

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



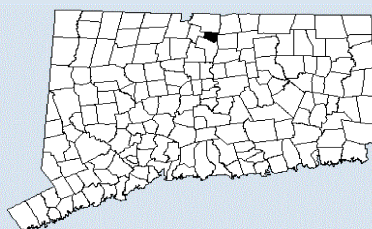
## Windsor Locks School District

Mrs. Susan Bell, Superintendent • 860-292-5000 • [www.wlps.org](http://www.wlps.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,664
Per Pupil Expenditures <sup>1</sup>	\$17,774
Total Expenditures <sup>1</sup>	\$32,525,634

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	797	47.9	48.3
Male	867	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	135	8.1	4.7
Black or African American	165	9.9	12.9
Hispanic or Latino	190	11.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	81	4.9	2.5
White	1,088	65.4	57.2
English Language Learners	74	4.4	6.3
Eligible for Free or Reduced-Price Meals	645	38.8	37.6
Students with Disabilities <sup>1</sup>	215	12.9	13.3

<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	108	14.4	33	4.0
Male	99	12.2	94	10.7
Black or African American	37	24.0	23	14.4
Hispanic or Latino	32	17.2	22	11.0
White	124	12.2	78	7.1
English Language Learners	11	13.1	6	7.0
Eligible for Free or Reduced-Price Meals	137	21.4	72	10.4
Students with Disabilities	48	23.0	33	12.8
District	207	13.3	127	7.5
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 48**

<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 2014-15

## Windsor Locks School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	131.4
Paraprofessional Instructional Assistants	32.5
<b>Special Education</b>	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	45.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	6.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.9
Instructional Specialists Who Support Teachers	2.7
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	106.8

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.7	1.0
Black or African American	5	2.8	3.5
Hispanic or Latino	4	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	170	93.4	91.8

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

	Percent of Total (%)
District	97.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	14	13.6	41	41.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	6	12.0	11	25.0
Students with Disabilities	*	*	*	*
District	25	17.7	54	41.5
State		58.4		73.8

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	9	37.5
Intellectual Disability	*	*
Learning Disability	79	84.9
Other Health Impairment	29	74.4
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	136	68.7
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Windsor Locks School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	18	1.1	1.5
Emotional Disturbance	24	1.4	1.0
Intellectual Disability	12	0.7	0.5
Learning Disability	93	5.5	4.4
Other Health Impairment	39	2.3	2.6
Other Disabilities	6	0.4	1.0
Speech/Language Impairment	13	0.8	1.9
All Disabilities	205	12.2	13.0

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	16	7.8	8.1
Private Schools or Other Settings	8	3.9	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,530,171	10,522	9,134
Instructional Supplies and Equipment	1,170,057	702	334
Improvement of Instruction and Educational Media Services	1,405,955	844	498
Student Support Services	1,605,162	963	1,001
Administration and Support Services	3,165,785	1,900	1,694
Plant Operation and Maintenance	4,003,495	2,403	1,572
Transportation	1,344,345	742	813
Costs of Students Tuitioned Out	1,788,276	N/A	N/A
Other	512,388	308	186
Total	32,525,634	17,774	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,528,440	917	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,601,071	41.5	35.1
Noncertified Personnel	1,134,182	18.1	14.2
Purchased Services	89,116	1.4	5.2
Tuition to Other Schools	1,268,633	20.2	22.0
Special Ed. Transportation	581,193	9.3	8.6
Other Expenditures	600,438	9.6	14.9
Total Expenditures	6,274,633	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.6	77.3
State	20.9	20.1
Federal	1.9	1.9
Tuition & Other	0.7	0.7

<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 2014-15

## Windsor Locks School District

### 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	*	*	*	*	N/A	N/A
Asian	72	70.5	72	65.0	35	56.6
Black or African American	86	50.2	85	45.5	42	45.3
Hispanic or Latino	96	57.7	94	49.5	26	44.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	27	70.9	27	54.8	*	*
White	562	62.8	560	56.4	236	53.5
English Language Learners	39	56.4	38	47.9	12	*
Non-English Language Learners	808	62.2	804	55.6	332	52.6
Eligible for Free or Reduced-Price Meals	337	56.8	335	49.7	136	46.3
Not Eligible for Free or Reduced-Price Meals	510	65.3	507	59.0	208	55.9
Students with Disabilities	140	43.8	136	35.7	54	37.0
Students without Disabilities	707	65.5	706	59.1	290	55.0
High Needs	415	54.8	411	47.9	160	45.7
Non-High Needs	432	68.7	431	62.3	184	57.7
District	847	61.9	842	55.3	344	52.1

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.7	68.4	84.7	92.4	447	84.8
Curl Up	87.2	69.2	83.9	94.9	447	83.0
Push Up	46.6	55.6	58.5	87.3	447	59.3
Mile Run/PACER	75.9	82.9	62.7	58.2	447	71.1
All Tests - District	33.8	32.5	33.1	57.0	447	37.4
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Windsor Locks School District

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

	2013-14				2014-15
	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	48	85.4	76.6	Yes	78.5
Students with Disabilities	*	*	.		.
District	138	91.3	87.3	Yes	88.1
State <sup>4</sup>		87.0			

<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 2013-14 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	61.8	35	28.5
Male	50.0	31	20.9
Black or African American	47.8	*	*
Hispanic or Latino	*	*	*
White	57.1	52	25.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	41.5	9	9.6
Students with Disabilities	*	0	*
District	55.4	66	24.4
State	67.2		37.3

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	77.8	98.2
Male	60.9	83.3
Black or African American	*	*
Hispanic or Latino	*	*
White	69.1	92.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	56.9	92.9
Students with Disabilities	*	*
District	69.3	92.9
State	72.6	88.8

<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 2014-15

## Windsor Locks School District

### Next Generation Accountability Results

These statistics are the first 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	61.9	75	82.5	100	82.5	67.9
	High Needs Students	54.8	75	73.1	100	73.1	56.7
Math Performance Index	All Students	55.3	75	73.7	100	73.7	59.3
	High Needs Students	47.9	75	63.8	100	63.8	47.8
Science Performance Index	All Students	52.1	75	69.5	100	69.5	56.5
	High Needs Students	45.7	75	60.9	100	60.9	45.9
Chronic Absenteeism	All Students	13.3%	<=5%	33.4	50	66.9	10.6%
	High Needs Students	19.8%	<=5%	20.5	50	40.9	17.3%
Preparation for CCR	% Taking Courses	29.2%	75%	19.4	50	38.9	66.1%
	% Passing Exams	24.4%	75%	16.2	50	32.5	37.3%
On-track to High School Graduation		86.5%	94%	46.0	50	92.0	85.6%
4-year Graduation All Students (2014 Cohort)		91.3%	94%	97.1	100	97.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		90.3%	94%	96.1	100	96.1	77.6%
Postsecondary Entrance (Class of 2014)		69.3%	75%	92.4	100	92.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		91.0%   37.4%	75%	24.9	50	49.8	87.6%   51.0%
Arts Access		69.5%	60%	50.0	50	100.0	45.7%
<b>Accountability Index</b>				<b>919.7</b>	<b>1250</b>	<b>73.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.7	54.8	13.8	17.3	
Math Performance Index Gap	62.3	47.9	14.5	19.6	
Science Performance Index Gap	57.7	45.7	12.0	17.2	
Graduation Rate Gap	94.0%	90.3%	3.7%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.5
	High Needs Students	97.9
Math	All Students	98.5
	High Needs Students	98.2
Science	All Students	98.9
	High Needs Students	97.7

### 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: 50.2**

**State: 50.1**

#### 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 2014-15

## Windsor Locks School District

### Narratives

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

As a district focused on helping every single student reach academic excellence, a core belief and a key improvement strategy for towards this end lies within partnering with our families to help students reach success. From the district level to the individual student, we are creating effective partnerships with parents to help all students achieve. During the 2015-2016 school year, we have established community and family engagement as one of our top three (3) priorities for creating conditions where students can thrive academically, emotionally, and physically.

Our desire and commitment to develop strong partnerships with families and the community is supported by both the Nellie Mae Educational Foundation and the Hartford Foundation for Public Giving. Through this funding, we have been able to initiate our work around building these partnerships, with the following supports:

- hiring a Coordinator of Family and Community Engagement for the district;
- partnering with the community action agency Everyday Democracy to develop the capacity of community members to effectively partner with teachers and with the schools;
- conducting meaningful conversations about the changes happening in our schools to improve student learning
- creating multiple opportunities for parent input into the creation of both practice and policy
- strengthening parent and teacher partnerships through the implementation of student-led conferences
- developing connections with the community for students to partner and learn "on the job" through the development of experiential learning opportunities (ELO's)

In addition, we have spent this school year working with an outside organization to evaluate our special education services. With a very in-depth study into our practices and scheduling, the study has helped us to identify areas of strength, areas in need of further development, and how we can deliver services most effectively and efficiently to students to help them build independence and realize greater achievement levels. The district has committed to this work in the coming years as well, as this type of system change is an ongoing process.

Student attendance is an area of great concern to us and one that we are taking seriously across the district. All schools monitor and review student attendance daily and weekly and support personnel are part of our efforts to ensure that students are in school and on time on a daily basis. We use research-based strategies to address student attendance and we are seeing improvement with students who receive those interventions.

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

During the 2015-2016 school year, Windsor Locks took a major step forward in reducing racial, ethnic, and economic isolation of students. Of greatest significance, the district increased the number of students enrolled through the Hartford Open Choice Program from 83 to 98 students, enrolling the majority of students in our early grades, and increasing our enrollments across grades 3-8. We provide significant supports to students as they transition by connecting them with a school-based Open Choice Coordinator, connecting them with afterschool opportunities, and developing a small, connected group of peers to support them while at school. By providing these supports as well as significant academic supports to help students attain mastery of content and skills, we see the impact of the significant work our teachers, administrators, and counseling staff do every day to help students meet success when they transition to Windsor Locks.

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, 29 students attended Hartford Public Magnet Schools, 69 students attended Capital Region Education Council Magnet Schools (28 of those students attended CREC's Metropolitan Learning Center), and seven (7) students attended other district Magnet Schools (LEARN, Bloomfield Public Schools, and Region 13).

# District Profile and Performance Report for School Year 2014-15

## 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.