

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



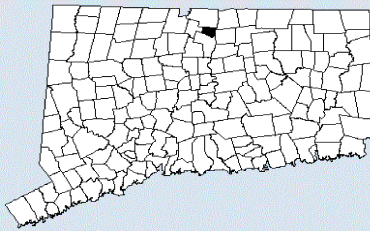
Windsor Locks School District

Mrs. Susan Bell, Superintendent • 860-292-5000 • www.wlps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,553
Per Pupil Expenditures ¹	\$19,366
Total Expenditures ¹	\$33,522,608

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	784	50.5	48.4
Male	769	49.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	135	8.7	5.1
Black or African American	176	11.3	12.8
Hispanic or Latino	222	14.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	3.3
White	949	61.1	53.6
English Learners	69	4.4	7.2
Eligible for Free or Reduced-Price Meals	655	42.2	36.7
Students with Disabilities ¹	235	15.1	14.8

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	89	12.1	31	3.9
Male	94	12.7	75	9.4
Black or African American	39	22.4	28	15.7
Hispanic or Latino	33	14.5	13	5.4
White	98	11.1	60	6.2
English Learners	11	13.8	*	*
Eligible for Free or Reduced-Price Meals	124	17.0	72	8.9
Students with Disabilities	50	20.5	35	12.5
District	183	12.4	106	6.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 70

Number of school-based arrests: 9

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.

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	138.5
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.9
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	97.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.1
Black or African American	8	4.0	3.7
Hispanic or Latino	4	2.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	189	93.6	91.0

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.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.5

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	*	*	*	*
Hispanic or Latino	*	*	10	*
White	38	52.8	74	80.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	43.6	43	74.1
Students with Disabilities	*	*	16	53.3
District	60	53.1	106	80.3
State		69.3		80.1

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	20	74.1
Emotional Disturbance	13	61.9
Intellectual Disability	*	*
Learning Disability	78	87.6
Other Health Impairment	33	80.5
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	172	79.6
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	2.0	1.8
Emotional Disturbance	21	1.3	1.1
Intellectual Disability	14	0.9	0.5
Learning Disability	89	5.6	5.2
Other Health Impairment	42	2.7	3.1
Other Disabilities	9	0.6	1.1
Speech/Language Impairment	23	1.5	1.8
All Disabilities	229	14.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	5.2	8.3
Private Schools or Other Settings	8	3.5	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,741,021	11,975	9,847
Instructional Supplies and Equipment	1,349,228	862	287
Improvement of Instruction and Educational Media Services	1,114,502	712	589
Student Support Services	2,190,201	1,399	1,120
Administration and Support Services	3,312,189	2,116	1,905
Plant Operation and Maintenance	3,711,602	2,372	1,648
Transportation	1,269,485	726	904
Costs of Students Tuitioned Out	1,302,910	N/A	N/A
Other	531,470	340	208
Total	33,522,608	19,366	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,402,154	896	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,235,680	49.5	33.8
Noncertified Personnel	1,197,320	18.3	14.5
Purchased Services	294,640	4.5	5.5
Tuition to Other Schools	734,089	11.2	23.4
Special Ed. Transportation	334,186	5.1	8.7
Other Expenditures	737,626	11.3	14.1
Total Expenditures	6,533,541	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	75.2
State	21.3	19.1
Federal	2.0	2.1
Tuition & Other	3.4	3.6

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).

District Profile and Performance Report for School Year 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	63	73.2	63	70.2
Black or African American	89	54.7	91	46.8
Hispanic or Latino	127	66.4	127	59.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	36	67.3	36	59.8
White	442	67.1	441	62.0
English Learners	51	58.5	51	54.5
Non-English Learners	708	66.7	709	60.7
Eligible for Free or Reduced-Price Meals	370	61.1	372	55.0
Not Eligible for Free or Reduced-Price Meals	389	70.9	388	65.4
Students with Disabilities	118	46.9	119	38.1
Students without Disabilities	641	69.7	641	64.4
High Needs	423	60.2	425	54.3
Non-High Needs	336	73.6	335	68.0
District	759	66.1	760	60.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	91.3	76.0	91.1	85.1	412	85.4
Curl Up	68.0	85.1	76.2	93.1	412	80.3
Push Up	42.7	44.6	64.4	81.6	412	56.8
Mile Run/PACER	87.4	74.4	74.3	54.0	412	73.3
All Tests - District	37.9	40.5	44.6	46.0	412	42.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60	78.3
Students with Disabilities	22	40.9
District	120	82.5
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	45	37.8
Male	90.5	40	31.7
Black or African American	100.0	*	*
Hispanic or Latino	*	*	*
White	90.9	53	32.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.2	31	27.4
Students with Disabilities	63.6	*	*
District	93.5	85	34.7
State	96.3		44.8

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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	55.0	81.4
Male	57.4	78.6
Black or African American	*	*
Hispanic or Latino	*	*
White	58.2	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	68.8
Students with Disabilities	*	*
District	56.5	80.0
State	70.9	88.3

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

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.1	75	44.1	50	88.2	67.6
	High Needs Students	60.2	75	40.1	50	80.2	57.5
Math Performance Index	All Students	60.3	75	40.2	50	80.4	62.7
	High Needs Students	54.3	75	36.2	50	72.3	52.0
ELA Academic Growth	All Students	61.9%	100%	61.9	100	61.9	60.7%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.6%
Math Academic Growth	All Students	53.6%	100%	53.6	100	53.6	61.9%
	High Needs Students	51.3%	100%	51.3	100	51.3	55.4%
Chronic Absenteeism	All Students	12.4%	<=5%	35.2	50	70.4	10.7%
	High Needs Students	16.3%	<=5%	27.5	50	55.0	16.6%
Preparation for CCR	% Taking Courses	67.8%	75%	45.2	50	90.3	74.8%
	% Passing Exams	34.7%	75%	23.1	50	46.3	44.8%
On-track to High School Graduation		83.9%	94%	44.6	50	89.3	87.5%
4-year Graduation All Students (2017 Cohort)		82.5%	94%	87.8	100	87.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.6%	94%	96.4	100	96.4	81.8%
Postsecondary Entrance (Class of 2017)		56.5%	75%	75.3	100	75.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 42.0%	75%	28.0	50	56.0	96.6% 50.1%
Arts Access		60.6%	60%	50.0	50	100.0	51.2%
Accountability Index				896.2	1250	71.7	

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	73.6	60.2	13.4		15.9	
Math Performance Index Gap	68.0	54.3	13.8		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	90.6%	3.4%		12.7%	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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.4
	High Needs Students	99.1
Math	All Students	99.1
	High Needs Students	98.9
Science	All Students	98.5
	High Needs Students	97.8

³Minimum participation standard is 95%.

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: * **State: 51.5**

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 2017-18

Windsor Locks School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2017-2018 school year saw a refinement in our Vision of the Graduate with a mission grounded in preparing all of our students to graduate from Windsor Locks Public Schools "prepared to make a difference" in their home, schools and communities. As such, teachers in each school made a commitment to reflect on their own ability to make a difference and to foster reflection in our students to answer the question, "What have you done to make a difference today"? Our district vision to build a mastery-based, student-centered educational system continues to guide our school improvement efforts as we become a school district of distinction. We continued to implement instructional shifts that support mastery based, student centered learning; Improve school climate through professional learning and implement restorative practices and trauma informed instruction. Teachers and administrators are committed to the belief that not only CAN all students learn, but that we CAN and WILL teach all students. They have worked tirelessly to establish structures and systems that allow them to support students in mastering rigorous academic and Habits of Scholarship (HOS), such as being conscientious and responsible citizens, creative and practical problem solvers, informed thinkers, clear and effective communicators, collaborative workers and self-directed learners. In Windsor Locks we keep the Habits of Scholarship - these soft skills - separate from an academic grade. Teacher and parents alike can evaluate academic performance as relates to mastery of standards against the life skills captured in the HOS that create conditions for academic success. We maintained our focus on school attendance in each of our buildings in order to support students and their families who struggled to attend school regularly. The focused attention of intervention teams including the Scientifically Researched Based Interventions Teams at each school, and committed classroom teachers focused on ensuring that each student has a strong connection to school, we have experienced a great deal of success in helping students establish stronger attendance patterns, especially in our earlier grades. We piloted satellite offices at our Middle and High Schools with Community Health Resources for students/families needing counseling services. With the support of Hartford Foundation for Public Giving we have been able to build stronger relationships with families. We continued student-led conferences where students guided their parents through their progression of mastery showing where they were, where they are and where they are going in each of their classes. This model takes the place of traditional parent-teacher conferences, with the student in the driver's seat, but engages their family as a partner in championing their success. We implemented a restructured organization Special Education and created case managers at each building to align the PPT process and ensure consistent access to all interventions, resources and supports across the district. These four individuals also made sure that there was consistency in the writing of our Individualized Education Plans and ongoing communication with our families. Our goal is that EVERY student is engaged, fulfilled and excited to learn at the highest levels to become self-directed, independent learners.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Foundation for Public Giving also supported reduction in racial, ethnic and economic isolation by supporting the development of our staff to understand implicit bias and its impact on the learning environment. This work was supported by Drs. Johnston and DeJesus from the University of Saint Joseph. In addition, they continued to work with staff and students around the concepts of identity, identity informed curriculum and facilitated a small group of dedicated teachers interested in spearheading this work. .2017-2018, 96 students from Hartford were enrolled in WLPS. We continue to support the Hartford Open Choice students in becoming more connected to the Windsor Locks Public Schools by dedicating an adult in each building whose purpose is to assist students in making the most out of their experience in Windsor Locks. These liaisons provide critical coordination for students and their families related to transportation for staying after school, scheduling students for different after school activities, and serving as mentors and advisors for the students. Through leadership opportunities, the students are engaged with their Windsor Locks peers in a number of activities designed to make better connections between Hartford and Windsor Locks students. Additionally, our coordinators work to ensure that our families make important connections to teachers and schools as well, providing transportation, hosting dinners, and helping them support their children in their learning. Each year the number of Hartford Open Choice students who participate in a host of respective school activities increases as does the number of parents who become actively engaged in our school community.

As a district that participates in the Open Choice Program, students from Windsor Locks are also offered choice in area Magnet Schools. During the 2017-2018 school year, 42 students attended Hartford Public Magnet Schools, 74 students attended Capital Region Education Council Magnet Schools (24 of those students attended CREC's Metropolitan Learning Center), and four (4) students attended other district Magnet Schools (LEARN and Bloomfield Public Schools).

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Equitable Allocation of Resources among District Schools

Windsor Locks School District demonstrates Equitable Allocation of Resources among District Schools 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 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.