

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



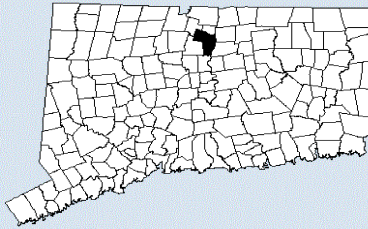
## Windsor School District

Dr. Craig Cooke, Superintendent • 860-687-2000 • [www.windsorct.org/boe/](http://www.windsorct.org/boe/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,168
Per Pupil Expenditures <sup>1</sup>	\$17,380
Total Expenditures <sup>1</sup>	\$67,607,901

<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	1,509	47.6	48.3
Male	1,659	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	142	4.5	4.7
Black or African American	1,457	46.0	12.9
Hispanic or Latino	518	16.4	22.1
Pacific Islander	*	*	0.0
Two or More Races	154	4.9	2.5
White	892	28.2	57.2
English Language Learners	125	3.9	6.3
Eligible for Free or Reduced-Price Meals	1,147	36.2	37.6
Students with Disabilities <sup>1</sup>	525	16.6	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	122	8.1	112	7.3
Male	127	7.7	250	14.7
Black or African American	105	7.2	239	16.1
Hispanic or Latino	52	10.3	55	10.6
White	64	7.2	43	4.7
English Language Learners	10	8.4	11	9.1
Eligible for Free or Reduced-Price Meals	146	13.0	225	18.4
Students with Disabilities	72	13.5	96	15.8
District	249	7.9	362	11.2
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 66

<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 School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	262.9
Paraprofessional Instructional Assistants	15.0
<b>Special Education</b>	
Teachers and Instructors	48.0
Paraprofessional Instructional Assistants	99.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	13.5
School Level	16.6
<b>Library/Media</b>	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	23.4
Counselors, Social Workers and School Psychologists	27.3
School Nurses	8.6
Other Staff Providing Non-Instructional Services/Support	223.9

<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 (%)
American Indian or Alaska Native	1	0.3	0.1
Asian	6	1.5	1.0
Black or African American	37	9.2	3.5
Hispanic or Latino	10	2.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	348	86.6	91.8

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

	Percent of Total (%)
District	98.6
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	9.6	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	49	34.8	70	44.6
Hispanic or Latino	17	38.6	17	58.6
White	35	50.7	62	66.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	21	26.3	36	43.4
Students with Disabilities	8	17.8	17	30.9
District	113	41.4	169	56.0
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	34	59.6
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	140	79.1
Other Health Impairment	69	78.4
Other Disabilities	72	52.9
Speech/Language Impairment	41	91.1
District	380	67.7
State		69.7

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

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

## Windsor School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	59	1.6	1.5
Emotional Disturbance	44	1.2	1.0
Intellectual Disability	14	0.4	0.5
Learning Disability	177	4.7	4.4
Other Health Impairment	89	2.4	2.6
Other Disabilities	149	3.9	1.0
Speech/Language Impairment	56	1.5	1.9
All Disabilities	588	15.6	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	95	16.2	8.1
Private Schools or Other Settings	35	6.0	5.4

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,404,112	12,436	9,134
Instructional Supplies and Equipment	1,741,200	536	334
Improvement of Instruction and Educational Media Services	902,918	278	498
Student Support Services	1,947,838	600	1,001
Administration and Support Services	6,401,027	1,970	1,694
Plant Operation and Maintenance	5,123,090	1,577	1,572
Transportation	4,320,978	1,087	813
Costs of Students Tuitioned Out	6,042,677	N/A	N/A
Other	724,061	223	186
Total	67,607,901	17,380	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	2,226,508	685	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	5,114,642	30.3	35.1
Noncertified Personnel	3,122,950	18.5	14.2
Purchased Services	380,078	2.3	5.2
Tuition to Other Schools	4,648,888	27.5	22.0
Special Ed. Transportation	1,425,433	8.4	8.6
Other Expenditures	2,194,221	13.0	14.9
Total Expenditures	16,886,212	100.0	100.0

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

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.7	76.1
State	21.9	21.4
Federal	2.2	2.3
Tuition & Other	0.2	0.3

<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 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	47	72.8	47	68.6	*	*
Black or African American	651	58.1	656	50.0	337	51.3
Hispanic or Latino	245	60.7	246	52.4	112	52.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	71	72.5	69	67.9	34	60.4
White	402	72.0	401	66.1	200	65.7
English Language Learners	60	54.3	60	48.5	22	41.7
Non-English Language Learners	1360	64.1	1363	56.8	687	56.6
Eligible for Free or Reduced-Price Meals	494	57.2	495	49.0	235	48.8
Not Eligible for Free or Reduced-Price Meals	926	67.1	928	60.4	474	59.8
Students with Disabilities	274	44.3	274	37.2	140	43.0
Students without Disabilities	1146	68.3	1149	61.0	569	59.4
High Needs	663	54.8	664	47.3	321	48.3
Non-High Needs	757	71.4	759	64.5	388	62.6
District	1420	63.7	1423	56.4	709	56.1

#### 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>			
Grade 4			
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	87.8	67.6	73.2	66.4	851	73.6
Curl Up	86.4	68.6	79.9	69.9	851	76.0
Push Up	77.0	51.6	69.1	59.0	851	64.2
Mile Run/PACER	59.2	63.8	60.8	35.5	851	53.5
All Tests - District	51.6	34.6	40.7	21.9	851	36.4
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 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	162	88.9	83.3	Yes	84.5
Hispanic or Latino	38	92.1	79.7	Yes	81.3
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	105	85.7	79.9	Yes	81.5
Students with Disabilities	45	66.7	71.8	No	74.2
District	298	89.3	85.7	Yes	86.6
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	77.7	99	36.8
Male	60.1	78	25.5
Black or African American	61.7	57	19.1
Hispanic or Latino	57.5	17	23.3
White	80.4	81	49.7
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	59.5	19	11.7
Students with Disabilities	*	*	*
District	68.3	177	30.8
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	82.9	91.9
Male	71.6	87.9
Black or African American	80.3	88.5
Hispanic or Latino	60.0	91.3
White	79.1	91.4
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	75.5	87.9
Students with Disabilities	56.4	92.0
District	76.9	90.0
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 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	63.7	75	84.9	100	84.9	67.9
	High Needs Students	54.8	75	73.1	100	73.1	56.7
Math Performance Index	All Students	56.4	75	75.3	100	75.3	59.3
	High Needs Students	47.3	75	63.0	100	63.0	47.8
Science Performance Index	All Students	56.1	75	74.9	100	74.9	56.5
	High Needs Students	48.3	75	64.4	100	64.4	45.9
Chronic Absenteeism	All Students	7.9%	<=5%	44.2	50	88.3	10.6%
	High Needs Students	12.1%	<=5%	35.9	50	71.7	17.3%
Preparation for CCR	% Taking Courses	49.0%	75%	32.7	50	65.4	66.1%
	% Passing Exams	30.8%	75%	20.5	50	41.0	37.3%
On-track to High School Graduation		77.1%	94%	41.0	50	82.1	85.6%
4-year Graduation All Students (2014 Cohort)		89.3%	94%	95.0	100	95.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		83.6%	94%	88.9	100	88.9	77.6%
Postsecondary Entrance (Class of 2014)		76.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.2%   36.4%	75%	24.3	50	48.6	87.6%   51.0%
Arts Access		27.3%	60%	22.7	50	45.5	45.7%
<b>Accountability Index</b>				<b>940.8</b>	<b>1250</b>	<b>75.3</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	71.4	54.8	16.6	17.3	
Math Performance Index Gap	64.5	47.3	17.2	19.6	
Science Performance Index Gap	62.6	48.3	14.3	17.2	
Graduation Rate Gap	94.0%	83.6%	10.4%	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	89.5
	High Needs Students	90.5
Math	All Students	89.7
	High Needs Students	91.0
Science	All Students	99.0
	High Needs Students	98.8

### 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: 46.8      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 School District

### Narratives

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#### **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. Job shadowing and internship experiences were offered to make meaningful connections to post-secondary career options for special education students in grades 9-12.

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

The district continued to work with the Center for Active Family Engagement to examine research-based strategies proven to enhance family engagement. Written reports were compiled which included information on the physical plant, website, communication methods and kind and quality of interactions with families at each building. As a result the district website was changed to be more accessible to families, signage at each school were changed, literacy and numeracy evenings were held at the elementary and secondary level, and a grant was obtained to help stream through the Internet live school meetings and events at each school.

#### **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, and socio-economic status. Throughout the summer school day, students received 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.

Multicultural technical support was obtained through contracts with Democracy Now (Montgomery County/Study Circles) and National Urban Alliance. The Study Circle model was expanded from the initial group at WHS to the District Leadership Team. National Urban Alliance began professional development in January of 2015 with a cohort of grade 8 and 9 core area teachers.

The district employs four ELL teachers to provide services to the English Language Learners at all levels. Two teachers have ARCTELL program training and a cross-endorsement in Teachers of English to Students of Other Languages (TESOL).

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

## Windsor School District

### **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.