

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



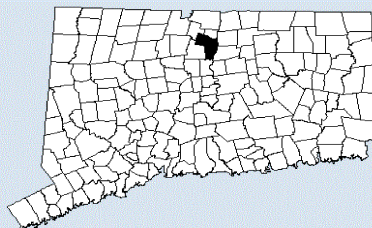
Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,297
Per Pupil Expenditures ¹	\$19,233
Total Expenditures ¹	\$75,181,143

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,575	47.8	48.4
Male	1,722	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	146	4.4	5.2
Black or African American	1,442	43.7	12.8
Hispanic or Latino of any race	648	19.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	212	6.4	3.6
White	842	25.5	52.4
English Learners	87	2.6	7.6
Eligible for Free or Reduced-Price Meals	1,275	38.7	42.1
Students with Disabilities ³	631	19.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	134	8.6	100	6.0
Male	176	10.6	258	14.3
Black or African American	144	10.0	219	14.4
Hispanic or Latino of any race	72	11.6	74	10.7
White	68	8.4	42	4.8
English Learners	14	12.7	13	10.5
Eligible for Free or Reduced-Price Meals	198	14.5	229	14.8
Students with Disabilities	118	18.7	123	16.1
District	310	9.7	358	10.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 130

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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	264.0
Paraprofessional Instructional Assistants	11.5
Special Education	
Teachers and Instructors	48.4
Paraprofessional Instructional Assistants	97.0
Administrators, Coordinators and Department Chairs	
District Central Office	11.0
School Level	19.0
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	21.5
Counselors, Social Workers and School Psychologists	25.0
School Nurses	7.6
Other Staff Providing Non-Instructional Services/Support	216.4

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	10	2.5	1.1
Black or African American	47	11.8	3.8
Hispanic or Latino of any race	10	2.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	330	82.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	10.0

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	114	68.3	122	73.5
Hispanic or Latino of any race	31	64.6	30	73.2
White	39	61.9	65	83.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	75	60.5	80	74.8
Students with Disabilities	35	51.5	45	53.6
District	200	66.4	238	77.0
State		74.5		85.2

²College-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	59	67.8
Emotional Disturbance	28	40.6
Intellectual Disability	10	*
Learning Disability	176	82.6
Other Health Impairment	104	75.9
Other Disabilities	33	37.9
Speech/Language Impairment	31	100.0
District	441	68.8
State		67.6

³This 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	90	2.4	1.9
Emotional Disturbance	69	1.8	1.1
Intellectual Disability	17	0.4	0.5
Learning Disability	213	5.6	5.5
Other Health Impairment	138	3.7	3.2
Other Disabilities	101	2.7	1.1
Speech/Language Impairment	40	1.1	1.8
All Disabilities	668	17.7	15.0

¹This 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	117	17.5	8.2
Private Schools or Other Settings	49	7.3	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$40,774,390	\$10,431	\$10,545
Support services - students	\$4,800,995	\$1,481	\$1,373
Support services - instruction	\$4,971,267	\$1,534	\$644
Support services - general administration	\$2,411,051	\$744	\$462
Support services - school based administration	\$2,350,153	\$725	\$1,007
Central and other support services	\$2,734,793	\$844	\$671
Operation and maintenance of plant	\$8,812,436	\$2,719	\$1,629
Student transportation services	\$4,911,407	\$1,381	\$1,231
Food services	.	.	\$13
Enterprise operations	\$512,929	\$158	\$157
Minor school construction	\$2,901,722	\$895	\$65
Total	\$75,181,143	\$19,233	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,224,542	40.0	29.7
Instructional Aide Salaries	\$2,175,384	12.1	9.6
Other Salaries	\$871,082	4.8	10.4
Employee Benefits	\$10,000	0.1	13.0
Purchased Services Other Than Transportation	\$364,387	2.0	5.5
Special Education Tuition	\$4,911,080	27.2	22.6
Supplies	\$51,531	0.3	0.6
Property Services	\$55,259	0.3	0.4
Purchased Services For Transportation	\$2,292,958	12.7	8.0
Equipment	\$76,031	0.4	0.2
All Other Expenditures	\$9,079	0.1	0.1
Total	\$18,041,334	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.0
State	18.5
Federal	2.4
Tuition & Other	0.1

⁴Revenue 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	57	76.8	56	78.4	*	*
Black or African American	739	57.2	736	53.9	350	54.8
Hispanic or Latino of any race	306	59.7	305	57.4	134	61.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	109	67.3	107	66.0	41	68.9
White	391	71.1	389	70.1	185	72.7
English Learners	107	57.4	107	57.7	37	61.0
Non-English Learners	1,498	62.8	1,489	60.4	701	62.0
Eligible for Free or Reduced-Price Meals	694	57.3	690	54.6	301	56.4
Not Eligible for Free or Reduced-Price Meals	911	66.4	906	64.5	437	65.8
Students with Disabilities	274	41.7	271	38.8	143	46.9
Students without Disabilities	1,331	66.7	1,325	64.6	595	65.6
High Needs	844	55.5	838	53.1	383	55.1
Non-High Needs	761	70.2	758	68.1	355	69.4
District	1,605	62.5	1,596	60.2	738	62.0

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.5	82.9	84.4	77.3	944	82.4
Curl Up	77.6	81.1	88.6	77.3	944	81.1
Push Up	62.7	71.5	82.7	62.9	944	69.9
Mile Run/PACER	57.5	74.1	63.7	70.1	944	66.4
All Tests - District	48.7	64.9	57.0	50.2	944	55.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	143	90.2
Hispanic or Latino of any race	52	75.0
English Learners	10	*
Eligible for Free or Reduced-Price Meals	110	84.5
Students with Disabilities	56	62.5
District	310	89.0
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.2	105	36.1
Male	93.4	79	24.8
Black or African American	94.3	55	16.5
Hispanic or Latino of any race	92.1	19	21.3
White	95.0	81	57.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.8	42	18.2
Students with Disabilities	78.3	6	3.9
District	94.3	184	30.2
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.5	88.8
Male	69.1	86.6
Black or African American	66.4	87.8
Hispanic or Latino of any race	72.5	81.0
White	67.1	88.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.3	82.0
Students with Disabilities	40.4	*
District	69.3	87.7
State	71.0	87.8

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.5	75	41.6	50	83.3	67.7
	High Needs Students	55.5	75	37.0	50	74.0	58.1
Math Performance Index	All Students	60.2	75	40.1	50	80.3	63.1
	High Needs Students	53.1	75	35.4	50	70.8	52.7
Science Performance Index	All Students	62.0	75	41.3	50	82.6	63.8
	High Needs Students	55.1	75	36.7	50	73.5	54.2
ELA Academic Growth	All Students	60.8%	100%	60.8	100	60.8	59.9%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.1%
Math Academic Growth	All Students	72.9%	100%	72.9	100	72.9	62.5%
	High Needs Students	68.9%	100%	68.9	100	68.9	55.2%
Progress Toward English Proficiency	Literacy	53.6%	100%	26.8	50	53.6	60.0%
	Oral	61.9%	100%	30.9	50	61.9	52.1%
Chronic Absenteeism	All Students	9.7%	<=5%	40.7	50	81.4	10.4%
	High Needs Students	14.6%	<=5%	30.8	50	61.6	16.1%
Preparation for CCR	% Taking Courses	71.8%	75%	47.9	50	95.7	80.0%
	% Passing Exams	30.2%	75%	20.1	50	40.2	42.6%
On-track to High School Graduation		89.2%	94%	47.5	50	94.9	88.0%
4-year Graduation All Students (2018 Cohort)		89.0%	94%	94.7	100	94.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.9%	94%	92.4	100	92.4	83.3%
Postsecondary Entrance (Class of 2018)		69.3%	75%	92.4	100	92.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.6% 55.1%	75%	36.7	50	73.4	96.4% 52.9%
Arts Access		55.0%	60%	45.8	50	91.6	51.9%
Accountability Index				1100.0	1450	75.9	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.2	55.5	14.7	15.4	
Math Performance Index Gap	68.1	53.1	15.0	17.6	
Science Performance Index Gap	69.4	55.1	14.3	16.1	
Graduation Rate Gap	94.0%	86.9%	7.1%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.7
	High Needs Students	96.4
Math	All Students	97.2
	High Needs Students	95.7
Science	All Students	97.1
	High Needs Students	95.3

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.4 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

A district-wide instructional framework was implemented to assure common instructional expectations. Professional development was provided to primary staff to implement the workshop model and a foundational handwriting program. We will continue to focus on the implementation of the instructional framework, with a laser like focus on purposeful planning to meet the needs of all students.

The district continues to provide support to implement 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 wrap-around 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. We also exceeded our ESSA targets in relation to attendance by implementing district-wide strategies to prevent chronic absenteeism and truancy.

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.

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 district is also rolling out a data analytics program to assist with data analysis. In addition, the district implemented an at-home summer learning program to partner effectively with families and support families in working at home with their children on learning activities in reading and mathematics.

The Office of Family and Community Partnership was established through a grant and continues to focus on strengthening partnerships with stakeholders. Written reports were compiled by the Office of Family and Community Partnership, which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result of the findings, the district website was updated to be more accessible to families, home visits were conducted, signage at each school changed, parent conferences were revised to be more parent and student centered, and academic evenings were held at the elementary and secondary levels.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district has made efforts to reduce racial, ethnic and economic isolation during the last school year by participating at minority educator recruitment fairs and using online sites such as EdWeek and CTReap. The district has representation on the CREC and state Minority Teacher Recruiting (MTR) committees and facilitates programs and activities to increase staff and student awareness of the diversity of individuals and cultures.

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. Students in elementary, middle and high school participated in study circles, designed to increase student awareness of the diversity of individuals and cultures.

Multicultural technical and leadership support was obtained through contracts with Democracy Now (Montgomery County/Study Circles), Cormier Consulting and Recenter. 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, preschool teachers, instructional coaches and leaders to enhance instructional practices in an effort to improve outcomes for all students. Recenter works with the leadership team on leadership issues including equity. The district 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).

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to strengthen Tier 1 instruction and support all students - the core of our equity work. Our ongoing goal is to increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services.

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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.