

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



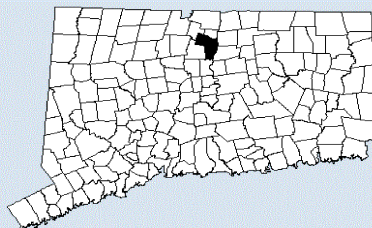
Windsor School District

Dr. Jeffrey Villar, Superintendent • 860-687-2000 • www.windsorct.org/boe/

District Information

Grade Range	PK-12
Number of Schools	10
Enrollment	3,283
Per Pupil Expenditures ¹	\$16,569
Total Expenditures ¹	\$65,614,429

¹Expenditure 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)

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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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,585	48.3	48.3
Male	1,698	51.7	51.6
American Indian	*	*	0.2
Asian	141	4.3	4.6
Black or African American	1,499	45.7	12.9
Hispanic or Latino	523	15.9	21.2
Pacific Islander	*	*	0.0
White	970	29.5	58.4
Two or More Races	143	4.4	2.3
English Language Learners	120	3.7	5.7
Eligible for Free or Reduced-Price Meals	1,134	34.5	37.3
Students with Disabilities ¹	522	15.9	12.8

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	180	11.5	132	8.2
Male	171	10.2	255	14.6
Black or African American	168	11.2	251	16.3
Hispanic or Latino	72	13.9	76	14.1
White	86	9.2	44	4.5
English Language Learners	13	11.4	13	10.4
Eligible for Free or Reduced-Price Meals	180	16.5	231	19.2
Students with Disabilities	89	17.0	98	16.2
District	351	10.8	387	11.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 91

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	261.2
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	43.8
Paraprofessional Instructional Assistants	99.0
Administrators, Coordinators and Department Chairs	
District Central Office	12.5
School Level	17.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	25.0
Counselors, Social Workers and School Psychologists	25.3
School Nurses	8.4
Other Staff Providing Non-Instructional Services/Support	215.6

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 (%)
Asian	4	1.0	1.0
Black or African American	35	8.8	3.5
Hispanic	11	2.8	3.6
Native American	1	0.3	0.1
White	346	87.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core 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	8.8	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	14	10.2	23	13.8
Hispanic or Latino	*	*	*	*
White	25	25.8	31	34.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	8	9.2
Students with Disabilities	0	0	*	*
District	48	16.7	68	21.9
State		14.2		26.8

³Effective 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 Peers⁴

	Count	Rate (%)
Autism	33	68.8
Emotional Disturbance	16	43.2
Intellectual Disability	8	*
Learning Disability	166	86.5
Other Health Impairment	69	86.3
Other Disabilities	79	57.7
Speech/Language Impairment	38	90.5
District	409	74.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	50	1.3	1.4
Emotional Disturbance	37	1.0	1.0
Intellectual Disability	15	0.4	0.4
Learning Disability	192	4.9	4.2
Other Health Impairment	80	2.1	2.5
Other Disabilities	150	3.9	1.0
Speech/Language Impairment	47	1.2	1.9
All Disabilities	571	14.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	44	7.7	2.8
Private Schools or Other Settings	47	8.2	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	33,666,895	9,937	8,769
Instructional Supplies and Equipment	1,006,870	297	275
Improvement of Instruction and Educational Media Services	2,667,831	787	487
Student Support Services	5,059,724	1,493	965
Administration and Support Services	6,993,479	2,064	1,600
Plant Operation and Maintenance	5,844,442	1,725	1,472
Transportation	4,205,202	1,040	786
Costs of Students Tuitioned Out	5,533,919	N/A	N/A
Other	636,067	188	178
Total	65,614,429	16,569	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,107,010	622	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	5,088,602	32.3	35.6
Noncertified Personnel	2,606,983	16.6	14.5
Purchased Services	394,003	2.5	5.0
Tuition to Other Schools	4,373,070	27.8	21.4
Special Ed. Transportation	1,427,822	9.1	8.5
Other Expenditures	1,848,703	11.7	14.9
Total Expenditures	15,739,183	100.0	100.0
PK-12 Expenditures Used for Special Education		24.0	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.1	76.7
State	20.7	21.0
Federal	2.2	2.3
Tuition & Other	0.0	0.0

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

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. 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	68.6	68.5	72.8	68.4	632	59.6	72.9	No	
Hispanic or Latino	70.1	74.5	76.9	71.7	244	62.9	76.2	No	
English Language Learners	57.7	62.0	71.7	53.5	64	41.8	67.8	No	
Eligible for Free or Reduced-Price Meals	62.7	65.4	67.9	64.3	519	54.8	69.1	No	
Students with Disabilities	50.7	48.7	46.5	40.6	256	32.6	54.6	No	
High Needs	61.2	62.8	65.6	60.5	655	51.4	67.3	No	
District	75.4	76.3	79.5	75.7	1400	68.4	78.8	No	

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	58.6	54.7	57.7	58.3	151	56.3	62.1	No	
Hispanic or Latino	59.4	59.7	60.0	59.1	41	68.1	64.4	Yes	
English Language Learners	<20	.	.		
Eligible for Free or Reduced-Price Meals	55.3	50.1	52.5	50.5	87	52.4	58.5	No	
Students with Disabilities	37.2	36.1	41.1	38.6	45	34.3	44.1	No	
High Needs	52.3	47.0	49.4	46.8	114	49.8	55.5	No	
District	67.8	64.0	65.3	65.9	278	64.5	69.4	No	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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%

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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.1	64.8	78.2	72.2	939	76.0
Curl Up	82.8	67.1	81.9	81.1	939	78.5
Push Up	66.1	54.2	66.7	55.2	939	60.5
Mile Run/PACER	60.6	63.9	61.7	46.3	939	57.7
All Tests - District	52.0	31.9	41.2	29.7	939	38.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	185	81.6	82.1	No	83.3
Hispanic or Latino	52	65.4	78.1	No	79.7
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	134	70.9	78.3	No	79.9
Students with Disabilities	47	61.7	69.3	No	71.8
District	355	81.4	84.8	No	85.7
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	81.9	85	30.2
Male	67.0	87	27.4
Black or African American	71.7	52	17.1
Hispanic or Latino	62.2	17	23.0
White	79.7	81	43.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	66.9	16	10.4
Students with Disabilities	30.8	*	*
District	74.0	172	28.7
State	72.9		37.6

⁵College 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	81.5	86.4
Male	69.9	81.9
Black or African American	77.5	81.3
Hispanic or Latino	58.3	76.0
White	76.1	90.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	67.5	82.7
Students with Disabilities	63.2	*
District	75.7	84.3
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The district improvement plan was updated by the district data team to include the latest assessment metrics. The district data team is comprised of Central Office administrators, building principals, the Director of School Counseling, and the curriculum supervisors. The plan continues to focus on three major focal areas using the Holistic Accountability Framework: Curriculum development and implementation, School Climate/PBIS and Teacher Evaluation/SEED. The district data team meets monthly to monitor academic and behavioral data. The primary goal of Windsor Public Schools continues to be increasing achievement for all students, especially in literacy, and reduce the achievement gap between the subgroup and the non-subgroup populations. Work continued at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. 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. Professional development was provided to the elementary staff to expand professional conversations beyond the data team process by examining student work. The Office of Pupil Services and Special Education monitored IEP progress to ensure each student derived educational benefit from their individually identified goals and objectives. Increased 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 Board of Education revised the Student Attendance and Truancy Policy P-5113 in June of 2013 and the supporting Administrative Regulation AR-5113 to update and clarify the monitoring of attendance and the interventions applicable to students ages 5-18 manifesting attendance issues.

EASTCONN provided technical support to all schools to assist with the implementation of Positive Behavioral Intervention and Supports (PBIS) using a differentiated professional development model. All schools are implementing Tier 3 strategies to some degree including: functional behavioral assessments, behavioral intervention plans and individualized wraparound supports.

Karen Mapp, Ph.D. of Harvard University and Ron Mirr of RM Consulting addressed the district administrative team specific to research-based strategies proven to enhance family engagement. The workshop followed a formal assessment and a verbal report on family engagement at each building. The reports included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result plans for open house events, structures for conferences and communication methods with families have changed for the 2014-2015 school year. Written reports will be compiled next fall after families participate in a survey about family engagement. Academic events including literacy and mathematics evenings at the elementary school level featured strategies for families to use to partner in the educational process. Follow up professional development from RM Consulting is scheduled for the upcoming school year.

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 half-day summer school program for students K-5, including free transportation with breakfast and a morning snack provided. Students are selected for summer school based on a variety of factors including: academic need, socio-economic status, and gender. Throughout the summer school day, students receive 1.5 hours of mathematics instruction and 2 hours of instruction in literacy. To create an environment that serves the whole child, a half-hour enrichment period provides a creative and active educational experience for students.

Several secondary students from various subgroups participate in the CREC Magnet School Programs including the Greater Hartford Academy of Math and Sciences and the Arts Academy. Students participated in school based offerings including the Empowered Leadership Academy, Camp Anytown and the Bridges. The district established a K-12 ELL Interventionist position to coordinate and provide improved services to the English Language Learners. Two Windsor teachers completed the ARCTELL program with a cross-endorsement as Teachers of English to Students of Other Languages (TESOL). These teachers will be employed by the district as TESOL teachers in 2014-2015 to increase services to English Language Learners.

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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.