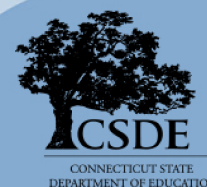


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21



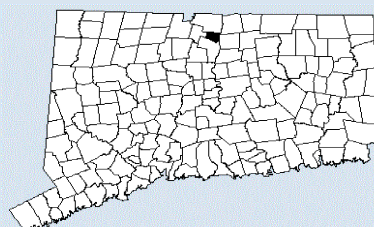
Windsor Locks School District

Mr. Shawn Parkhurst, Superintendent • 860-292-5000 • www.wlps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,534
Per Pupil Expenditures ¹	\$20,558
Total Expenditures ¹	\$35,585,369

¹ Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	770	50.2	48.4
Male	764	49.8	51.5
American Indian or Alaska Native	0	0.0	0.3
Asian	114	7.4	5.2
Black or African American	196	12.8	12.7
Hispanic or Latino of any race	258	16.8	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	4.0
White	872	56.8	49.9
English Learners	100	6.5	8.3
Eligible for Free or Reduced-Price Meals	636	41.5	42.7
Students with Disabilities ³	261	17.0	16.3

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	114	15.7	*	*
Male	114	16.0	*	*
Black or African American	63	33.3	*	*
Hispanic or Latino of any race	44	18.2	7	2.6
White	95	11.7	21	2.3
English Learners	16	15.7	*	*
Eligible for Free or Reduced-Price Meals	166	26.5	16	2.3
Students with Disabilities	74	30.2	17	5.7
District	228	15.8	35	2.2
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 145

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays 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 2020-21

Windsor Locks School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	134.2
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	47.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.3
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	93.9

¹ 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	1	0.5	1.3
Black or African American	5	2.6	4.1
Hispanic or Latino of any race	2	1.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	187	95.9	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	7.3

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	10	*	*	*
Hispanic or Latino of any race	12	*	18	90.0
White	63	90.0	67	95.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	34	87.2	45	95.7
Students with Disabilities	20	95.2	30	93.8
District	96	89.7	116	95.9
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	27	65.9
Emotional Disturbance	13	56.5
Intellectual Disability	*	*
Learning Disability	64	82.1
Other Health Impairment	39	68.4
Other Disabilities	*	*
Speech/Language Impairment	20	100.0
District	168	72.1
State		67.9

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2020-21

Windsor Locks School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	2.9	2.1
Emotional Disturbance	23	1.5	1.1
Intellectual Disability	11	0.7	0.5
Learning Disability	78	5.0	5.8
Other Health Impairment	58	3.7	3.3
Other Disabilities	9	0.6	1.2
Speech/Language Impairment	26	1.7	1.9
All Disabilities	250	16.1	15.9

¹ This 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	18	7.2	8.3
Private Schools or Other Settings	14	5.6	4.8

² This 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,765,646	\$13,152	\$11,205
Support services - students	\$2,342,025	\$1,476	\$1,346
Support services - instruction	\$1,025,787	\$646	\$698
Support services - general administration	\$682,976	\$430	\$464
Support services - school based administration	\$2,135,675	\$1,346	\$1,037
Central and other support services	\$1,135,992	\$716	\$691
Operation and maintenance of plant	\$4,087,005	\$2,575	\$1,692
Student transportation services	\$1,410,264	\$1,064	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$35,585,369	\$20,558	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,280,391	38.8	29.6
Instructional Aide Salaries	\$1,405,367	16.6	11.1
Other Salaries	\$574,771	6.8	9.5
Employee Benefits	\$1,002,250	11.8	13.5
Purchased Services Other Than Transportation	\$364,377	4.3	5.4
Special Education Tuition	\$1,263,960	14.9	22.5
Supplies	\$71,755	0.8	0.5
Property Services	\$81,831	1.0	0.3
Purchased Services For Transportation	\$403,916	4.8	7.2
Equipment	\$13,482	0.2	0.2
All Other Expenditures	\$2,348	0.0	0.1
Total	\$8,464,447	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.8	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	74.2
State	18.7
Federal	2.0
Tuition & Other	5.0

⁴ Revenue 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).

District Profile and Performance Report for School Year 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

District Profile and Performance Report for School Year 2020-21

Windsor Locks School District

Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63	82.5
Students with Disabilities	31	51.6
District	121	85.1
State		88.8

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

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.8	35	35.7
Male	87.7	34	26.2
Black or African American	*	*	*
Hispanic or Latino	91.2	8	23.5
White	89.3	44	31.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	86.0	18	20.9
Students with Disabilities	73.6	*	*
District	88.6	69	30.3
State	85.0		36.0

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.

Copyright © 2021 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	66.7	88.9
Male	52.5	70.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	56.5	76.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42.4	75.0
Students with Disabilities	39.1	*
District	58.9	80.3
State	67.4	84.9

³ 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.

⁴ 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 2020-21

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	15.8%	<=5%	19.0%
	High Needs Students	24.8%	<=5%	30.2%
Preparation for CCR	% Taking Courses	93.0%	75%	80.6%
	% Passing Exams	30.3%	75%	36.0%
On-track to High School Graduation		80.5%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		85.1%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		91.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		58.9%	75%	67.4%
Arts Access		57.6%	60%	50.7%

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
Graduation Rate Gap	94.0%	91.0%	3.0%	9.8%	N

¹ If 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.

² If 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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2020-21

Windsor Locks School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Windsor Locks Public Schools (WLPS) prioritizes partnering with students' families and the surrounding community; the Superintendent and the WLPS Office of Partnerships, whose mission is to co-create opportunities with educators, families, and community members to build meaningful and productive partnerships that are committed to student learning, lead the charge in this area. Thanks to generous funding and technical assistance from the Hartford Foundation for Public Giving, WLPS has been able to provide support to all of its teachers around best practices for family-school partnerships, provide resources to its families and students through a variety of programming, operate the Welcome Center where all new student registrations take place, and support its school administrators in reducing chronic absenteeism, reducing discipline disparities, and simplifying transition years (i.e. Kindergarten, 6th Grade, and 9th Grade) through programming for families. WLPS looks forward to the 2021-2022 school year as it continues to grow its practice of partnering with families and the surrounding community in order to deepen and widen learning opportunities for all those in the WLPS community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Foundation for Public Giving, in collaboration with our own professional staff, continued to support our goal to reduce racial, ethnic and economic isolation and its impact on learning. This was interrupted in the 20-21 school year due to the limited amount of time due to the more pressing pandemic needs. We did continue to maintain a strong presence of Open Choice students.

District Profile and Performance Report for School Year 2020-21

Windsor Locks School District

Equitable Allocation of Resources among District Schools

Windsor Locks Public Schools demonstrates equitable Allocation of Resources through the following process which continued in the 20-21 school year. Individual schools provide input into the budget process and the requests are gathered and aligned with our mission, vision and goals. Each building administrator then completes a cost center request for funding which is review by the Central Office leadership team. The information is then worked through various levels with families and our Board of Education before a finalized presentation to our town Board of Finance.