

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



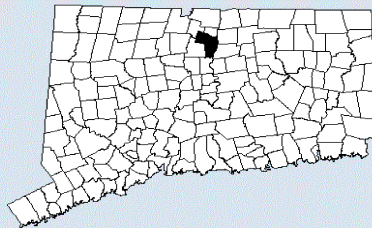
Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	3,214
Per Pupil Expenditures ¹	\$18,195
Total Expenditures ¹	\$69,451,322

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,528	47.5	48.3
Male	1,686	52.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	155	4.8	4.9
Black or African American	1,457	45.3	12.8
Hispanic or Latino	521	16.2	23.0
Pacific Islander	*	*	0.0
Two or More Races	176	5.5	2.7
White	902	28.1	55.9
English Learners	120	3.7	6.4
Eligible for Free or Reduced-Price Meals	1,178	36.7	38.0
Students with Disabilities ¹	547	17.0	13.7

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	128	8.5	131	8.5
Male	145	8.9	286	16.8
Black or African American	148	10.3	283	19.1
Hispanic or Latino	43	8.4	68	12.7
White	65	7.5	44	4.9
English Learners	15	10.9	10	7.0
Eligible for Free or Reduced-Price Meals	161	14.5	251	20.3
Students with Disabilities	102	18.9	125	20.1
District	273	8.7	417	12.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 72

Number of school-based arrests: 7

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	263.7
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	48.0
Paraprofessional Instructional Assistants	94.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.1
School Level	18.4
Library/Media	
Specialists (Certified)	8.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	22.0
Counselors, Social Workers and School Psychologists	27.3
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	219.5

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	1.7	1.0
Black or African American	41	10.2	3.5
Hispanic or Latino	8	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	345	85.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	50	36.2	88	60.7
Hispanic or Latino	14	35.9	27	61.4
White	49	59.8	46	67.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	30.9	48	58.5
Students with Disabilities	22	35.5	15	29.4
District	126	43.8	176	64.2
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	37	57.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	145	80.1
Other Health Impairment	84	82.4
Other Disabilities	74	54.4
Speech/Language Impairment	38	95.0
District	402	68.7
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	66	1.7	1.6
Emotional Disturbance	46	1.2	1.0
Intellectual Disability	16	0.4	0.5
Learning Disability	181	4.8	4.6
Other Health Impairment	102	2.7	2.8
Other Disabilities	148	3.9	1.0
Speech/Language Impairment	45	1.2	1.9
All Disabilities	604	15.9	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	36,244,231	11,550	9,387
Instructional Supplies and Equipment	984,632	314	318
Improvement of Instruction and Educational Media Services	2,865,867	913	541
Student Support Services	5,013,820	1,598	1,048
Administration and Support Services	7,640,364	2,435	1,790
Plant Operation and Maintenance	5,165,881	1,646	1,608
Transportation	4,452,793	1,149	845
Costs of Students Tuitioned Out	6,441,039	N/A	N/A
Other	642,695	205	194
Total	69,451,322	18,195	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,245,824	716	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,494,166	30.4	35.1
Noncertified Personnel	3,453,367	19.1	14.5
Purchased Services	217,619	1.2	5.5
Tuition to Other Schools	4,891,984	27.1	21.6
Special Ed. Transportation	1,826,898	10.1	8.3
Other Expenditures	2,169,222	12.0	15.0
Total Expenditures	18,053,256	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.4	76.0
State	20.8	21.2
Federal	2.1	2.1
Tuition & Other	0.7	0.7

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 2015-16 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	32	63.9
Black or African American	729	57.4	727	52.0	362	49.2
Hispanic or Latino	246	60.6	245	56.5	132	54.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	92	69.0	92	66.0	35	67.5
White	450	70.9	450	67.7	199	64.2
English Learners	84	56.2	82	53.3	27	51.5
Non-English Learners	1499	63.2	1496	58.9	733	55.6
Eligible for Free or Reduced-Price Meals	580	56.6	579	50.9	299	49.7
Not Eligible for Free or Reduced-Price Meals	1003	66.5	999	63.0	461	59.2
Students with Disabilities	307	44.2	304	40.8	165	40.3
Students without Disabilities	1276	67.4	1274	62.8	595	59.7
High Needs	770	54.7	765	50.0	387	48.4
Non-High Needs	813	70.6	813	66.7	373	62.8
District	1583	62.9	1578	58.6	760	55.5

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	89.3	69.6	70.2	52.4	788	71.3
Curl Up	83.5	72.8	83.1	56.6	788	75.1
Push Up	75.7	61.3	60.4	45.8	788	61.5
Mile Run/PACER	66.5	63.4	52.0	44.0	788	56.9
All Tests - District	54.9	37.2	37.8	41.0	788	42.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	157	88.5	84.5	Yes	85.7
Hispanic or Latino	33	78.8	81.3	No	82.9
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	116	81.0	81.5	No	83.0
Students with Disabilities	59	64.4	74.2	No	76.7
District	310	88.1	86.6	Yes	87.5
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	104	39.2
Male	92.9	69	23.2
Black or African American	95.1	58	20.5
Hispanic or Latino	95.2	19	22.9
White	93.3	77	51.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.3	22	12.3
Students with Disabilities	72.7	*	*
District	94.5	173	30.8
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	79.6	87.0
Male	71.1	82.0
Black or African American	72.7	81.9
Hispanic or Latino	73.1	78.3
White	79.5	91.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.8	75.9
Students with Disabilities	54.2	75.0
District	75.2	84.5
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the 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	62.9	75	41.9	50	83.8	67.7
	High Needs Students	54.7	75	36.4	50	72.9	56.7
Math Performance Index	All Students	58.6	75	39.1	50	78.1	61.4
	High Needs Students	50.0	75	33.3	50	66.6	49.9
Science Performance Index	All Students	55.5	75	37.0	50	74.0	57.5
	High Needs Students	48.4	75	32.3	50	64.5	47.0
ELA Academic Growth	All Students	55.9%	100%	55.9	100	55.9	63.8%
	High Needs Students	52.6%	100%	52.6	100	52.6	58.3%
Math Academic Growth	All Students	63.9%	100%	63.9	100	63.9	65.0%
	High Needs Students	59.0%	100%	59.0	100	59.0	57.4%
Chronic Absenteeism	All Students	8.7%	<=5%	42.5	50	85.1	9.6%
	High Needs Students	14.4%	<=5%	31.2	50	62.3	15.6%
Preparation for CCR	% Taking Courses	53.7%	75%	35.8	50	71.6	67.6%
	% Passing Exams	30.8%	75%	20.5	50	41.0	40.7%
On-track to High School Graduation		80.5%	94%	42.8	50	85.6	85.1%
4-year Graduation All Students (2015 Cohort)		88.1%	94%	93.7	100	93.7	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		86.3%	94%	91.8	100	91.8	78.6%
Postsecondary Entrance (Class of 2015)		75.2%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		80.0% 42.7%	75%	14.2	50	28.4	89.2% 50.5%
Arts Access		48.4%	60%	40.3	50	80.6	47.5%
Accountability Index				964.3	1350	71.4	

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	70.6	54.7	16.0	16.5	
Math Performance Index Gap	66.7	50.0	16.8	18.9	
Science Performance Index Gap	62.8	48.4	14.5	17.2	
Graduation Rate Gap	94.0%	86.3%	7.7%	15.3%	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	98.4
	High Needs Students	97.7
Math	All Students	98.1
	High Needs Students	97.1
Science	All Students	97.9
	High Needs Students	96.4

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: 47.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Data Team was reconstituted in the fall and is comprised of Central Office administrators, building principals, curriculum supervisors, and teachers that meet monthly to develop a District Strategic Operating Plan. The plan focuses on district priorities including academics, equity and family & community partnership. The primary goal of Windsor Public Schools continues to be increasing achievement for all students, especially in literacy and numeracy, while reducing the achievement gap.

Work continues at all levels on the use of data to inform strategic instructional decisions at the classroom, school and district level. Family workshops were provided to inform parents on how to interpret data from district benchmark and state assessments. A district-wide instructional framework is in development and will be implemented to assure common instructional expectations. Professional development was provided to primary staff to implement a foundational literacy program. EASTCONN provided technical support to elementary and middle 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 2 and 3 strategies to some degree including: functional behavioral assessments, behavioral and academic intervention plans and individualized wraparound 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.

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.

The district continues to work with the Center for Active Family Engagement to examine research-based strategies proven to enhance family engagement. The Office of Family and Community Partnership was established through a grant.

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, numeracy and assessment 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, 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 mathematics, literacy and science instruction. To create an environment that serves the whole child, a half-hour enrichment period provides a creative and active educational experience for students. Families also had the option to extend the day with recreational services provided by the town.

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, Young Men's Leadership Academy, Sage Park Boys and Girls Leadership Groups, Camp Anytown and the Bridges.

Multicultural technical and leadership support was obtained through contracts with Democracy Now (Montgomery County/Study Circles) and the McMikle Group. The Study Circle model was expanded from the initial group at WHS to the District Leadership Team. The McMikle Group 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).

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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.