50.8	925	60.3
Mile Run/PACER	66.8	58.1	51.7	48.4	925	56.2
All Tests - District	53.4	44.9	46.0	26.6	925	42.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2016-17

## Windsor School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	145	84.1
Hispanic or Latino	44	93.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	123	76.4
Students with Disabilities	51	49.0
District	275	86.2
State		87.4

<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 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.9	124	41.8
Male	93.4	84	27.7
Black or African American	94.3	61	20.5
Hispanic or Latino	91.5	26	31.7
White	95.8	93	55.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.5	39	19.5
Students with Disabilities	77.6	7	5.6
District	94.2	208	34.7
State	96.1		43.5

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

<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 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 <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	81.5	91.7
Male	67.4	79.4
Black or African American	73.1	81.5
Hispanic or Latino	58.1	*
White	84.7	91.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	69.7	72.1
Students with Disabilities	64.5	76.9
District	74.2	85.6
State	72.0	88.5

<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 2016-17

## 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.

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	55.0	75	36.7	50	73.4	55.9
Math Performance Index	All Students	60.7	75	40.5	50	80.9	62.2
	High Needs Students	51.3	75	34.2	50	68.4	50.5
Science Performance	All Students	56.1	75	37.4	50	74.8	55.3
	High Needs Students	48.6	75	32.4	50	64.8	45.2
ELA Academic Growth	All Students	56.0%	100%	56.0	100	56.0	55.4%
	High Needs Students	51.4%	100%	51.4	100	51.4	49.8%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	61.7%
	High Needs Students	58.7%	100%	58.7	100	58.7	53.7%
Chronic Absenteeism	All Students	9.7%	<=5%	40.5	50	81.1	9.9%
	High Needs Students	14.8%	<=5%	30.4	50	60.7	15.8%
Preparation for CCR	% Taking Courses	66.5%	75%	44.3	50	88.7	70.7%
	% Passing Exams	34.7%	75%	23.1	50	46.2	43.5%
On-track to High School Graduation		84.1%	94%	44.7	50	89.5	87.8%
4-year Graduation All Students (2016 Cohort)		86.2%	94%	91.7	100	91.7	87.4%
6-year Graduation - High Needs Students (2014)		90.5%	94%	96.3	100	96.3	82.0%
Postsecondary Entrance (Class of 2016)		74.2%	75%	98.9	100	98.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.4%   42.4%	75%	28.3	50	56.5	92.0%   51.6%
Arts Access		52.3%	60%	43.6	50	87.1	50.5%
<b>Accountability Index</b>				<b>996.5</b>	<b>1350</b>	<b>73.8</b>	

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	71.3	55.0	16.3	16.7	
Math Performance Index Gap	68.1	51.3	16.8	18.7	
Science Performance Index Gap	61.7	48.6	13.1	16.6	
Graduation Rate Gap	94.0%	90.5%	3.5%	12.0%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.3
	High Needs Students	97.1
Math	All Students	98.1
	High Needs Students	96.6
Science	All Students	96.5
	High Needs Students	94.3

<sup>3</sup>Minimum 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: 46.5**

**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 School District

### Narratives

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

The District Data Team consisting of Central Office administrators, building principals, curriculum supervisors and teachers met monthly to develop a District Strategic Operating Plan. The plan focuses on district priorities including academics, climate, talent and systems with equity and family & community partnership integrated throughout. The primary goal of Windsor Public Schools continues to be increasing achievement for all students, especially in literacy and numeracy, while reducing the achievement gap.

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 Office of Family and Community Partnership was established through a grant. Written reports were compiled which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result the district website was changed to be more accessible to families, signage at each school were changed, and academic evenings were held at the elementary and secondary levels.

A district-wide instructional framework was developed by instructional services and will be implemented throughout the school year 2017 - 2018 to assure common instructional expectations. Professional development was provided to primary staff to implement the workshop model and a foundational handwriting program. EASTCONN continues to provide technical support to elementary and middle schools to assist with the implementation of Positive Behavioral Intervention and Supports (PBIS) and Multi-Tier Systems of Support (MTSS) using a differentiated professional development model. All schools are implementing Tier 2 and 3 strategies including: functional behavioral assessments, behavioral and academic intervention plans and individualized wraparound supports. Targeted supplemental interventions in reading and mathematics were implemented at the elementary and secondary levels with a range of models in place depending upon the resources, structure and schedule at each level.

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.

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

In an effort to reduce racial, ethnic, and economic isolation the Windsor Public Schools 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, Camp Anytown and the Bridges.

Multicultural technical and leadership support was obtained through contracts with Democracy Now (Montgomery County/Study Circles), Cormier Consulting and the McMikle Group. 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, pre-school teachers, instructional coaches and leaders to improve instructional and leadership practices, as well as instructional coaching. The McMikle Group works with the leadership team on leadership issues including equity.

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to support all students. Our ongoing goal is to support district implementation efforts that increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services. The district also 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).

# District Profile and Performance Report for School Year 2016-17

## 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.