

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



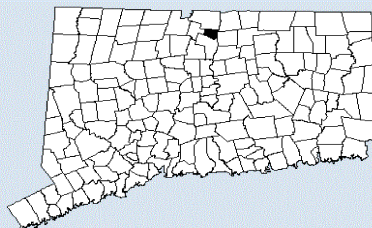
## Windsor Locks School District

Mr. Wayne Sweeney, Superintendent • 860-292-5000 • [www.wlps.org](http://www.wlps.org)

### District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	1,687
Per Pupil Expenditures <sup>1</sup>	\$16,661
Total Expenditures <sup>1</sup>	\$31,339,439

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 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](#).  
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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	802	47.5	48.3
Male	885	52.5	51.6
American Indian	*	*	0.2
Asian	139	8.2	4.6
Black or African American	152	9.0	12.9
Hispanic or Latino	179	10.6	21.2
Pacific Islander	*	*	0.0
White	1,138	67.5	58.4
Two or More Races	72	4.3	2.3
English Language Learners	66	3.9	5.7
Eligible for Free or Reduced-Price Meals	605	35.9	37.3
Students with Disabilities <sup>1</sup>	214	12.7	12.8

<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	93	11.8	41	5.0
Male	72	8.6	78	8.7
Black or African American	27	17.4	20	12.5
Hispanic or Latino	20	11.6	20	11.0
White	107	9.7	73	6.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	91	14.6	75	11.4
Students with Disabilities	30	14.6	26	10.4
District	165	10.1	119	6.9
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 11**

<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 2013-14

## Windsor Locks School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	129.3
Paraprofessional Instructional Assistants	30.8
<b>Special Education</b>	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	40.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.3
Instructional Specialists Who Support Teachers	6.2
Counselors, Social Workers and School Psychologists	13.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	92.9

<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 (%)
Asian	2	1.1	1.0
Black or African American	5	2.7	3.5
Hispanic	4	2.2	3.6
Native American	0	0	0.1
White	174	94.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	9	9.0	25	23.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	12	26.1
Students with Disabilities	0	0	*	*
District	13	10.5	37	25.2
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	10	47.6
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	70	83.3
Other Health Impairment	35	87.5
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	139	70.9
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Windsor Locks School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	22	1.2	1.4
Emotional Disturbance	19	1.1	1.0
Intellectual Disability	16	0.9	0.4
Learning Disability	84	4.8	4.2
Other Health Impairment	40	2.3	2.5
Other Disabilities	11	0.6	1.0
Speech/Language Impairment	16	0.9	1.9
All Disabilities	208	11.8	12.4

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,101,157	9,794	8,769
Instructional Supplies and Equipment	469,846	269	275
Improvement of Instruction and Educational Media Services	1,128,058	646	487
Student Support Services	1,669,187	956	965
Administration and Support Services	2,847,964	1,631	1,600
Plant Operation and Maintenance	4,366,725	2,501	1,472
Transportation	1,315,193	674	786
Costs of Students Tuitioned Out	1,973,881	N/A	N/A
Other	467,428	268	178
Total	31,339,439	16,661	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,616,680	926	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,445,125	39.6	35.6
Noncertified Personnel	1,093,329	17.7	14.5
Purchased Services	77,268	1.3	5.0
Tuition to Other Schools	1,452,742	23.5	21.4
Special Ed. Transportation	566,974	9.2	8.5
Other Expenditures	534,234	8.7	14.9
Total Expenditures	6,169,672	100.0	100.0
PK-12 Expenditures Used for Special Education		19.7	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.6	78.5
State	20.3	19.3
Federal	2.1	2.2
Tuition & Other	0.0	0.0

<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 2013-14

## Windsor Locks School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	69.2	67.2	67.7	64.5	.	.	.	.	
Hispanic or Latino	66.0	63.4	63.4	69.4	.	.	.	.	
English Language Learners	60.8	49.9	56.2	52.9	.	.	.	.	
Eligible for Free or Reduced-Price Meals	69.2	66.4	68.4	65.1	.	.	.	.	
Students with Disabilities	39.1	38.8	35.7	32.9	.	.	.	.	
High Needs	62.9	61.0	63.0	60.2	.	.	.	.	
District	76.4	75.6	78.0	75.8	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	69.9	61.7	58.5	57.1	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	65.2	60.5	56.0	54.3	.	.	.	.	
District	75.4	73.6	68.6	70.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### 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	73.5	70.5	78.3	86.2	451	77.2
Curl Up	76.9	73.3	87.5	95.4	451	83.4
Push Up	36.8	59.0	61.7	79.8	451	59.0
Mile Run/PACER	63.2	79.0	60.0	68.8	451	67.4
All Tests - District	20.5	41.0	44.2	51.4	451	39.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Windsor Locks School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	55	81.8	74.6	Yes	76.6
Students with Disabilities	*	*	.		.
District	140	90.7	86.6	Yes	87.3
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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	66.7	25	19.8
Male	60.0	36	24.8
Black or African American	64.0	*	*
Hispanic or Latino	60.0	*	*
White	62.0	49	23.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	54.0	14	16.1
Students with Disabilities	*	0	*
District	63.1	61	22.5
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	74.7	88.9
Male	52.6	81.8
Black or African American	*	*
Hispanic or Latino	*	*
White	64.8	83.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	57.8	80.0
Students with Disabilities	*	*
District	65.2	85.4
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Windsor Locks School District

### Narratives

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

Windsor Locks Public Schools (WLPS) is in year four of a systemic, school improvement strategy focused on creating a culture that not only believes, but also behaves in a way to ensure all students will achieve at levels never before imagined. Each building and department has developed research-based improvement plans that are laser focused on improving student achievement. To achieve this goal we:

- are using daily our district Mission and CORE Beliefs as the guiding framework towards building an educational system that is standards-based and student-centered;
- are laser-focused on forming and sustaining a culture that believes all students can achieve at levels they never before imagined. To accomplish this, building leaders conduct classroom visitations which are focused on improving instruction and meeting the needs of all students based on research and best practices; in particular, creating learning environments where students are leading their own learning;
- have implemented school governance committees as well as parent and student advisory boards to ensure we have a common vocabulary and vision for instruction, change, and improvement. The building focus on using assessment data to drive adult behaviors. This work then becomes more specific within the individual grade level and subject-specific weekly professional learning community meetings that all teachers engage in to plan responsive, rigorous, and engaging lessons for our students that are rooted in the Connecticut Core and other Connecticut standards.
- are administering three times per year the MAP – Universal screener providing teachers with tri-annual benchmark data. Staff drill into the data to the student level, and design targeted instruction for students in need;
- have implemented (for the second year) a Literacy and Numeracy Curriculum fully aligned with the CCSS.
- have developed a professional learning culture that is focused on growth according to an established and common instructional language that has students at the center, leading their own learning;
- have worked collaboratively with staff and the labor unions to continue the implementation of an Extended Day and Extended Year Program which served over 175 children this year, and implemented Saturday Academy where K-12 students were able to receive targeted academic support during any of 20 Saturdays.
- have strengthened our SRBI teams and process so that all concerns affecting a child's achievement, including academics, attendance (truancy), and behavior (discipline) are investigated, and research-based plans are developed to improve the student's performance;
- have engaged parents and the broader community in our students' education by inviting them to have a meaningful voice in constructing the next three-year Long-Range Plan (2015-2018), increasing the amount of parents and students who have access to our online academic progress reports for students; and using survey tools and other strategies to gather parents and students input into the improvement of school climate;
- developed three distinct programs (each to launch in 2014-2015) to meet the needs of students both with and without special needs – Applied Behavioral Analysis, 18-21 year old program, and an alternative program with a focus on creating a smaller secondary learning environment to help them meet their goals.

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

The Windsor Locks Public Schools continued to make progress toward the goal of reducing racial, ethnic, and economic isolation during the 2013 -2014 school year. Since our district is organized by grade level and not neighborhood, our students are educated in schools each reflecting the diversity of entire town's population.

WLPS continued its commitment to the Hartford Open Choice Program. The program has grown from seven students during the 1999-2000 school year to 60 students during 2013-2014, with a plan to increase the number to 83 students during the 2014-2015 school year.

Significant programming was implemented at all four schools to foster harmonious learning environments and support the academic and social needs of students enrolled in the Hartford Open Choice program. These programs included Responsive Classroom training at our elementary schools, which emphasizes effective community building in every classroom, academic tutoring at our primary school, student leadership training with an emphasis on cultural competence at our high school, and after school opportunities at each school to help every student feel more connected to our diverse learning community.

The Board of Education also encouraged and supported Windsor Locks families' commitment to choice through supporting student participation in the following programs outside of our school district:

- 36 students attended Metropolitan Learning Center (CREC) in Bloomfield
- 8 students attended The Greater Hartford Academy of the Arts (CREC)
- 65 students attended other various Magnet Schools (36 attending CREC Magnet Schools, 26 attending Hartford Magnet Schools, and 4 attending Other Magnet Schools.)
- As a result of these initiatives during 2013-2014, the total enrollment in all these programs was one hundred and nine students in grades K-12.

Windsor Locks was proud to supplement our CORE curriculum with a variety of experiences and activities at each school to celebrate the diversity of our school community and to increase student appreciation of the diversity of the numerous cultures that represent our town. In addition, we continued to support our ELL Teacher

Coordinator to help teachers work with seventy students, with over twenty spoken languages.

# District Profile and Performance Report for School Year 2013-14

## Windsor Locks School District

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

Windsor Locks Public Schools Board of Education and administrative team, along with the Windsor Locks Board of Finance continued to work collaboratively to ensure every school and department in the district received equitable resources during the 2013-2014 budget development and approval. During difficult financial times, towns and cities are continually being asked to fill in the void of the loss of federal and state revenues; the 2013-2014 budget cycle was no different; yet the collaborative effort by all stakeholders ensured our budget would reflect the district's mission and CORE Beliefs.

Coupled with aggressive efforts by the Windsor Locks Public Schools administration to seek out and receive grant funding from both state and outside resources, the district was able to focus on quality instruction and student achievement by maintaining our class size as well as full day kindergarten, and increase the number of students attending our high-quality Pre-K program. The district maintained its emphasis on building personalized opportunities for students, such as Extended Day and Year, and personalized opportunities such as Saturday Academy and "Running Start" experiences.