

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



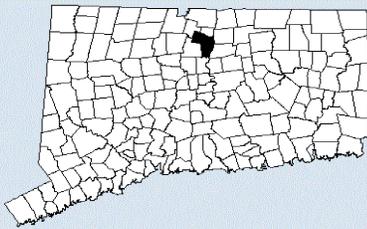
Windsor School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	3,337
Per Pupil Expenditures ¹	\$21,473
Total Expenditures ¹	\$83,185,245

¹ Expenditure data reflect the 2021-22 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2022-23 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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,706	51.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	124	3.7	5.2
Black or African American	1,332	39.9	12.5
Hispanic or Latino of any race	822	24.6	30.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	301	9.0	4.5
White	751	22.5	47.5
English Learners/Multilingual Learners	114	3.4	9.7
Eligible for Free or Reduced-Price Meals	1,369	41.0	42.4
Students with Disabilities ³	696	20.9	17.1

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	*	*	111	6.4
Male	345	20.6	236	13.0
Non-Binary	*	*	0	*
Black or African American	262	19.6	186	12.9
Hispanic or Latino of any race	209	26.1	87	9.9
White	111	15.6	41	5.3
English Learners/Multilingual Learners	42	34.7	12	9.4
Eligible for Free or Reduced-Price Meals	405	27.3	225	13.3
Students with Disabilities	219	32.0	98	11.7
District	661	20.2	347	9.8
State		20.0		7

Number of students qualified as truant under state statute: 606

Number of school-based arrests: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	267.2
Paraprofessional Instructional Assistants	32.0
Special Education	
Teachers and Instructors	54.0
Paraprofessional Instructional Assistants	138.1
Administrators, Coordinators and Department Chairs	
District Central Office	11.4
School Level	19.8
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	19.0
Counselors, Social Workers and School Psychologists	27.1
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	198.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	12	3.0	1.3
Black or African American	64	15.9	4.6
Hispanic or Latino of any race	13	3.2	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	311	77.4	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.0	13.2

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	130	98.5	127	95.5
Hispanic or Latino of any race	63	92.6	53	100.0
White	63	98.4	79	98.8
English Learners/Multilingual Learners	*	*	12	*
Eligible for Free or Reduced-Price Meals	100	92.6	116	97.5
Students with Disabilities	58	93.5	83	97.6
District	285	96.9	295	97.0
State		86.5		94.2

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	74	70.5
Emotional Disability	26	44.8
Intellectual Disability	*	*
Learning Disability	180	79.3
Other Health Impairment	126	76.8
Other Disabilities	*	*
Speech/Language Impairment	53	100.0
District	480	70.7
State		68.6

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	113	3.0	2.4
Emotional Disability	58	1.6	1.0
Intellectual Disability	16	0.4	0.6
Learning Disability	229	6.1	6.3
Other Health Impairment	164	4.4	3.4
Other Disabilities	75	2.0	1.1
Speech/Language Impairment	64	1.7	1.9
All Disabilities	719	19.3	16.7

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	88	12.2	8.1
Private Schools or Other Settings	40	5.6	4.7

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: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$45,788,550	\$11,819	\$12,671
Support services - students	\$6,479,957	\$1,998	\$1,558
Support services - instruction	\$8,602,040	\$2,652	\$837
Support services - general administration	\$3,420	\$1	\$463
Support services - school based administration	\$4,706,863	\$1,451	\$1,133
Central and other support services	\$989,550	\$305	\$716
Operation and maintenance of plant	\$7,184,578	\$2,215	\$1,893
Student transportation services	\$5,236,557	\$1,473	\$1,464
Food services	.	.	\$5
Enterprise operations	\$4,193,730	\$1,293	\$186
Total	\$83,185,245	\$21,473	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,965,342	34.8	29.0
Instructional Aide Salaries	\$2,676,905	11.7	10.6
Other Salaries	\$1,747,658	7.6	10.1
Employee Benefits	\$1,151,663	5.0	13.1
Purchased Services Other Than Transportation	\$498,265	2.2	5.9
Special Education Tuition	\$6,255,875	27.3	21.8
Supplies	\$54,435	0.2	0.7
Property Services	\$5,040	0.0	0.4
Purchased Services For Transportation	\$2,530,155	11.0	8.1
Equipment	\$15,953	0.1	0.2
All Other Expenditures	\$12,093	0.1	0.1
Total	\$22,913,383	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.5	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	77.0
State	17.3
Federal	5.6
Tuition & Other	0.0

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).

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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	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	652	54.3	642	50.3	303	52.7
Hispanic or Latino of any race	409	56.6	408	51.1	188	53.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	133	64.2	133	60.1	66	59.5
White	335	69.5	332	66.5	156	68.9
English Learners/Multilingual Learners	85	54.6	85	49.8	37	48.5
Non-English Learners/Non-Multilingual Learners	1,496	59.7	1,482	55.7	698	58.1
Eligible for Free or Reduced-Price Meals	716	54.0	707	48.7	305	51.1
Not Eligible for Free or Reduced-Price Meals	865	64.0	860	60.9	430	62.2
Students with Disabilities	330	41.1	326	36.8	145	40.0
Students without Disabilities	1,251	64.3	1,241	60.3	590	61.9
High Needs	869	52.8	859	47.8	377	49.2
Non-High Needs	712	67.6	708	64.6	358	66.4
District	1,581	59.5	1,567	55.4	735	57.6

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.0	72.8	71.5	70.3	935	75.7
Curl Up	70.0	64.1	68.0	76.0	932	69.7
Push Up	59.9	54.9	48.4	69.1	929	58.1
Mile Run/PACER	60.4	54.1	26.4	47.6	930	46.5
All Tests - District	44.9	25.9	15.3	35.0	926	30.1
All Tests - State	51.5	46.0	44.1	41.1		45.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	126	90.5
Hispanic or Latino of any race	48	81.3
White	67	88.1
English Learners/Multilingual Learners	13	*
Eligible for Free or Reduced-Price Meals	132	80.3
Students with Disabilities	59	64.4
District	260	87.7
State		88.9

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 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	92	32.9
Male	95.3	78	24.6
Non-Binary	*	0	*
Black or African American	93.2	52	19.6
Hispanic or Latino	96.7	18	14.9
White	93.8	71	49.3
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.4	36	15.9
Students with Disabilities	79.6	10	6.8
District	94.3	170	28.4
State	95.2		44.3

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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 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.

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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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	66.9	84.3
Male	48.8	83.6
Non-Binary	N/A	N/A
Black or African American	57.0	85.5
Hispanic or Latino of any race	55.0	81.5
White	65.1	81.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	44.0	77.9
Students with Disabilities	29.4	*
District	58.2	84.0
State	66.1	87.7

⁵ 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.

⁶ 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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.5	75	39.6	50	79.3	63.9
	High Needs Students	52.8	75	35.2	50	70.4	54.1
Math Performance Index	All Students	55.4	75	36.9	50	73.9	59.7
	High Needs Students	47.8	75	31.9	50	63.8	48.9
Science Performance Index	All Students	57.6	75	38.4	50	76.8	61.6
	High Needs Students	49.2	75	32.8	50	65.5	51.1
ELA Academic Growth	All Students	58.0%	100%	58.0	100	58.0	57.2%
	High Needs Students	57.0%	100%	57.0	100	57.0	52.5%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	61.8%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.5%
Progress Toward English Proficiency	Literacy	63.3%	100%	31.6	50	63.3	55.3%
	Oral	71.1%	100%	35.6	50	71.1	56.1%
Chronic Absenteeism	All Students	20.2%	<=5%	19.6	50	39.1	20.0%
	High Needs Students	27.4%	<=5%	5.2	50	10.5	28.5%
Preparation for CCR	% Taking Courses	97.0%	75%	50.0	50	100.0	90.4%
	% Meeting Benchmark	28.4%	75%	19.0	50	37.9	44.3%
On-track to High School Graduation		77.7%	94%	41.3	50	82.7	82.4%
4-year Graduation All Students (2022 Cohort)		87.7%	94%	93.3	100	93.3	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		88.9%	94%	94.6	100	94.6	85.6%
Postsecondary Entrance (Class of 2022)		58.2%	75%	77.6	100	77.6	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		95.0% 30.1%	75%	20.1	50	40.2	93.0% 45.5%
Arts Access		51.8%	60%	43.2	50	86.4	54.5%
Accountability Index				979.2	1450	67.5	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	67.6	52.8	14.8	16.6	
Math Performance Index Gap	64.6	47.8	16.8	18.0	
Science Performance Index Gap	66.4	49.2	17.3	17.8	
Graduation Rate Gap	94.0%	88.9%	5.1%	8.7%	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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	97.8
	High Needs Students	96.7
Math	All Students	96.9
	High Needs Students	95.5
Science	All Students	96.7
	High Needs Students	95.6

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 43.1 State: 49.6

District Profile and Performance Report for School Year 2022-23

Windsor School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The district is taking several steps towards enhancing special education instruction through coaching sessions, professional development and collaboration with general education staff. We are looking to increase opportunities for general education and special education staff to review curriculum and plan instruction. We will also be implementing a co-teaching model at the elementary school level. Next year, we will continue our work to reestablish district programs for students with specialized needs that cannot be met in the general education setting.

For our related service providers we will continue professional development/learning opportunities regarding mental health/trauma. We are reviewing and updating our Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) templates to be more user friendly. We will also be continuing our consultation between providers and staff in order to ensure generalization of skills learned during individual or small group sessions into the classroom.

Truancy prevention is at the forefront of everything we do in Windsor. We have taken a preventative approach rather than a reactive approach. We are constantly working to revise our curriculum to ensure that our students are engaged in relevant learning and that our teachers are trained and equipped to ensure they are able to deliver a high quality engaging curriculum. We have a full wrap around services attendance teams in each of our schools ensuring they track and address students attendance before it becomes a chronic issue.

Every year we engage new and current teachers in professional development that supports teachers on how to engage with families. Inclusive of the professional development we provide informational sessions and/or train on the foundations of family engagement using UCONN curriculum developed for the 092 Administrators program. Our district coordinator is a contributing writer and in-district trainer of the UCONN curriculum. Other professional development includes welcoming calls, parent teacher home visit model (both informational sessions and PTHV national training) to build trusting relationships between teachers and family members (Tier 1) and one to one sessions as needed.

Our efforts to engage families are progressing. Our superintendent has two platforms engaging families in dialogue: Chat and Chill with Super Hill and Monthly Coffee Talks. The Chat and Chill with Super Hill is an opportunity for families to hear about all of the happenings in our district via podcast -- interviewing with different stakeholders in our school communities. The Monthly Coffee Talks allow for families and other stakeholders to have open honest dialogue with Dr. Hill about pressing and curious questions. Our Dads Matter Too Initiative allows for dads and other fatherlike volunteers to provide feedback on their volunteer experience through surveys at which we review and immediately mid-course correct. These opportunities for males are at all 6 of our schools. Our Office of Family and Community Partnership is currently developing a district-wide action team to support this office, our superintendents' office with family perspectives on surveys, staff interviews and other benefiting programs.

As a result of our 21-22 needs assessment survey we offered a number of SEL: Social Emotional Learning workshops to support the feedback.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district has made efforts to reduce racial, ethnic and economic isolation during the last school year by participating in minority educator recruitment programs, fairs and using online sites to recruit diverse staff. The district facilitates programs and activities to increase staff and student awareness of the diversity of individuals and cultures, such as study circles. The study circle model is designed to increase student awareness of the diversity of individuals and cultures.

The district continues to implement the Multi-Tiered Systems of Support (MTSS) framework to strengthen Tier 1 instruction and support all students - the core of our equity work. Our ongoing goal is to increase overall student achievement, reduce students at-risk for reading and mathematics failure, and to accurately identify students for special education services. In addition, the district employs 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).

In an effort to reduce racial, ethnic, and economic isolation, the district offers summer enrichment to all students entering grades 1-12 at no cost, in addition to after-school enrichment clusters at the secondary level, i.e., grades 6-12.

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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.