

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



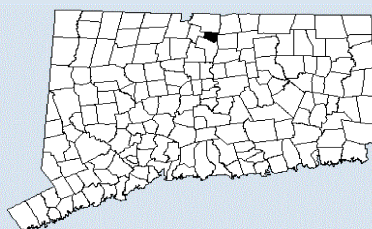
Windsor Locks School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,638
Per Pupil Expenditures ¹	\$18,420
Total Expenditures ¹	\$32,935,271

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	803	49.0	48.3
Male	835	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	140	8.5	4.9
Black or African American	180	11.0	12.8
Hispanic or Latino	196	12.0	23.0
Pacific Islander	*	*	0.0
Two or More Races	78	4.8	2.7
White	1,039	63.4	55.9
English Learners	82	5.0	6.4
Eligible for Free or Reduced-Price Meals	599	36.6	38.0
Students with Disabilities ¹	238	14.5	13.7

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	87	11.7	39	4.9
Male	100	12.7	104	12.3
Black or African American	39	22.4	34	18.6
Hispanic or Latino	31	16.8	21	10.8
White	106	10.9	81	7.8
English Learners	10	12.2	6	7.2
Eligible for Free or Reduced-Price Meals	126	19.2	81	12.0
Students with Disabilities	43	19.6	32	12.1
District	187	12.2	143	8.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 68

Number of school-based arrests: 0

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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	136.5
Paraprofessional Instructional Assistants	53.7
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	38.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.9
Instructional Specialists Who Support Teachers	1.7
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	106.0

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	4	2.1	1.0
Black or African American	7	3.6	3.5
Hispanic or Latino	4	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	178	92.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.4

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	*	*	9	*
Hispanic or Latino	*	*	*	*
White	20	28.6	66	60.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	8	21.1	30	54.5
Students with Disabilities	0	0.0	10	43.5
District	26	27.4	93	62.8
State		61.2		73.9

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	9	40.9
Emotional Disturbance	15	71.4
Intellectual Disability	*	*
Learning Disability	86	86.0
Other Health Impairment	36	78.3
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	160	74.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	28	1.7	1.6
Emotional Disturbance	21	1.3	1.0
Intellectual Disability	11	0.7	0.5
Learning Disability	101	6.0	4.6
Other Health Impairment	46	2.7	2.8
Other Disabilities	14	0.8	1.0
Speech/Language Impairment	18	1.1	1.9
All Disabilities	239	14.3	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,338,580	11,087	9,387
Instructional Supplies and Equipment	1,183,938	716	318
Improvement of Instruction and Educational Media Services	1,349,529	816	541
Student Support Services	1,880,688	1,137	1,048
Administration and Support Services	3,371,724	2,039	1,790
Plant Operation and Maintenance	3,641,600	2,202	1,608
Transportation	1,291,234	732	845
Costs of Students Tuitioned Out	1,355,562	N/A	N/A
Other	522,416	316	194
Total	32,935,271	18,420	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,528,009	924	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,759,706	46.5	35.1
Noncertified Personnel	1,130,435	19.0	14.5
Purchased Services	113,708	1.9	5.5
Tuition to Other Schools	888,546	15.0	21.6
Special Ed. Transportation	431,306	7.3	8.3
Other Expenditures	613,105	10.3	15.0
Total Expenditures	5,936,806	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.1	75.8
State	21.9	21.1
Federal	2.3	2.4
Tuition & Other	0.8	0.8

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).

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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	57	70.3	57	67.6	26	65.9
Black or African American	82	52.2	80	44.4	36	44.0
Hispanic or Latino	100	65.2	100	56.4	35	52.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	520	66.2	510	60.2	239	55.8
English Learners	40	55.8	39	55.9	12	*
Non-English Learners	753	65.6	742	58.9	332	55.3
Eligible for Free or Reduced-Price Meals	320	59.2	314	52.7	120	48.7
Not Eligible for Free or Reduced-Price Meals	473	69.1	467	62.9	224	58.4
Students with Disabilities	138	49.9	136	42.1	55	37.0
Students without Disabilities	655	68.3	645	62.3	289	58.5
High Needs	387	58.1	380	51.7	150	47.2
Non-High Needs	406	71.7	401	65.5	194	61.1
District	793	65.1	781	58.8	344	55.0

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			
Grade 4			
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	93.0	75.0	82.1	91.6	428	85.5
Curl Up	89.1	84.6	83.9	94.0	428	87.6
Push Up	52.7	56.7	63.4	90.4	428	63.8
Mile Run/PACER	85.3	58.7	65.2	68.7	428	70.3
All Tests - District	41.9	41.3	46.4	56.6	428	45.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	58	84.5	78.5	Yes	80.4
Students with Disabilities	*	*	.		.
District	131	87.0	88.1	No	88.8
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.0	26	26.0
Male	90.2	35	24.5
Black or African American	96.2	*	*
Hispanic or Latino	*	*	*
White	88.8	47	26.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	90.3	15	16.1
Students with Disabilities	*	0	*
District	91.4	61	25.1
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.6	89.8
Male	66.2	74.4
Black or African American	*	*
Hispanic or Latino	*	*
White	68.5	84.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.0	76.9
Students with Disabilities	*	*
District	70.4	83.0
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	65.1	75	43.4	50	86.8	67.7
	High Needs Students	58.1	75	38.7	50	77.4	56.7
Math Performance Index	All Students	58.8	75	39.2	50	78.3	61.4
	High Needs Students	51.7	75	34.5	50	68.9	49.9
Science Performance Index	All Students	55.0	75	36.7	50	73.4	57.5
	High Needs Students	47.2	75	31.5	50	63.0	47.0
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	63.8%
	High Needs Students	63.3%	100%	63.3	100	63.3	58.3%
Math Academic Growth	All Students	66.5%	100%	66.5	100	66.5	65.0%
	High Needs Students	60.0%	100%	60.0	100	60.0	57.4%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.1	9.6%
	High Needs Students	18.4%	<=5%	23.3	50	46.6	15.6%
Preparation for CCR	% Taking Courses	49.0%	75%	32.6	50	65.3	67.6%
	% Passing Exams	25.1%	75%	16.7	50	33.5	40.7%
On-track to High School Graduation		94.3%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		87.0%	94%	92.6	100	92.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		88.7%	94%	94.4	100	94.4	78.6%
Postsecondary Entrance (Class of 2015)		70.4%	75%	93.9	100	93.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.8% 45.8%	75%	30.5	50	61.1	89.2% 50.5%
Arts Access		62.4%	60%	50.0	50	100.0	47.5%
Accountability Index				1000.0	1350	74.1	

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	71.7	58.1	13.7	16.5	
Math Performance Index Gap	65.5	51.7	13.8	18.9	
Science Performance Index Gap	61.1	47.2	13.8	17.2	
Graduation Rate Gap	94.0%	88.7%	5.3%	15.3%	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	98.4
	High Needs Students	98.5
Math	All Students	96.8
	High Needs Students	96.5
Science	All Students	98.0
	High Needs Students	96.9

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: 49 State: 51.4

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 2015-16

Windsor Locks School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Windsor Locks Public Schools remain fully committed and deeply focused on establishing strong family partnerships both at the district and school levels. Recognition of our work has come from the Nellie Mae Education Foundation, whose focus on transforming public schools to institutions where students are the center of learning, in the form of a grant and technical assistance to help us develop the deep family and community partnerships to promote the transformative work we are doing. Another critical partner is the Hartford Foundation for Public Giving; a foundation that, for the 2nd year in a row, has donated significant funds towards our work to establish family, school, and community partnerships to improve student achievement plan. The plans we have developed through these two foundations have launched us into a critical place where families are feeling connected to those who directly teach their children as well as administration and members of the Board of Education.

In terms of specifics, we have further streamlined the Special Education collaboration process by establishing a Special Education Family Advisory Council to our Special Education Governance Team. Through district-wide advisory gathering, individual PPT meetings, and special events aimed at developing deeper connections with families of students who have special needs, we have made great strides in helping our students achieve greater gains academically, socially, and emotionally.

As attendance is key to helping student access the curriculum provided by our district, we have established attendance committees at each school, and plan to in the 15-16 school year, determine a better course for helping families who have multiple students with high levels of absenteeism by providing one point of contact for support. We continue to provide top quality support services through our school psychologists, social workers, and school counselors. Additionally, at the 6-12 level, each student is partnered with an advisor (who is a certified teacher) who knows them well and remains with them through the three or four years they spend at the middle of high school (respectively). Each teacher's advisory caseload is between 10 and 12, and activities such as future planning, goal setting, individual conferencing around achievement indicators, and developing an interest-based project are a key component of helping each student develop a strong relationship with someone who knows them well and can help support them in achieving their long-term goals. Further, through the Advisory process, students at Windsor Locks High School began the process of leading their own achievement conferences with their advisors and parents. This level of family engagement fosters the types of partnerships that will certainly create lasting relationships and meaningful connection between families and schools.

Each school has a parent advisory team that provides input and receives updates on the school improvement plans. Additionally, our staff are very well-versed in how to assist parents to effectively working with their students build academic skills at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In 2015-2016, 98 students from the City of Hartford were enrolled in the Windsor Locks Public Schools. We continue to support the Hartford Open Choice students in becoming more connected to the Windsor Locks Public Schools by ensuring that there is an adult in each building whose purpose is to assist them in making the most out of their experience in Windsor Locks. These Choice Liaisons provide critical coordination for students and their families. They coordinate transportation and after school scheduling for the students. They also serve as a close advisor to each of 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 dedicate a significant amount of time to ensuring that our families make critical connections to teachers and schools as well, providing transportation, hosting dinners, and helping them with navigating the appropriate support systems for their children.

As a district that participates in the Open Choice Program, students from Windsor Locks are also offered choice in area Magnet Schools. During the 2014-2015 school year, 33 students attended Hartford Public Magnet Schools, 77 students attended Capital Region Education Council Magnet Schools (28 of those students attended CREC's Metropolitan Learning Center), and seven (9) students attended other district Magnet Schools (LEARN and Bloomfield Public Schools).

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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.