

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

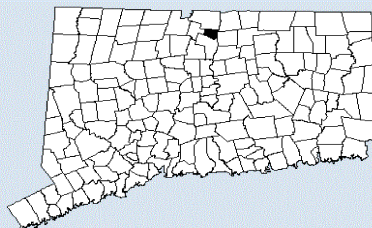


Windsor Locks School District

Mr. Shawn Parkhurst, Superintendent • 860-292-5000 • www.wlps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,599
Per Pupil Expenditures ¹	\$20,293
Total Expenditures ¹	\$34,762,456

¹ Expenditure data reflect the 2018-19 school year.

Community Information

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

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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	794	49.7	48.4
Male	805	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	116	7.3	5.2
Black or African American	194	12.1	12.7
Hispanic or Latino of any race	262	16.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	90	5.6	3.8
White	931	58.2	51.1
English Learners	100	6.3	8.3
Eligible for Free or Reduced-Price Meals	723	45.2	43.3
Students with Disabilities ³	274	17.1	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	100	13.3	28	3.4
Male	100	13.1	59	7.0
Black or African American	39	19.4	25	12.1
Hispanic or Latino of any race	44	17.3	16	5.4
White	93	10.9	39	4.1
English Learners	11	12.2	*	*
Eligible for Free or Reduced-Price Meals	142	17.9	59	6.8
Students with Disabilities	61	24.1	33	10.7
District	200	13.2	87	5.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 89

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	139.5
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	48.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	79.0

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	2	1.0	1.2
Black or African American	6	3.0	4.0
Hispanic or Latino of any race	3	1.5	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	192	94.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	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	*	*	15	*
Hispanic or Latino of any race	15	*	13	*
White	54	88.5	89	95.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	48	85.7	60	95.2
Students with Disabilities	10	*	31	88.6
District	93	89.4	124	95.4
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	25	71.4
Emotional Disturbance	14	58.3
Intellectual Disability	*	*
Learning Disability	75	86.2
Other Health Impairment	44	80.0
Other Disabilities	*	*
Speech/Language Impairment	20	87.0
District	183	76.3
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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	40	2.5	2.0
Emotional Disturbance	24	1.5	1.1
Intellectual Disability	11	0.7	0.5
Learning Disability	87	5.4	5.7
Other Health Impairment	57	3.5	3.3
Other Disabilities	10	0.6	1.1
Speech/Language Impairment	29	1.8	1.8
All Disabilities	258	16.0	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	17	6.6	8.2
Private Schools or Other Settings	12	4.7	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	\$23,153,001	\$13,516	\$10,923
Support services - students	\$2,030,017	\$1,300	\$1,277
Support services - instruction	\$997,300	\$639	\$682
Support services - general administration	\$556,678	\$357	\$467
Support services - school based administration	\$1,805,713	\$1,157	\$1,021
Central and other support services	\$1,094,730	\$701	\$679
Operation and maintenance of plant	\$3,375,641	\$2,162	\$1,718
Student transportation services	\$1,425,028	\$1,054	\$1,288
Food services	.	.	\$12
Enterprise operations	\$324,348	\$208	\$163
Minor school construction	.	.	\$59
Total	\$34,762,456	\$20,293	\$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	\$3,239,547	38.9	28.5
Instructional Aide Salaries	\$1,360,017	16.3	10.1
Other Salaries	\$525,409	6.3	11.1
Employee Benefits	\$1,024,208	12.3	13.0
Purchased Services Other Than Transportation	\$368,349	4.4	5.7
Special Education Tuition	\$1,262,891	15.2	22.5
Supplies	\$86,618	1.0	0.6
Property Services	\$65,466	0.8	0.3
Purchased Services For Transportation	\$380,514	4.6	8.0
Equipment	\$10,061	0.1	0.2
All Other Expenditures	\$2,807	0.0	0.1
Total	\$8,325,888	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	73.6
State	19.4
Federal	2.1
Tuition & Other	4.9

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).

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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.

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

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	19	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74	89.2
Students with Disabilities	25	64.0
District	122	91.0
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	62.1	80.5
Male	46.2	69.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	54.5	77.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.0	70.0
Students with Disabilities	*	*
District	53.7	75.7
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

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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.

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	75.1%	100%	60.4%
	Oral	62.2%	100%	57.6%
Chronic Absenteeism	All Students	13.2%	<=5%	12.2%
	High Needs Students	17.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	92.7%	75%	80.4%
On-track to High School Graduation		75.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		53.6%	75%	71.5%
Arts Access		67.7%	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%	87.3%	6.7%	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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The 2019-2022 school year was an interrupted year as we continued moving forward with our implementation of the vision of the Graduate with the goal that all students graduate WLHS prepared to make a difference. The district continued to refine its mastery-based learning approach and graduated our first class with a non-graded transcript that focused on learning rather than seat time. Through the work of our Office of Partnerships our families were an integral part and link to learning throughout the year but most importantly during our extended spring closure which included their feedback every two weeks to ensure that we were meeting and partnering with family needs. Windsor Locks Public Schools (WLPS) prioritizes partnering with students' families and the surrounding community; the Superintendent and the WLPS Office of Partnerships, whose mission is to co-create opportunities with educators, families, and community members to build meaningful and productive partnerships that are committed to student learning, lead the charge in this area. Thanks to generous funding and technical assistance from the Hartford Foundation for Public Giving, WLPS has been able to provide support to all of its teachers around best practices for family-school partnerships, provide resources to its families and students through a variety of programming, operate the Welcome Center where all new student registrations take place, and support its school administrators in reducing chronic absenteeism, reducing discipline disparities, and simplifying transition years (i.e. Kindergarten, 6th Grade, and 9th Grade) through programming for families. WLPS looks forward to the 2020-2021 school year as it continues to grow its practice of partnering with families and the surrounding community in order to deepen and widen learning opportunities for all those in the WLPS community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Foundation for Public Giving continued to support our staff on reducing racial, ethnic and economic isolation and its impact on learning. One day was entirely devoted to supporting our staff through consultants and professors from University of St. Joseph's in choice workshops on these topics. The goal was to repeat this again in March but due to the extended closure we were unable to do so. We continue to maintain a strong presence of Open Choice students in our district. A liaison devoted to ensuring that our Hartford Open Choice students are connected and engaged is in place in all schools. Furthermore, a community wide forum, led by a WLPS student is in the works for the fall of 2020.

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Equitable Allocation of Resources among District Schools

Windsor Locks School District demonstrates equitable Allocation of Resources through the following equitable process. 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 fulfillment of our mission, vision and goals for all students. Further, each building administrator is provided with a spreadsheet of the entire cost center to run and operate that building and is charged with populating that spreadsheet with new budgetary requests for the following year. The leadership team collaborates as does the central office cabinet to make decisions on budgetary items to bring forth to the Board of Education. The budget development process is very collaborative and spans several months including taking an approach that reviewed current expenditures against the budget request to ensure equitable allocation of resources throughout the district.