

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



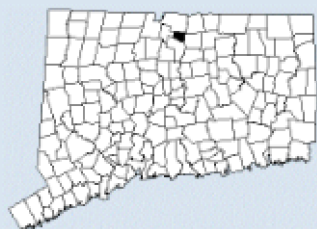
Windsor Locks School District

Shawn Parkhurst, Superintendent • 860-292-5000 • <http://www.wlps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,448
Per Pupil Expenditures	\$23,662
Total Expenditures	\$38,568,791

Expenditure data reflect the 2023-24 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>

Contents

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

Notes

Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	749	51.7	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	91	6.3	5.2
Black or African American	178	12.3	12.4
Hispanic or Latino of any race	263	18.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	95	6.6	4.8
White	815	56.3	45.1
English Learners/Multilingual Learners	115	7.9	11.3
Eligible for Free or Reduced-Price Meals	705	48.7	44.8
Students with Disabilities	301	20.8	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	145	20.9	41	5.3
Male	154	23.2	90	12.3
Non-Binary	0	*	0	*
Black or African American	48	28.1	28	14.8
Hispanic or Latino of any race	75	28.8	35	12.5
White	137	18.2	54	6.5
English Learners/Multilingual Learners	34	29.3	*	*
Eligible for Free or Reduced-Price Meals	204	28.9	82	10.4
Students with Disabilities	87	29.3	46	13.0
All Students - District	299	22.0	131	8.7
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 263
Number of school-based arrests: 8

District Profile and Performance Report for School Year 2024-25

Windsor Locks School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	129.6
General Education Paraprofessionals	4.0
Special Education Teachers and Instructors	29.0
Special Education Paraprofessionals	61.0
District Central Office Administrators	3.6
School Level Administrators	7.0
Library/Media Specialists (Certified)	5.0
Library/Media Support Staff	1.3
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	106.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.7
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.4
Black or African American	4	2.1	4.9
Hispanic or Latino of any race	4	2.1	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	184	95.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	30	15.3	6.8
Teachers	24	14.7	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	12	*	23	95.8
Hispanic or Latino of any race	20	95.2	29	100.0
White	52	94.5	72	97.3
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	93.2	67	97.1
Students with Disabilities	16	*	38	95.0
All Students - District	95	94.1	142	97.9
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	26	49.1
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	84	91.3
Other Health Impairment	52	78.8
Other Disabilities	0	0
Speech/Language Impairment	22	95.7
All Disabilities - District	204	75.0
All Disabilities - State		68.0

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 2024-25

Windsor Locks School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	58	3.9	2.9
Emotional Disability	22	1.5	1.1
Intellectual Disability	12	0.8	0.6
Learning Disability	92	6.2	6.5
Other Health Impairment	68	4.6	3.6
Other Disabilities	15	1.0	1.1
Speech/Language Impairment	28	1.9	2.0
All Disabilities	295	19.8	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	26	8.8	8.2
Private Schools or Other Settings	15	5.1	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$24,271,875	\$14,891	\$13,471
Support services - students	\$2,915,998	\$1,978	\$1,826
Support services - instruction	\$1,018,335	\$691	\$972
Support services - general administration	\$488,611	\$331	\$568
Support services - school based administration	\$1,878,320	\$1,274	\$1,274
Central and other support services	\$1,127,804	\$765	\$761
Operation and maintenance of plant	\$5,044,567	\$3,422	\$2,125
Student transportation services	\$1,823,281	\$1,492	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$38,568,791	\$23,662	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,745,834	35.1	26.4
Instructional Aide Salaries	\$1,722,108	16.2	10.1
Other Salaries	\$472,068	4.4	10.5
Employee Benefits	\$857,521	8.0	13.3
Purchased Services Other Than Transportation	\$710,125	6.7	6.8
Special Education Tuition	\$2,406,150	22.6	22.8
Supplies	\$54,110	0.5	0.6
Property Services	\$26,057	0.2	0.4
Purchased Services For Transportation	\$639,663	6.0	8.7
Equipment	\$18,499	0.2	0.2
All Other Expenditures	\$7,971	0.1	0.1
Total	\$10,660,106	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	27.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	73.2
State	18.1
Federal	3.9
Tuition & Other	4.7

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 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	41	71.4	41	65.8	16	*
Black or African American	79	52.0	78	47.8	34	50.4
Hispanic or Latino of any race	135	56.8	135	51.9	61	55.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	42	61.3	40	57.9	12	*
White	389	62.8	387	59.0	162	62.5
English Learners/Multilingual Learners	92	59.9	92	55.6	30	56.5
Non-English Learners/Non-Multilingual Learners	597	61.0	592	56.9	255	60.5
Eligible for Free or Reduced-Price Meals	349	55.9	346	51.0	142	55.1
Not Eligible for Free or Reduced-Price Meals	340	65.9	338	62.6	143	65.0
Students with Disabilities	144	41.9	140	34.8	61	40.0
Students without Disabilities	545	65.9	544	62.3	224	65.5
High Needs	424	55.9	419	50.8	173	53.8
Non-High Needs	265	68.7	265	66.0	112	69.8
All Students - District	689	60.8	684	56.7	285	60.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	84.2	79.5	81.7	93.1	357	83.8
Curl Up	61.8	75.2	74.1	95.8	354	76.3
Push Up	27.6	49.6	43.2	69.4	354	47.5
Mile Run/PACER	69.7	71.4	36.6	46.5	355	58.0
All Tests - District	18.4	36.3	23.5	35.2	352	29.3
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Windsor Locks School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	17	*
White	60	90.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50	84.0
Students with Disabilities	18	*
All Students - District	106	88.7
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	55	49.5
Male	63	47.0
Non-Binary	0	*
Black or African American	12	32.4
Hispanic or Latino of any race	25	50.0
White	64	49.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	40	35.4
Students with Disabilities	*	*
All Students - District	118	48.0
All Students - State		47.2

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.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2025 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	56.5	93.5
Male	58.1	75.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	51.7	77.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	49.0	81.3
Students with Disabilities	28.6	*
All Students - District	57.1	83.1
All Students - State	67.0	88.2

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.

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 2024-25

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.8	75	40.6	50	81.1	64.7
ELA Performance Index	High Needs Students	55.9	75	37.3	50	74.6	54.9
Math Performance Index	All Students	56.7	75	37.8	50	75.6	61.1
Math Performance Index	High Needs Students	50.8	75	33.9	50	67.7	50.6
Science Performance Index	All Students	60.1	75	40.0	50	80.1	62.6
Science Performance Index	High Needs Students	53.8	75	35.8	50	71.7	52.1
ELA Academic Growth	All Students	56.7%	100%	56.7	100	56.7	60.6%
ELA Academic Growth	High Needs Students	54.2%	100%	54.2	100	54.2	55.7%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	62.3%
Math Academic Growth	High Needs Students	59.2%	100%	59.2	100	59.2	55.9%
Progress Toward English Proficiency	Literacy	45.1%	100%	22.5	50	45.1	58.7%
Progress Toward English Proficiency	Oral	51.2%	100%	25.6	50	51.2	55.7%
Chronic Absenteeism	All Students	22.0%	<=5%	16.0	50	32.1	17.2%
Chronic Absenteeism	High Needs Students	28.2%	<=5%	3.7	50	7.3	24.8%
% Taking CCR Courses	All Students	96.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	48.0%	75%	32.0	50	64.0	47.2%
On-track to High School Graduation	All Students	90.6%	94%	48.2	50	96.4	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	88.7%	94%	94.3	100	94.3	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	87.3%	94%	92.9	100	92.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	57.1%	75%	76.1	100	76.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	29.3%	75%	9.8	50	19.5	49.0%
Arts Access	All Students	67.0%	60%	50.0	50	100.0	55.1%
Accountability Index				978.5	1450	67.5	

Physical Fitness Estimated Participation Rate - District: 86.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	68.7	55.9	12.8	16.9	N
Math Performance Index Gap	66.0	50.8	15.2	18.4	N
Science Performance Index Gap	69.8	53.8	16.0	18.2	N
Graduation Rate Gap	91.9%	87.3%	4.6%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.3
ELA	High Needs Students	97.4
Math	All Students	97.8
Math	High Needs Students	96.5
Science	All Students	98.6
Science	High Needs Students	97.8

Minimum 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: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

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 staff 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. WLPS has been able to provide support to 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 2025-2026 school year as it continues to grow its practice of partnering with families in collaboration with the Town Youth and Family Services Office 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

Windsor Locks Public Schools are committed to effort to reduce racial, ethnic and economic isolation. Throughout the 2024-2025 school year, we maintained our strong presence of providing Open Choices for students at all of our schools. Through our partnership with Open Choice, many of our staff attend various professional offerings to ensure that we are moving toward reducing racial disparity.

In the fall of 2024, Windsor Locks Public Schools engaged in a Dream Big Locks Strong survey campaign to gain information from families and students about why they attend or don't attend WLPS. That information was used to plan how to rebrand our schools to showcase what we offer to engage more students and families; knowing what makes WLPS unique and special.

Our Director of Curriculum has worked diligently with the Open Choice offer to provide guidance on marketing materials in an effort to continue to address this area.

District Profile and Performance Report for School Year 2024-25

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 24-25 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 reviewed 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.

Additionally, in the 24-25 year, we added several new opportunities for Community Conversations related to the budget before, during and after completion. Our website was enhanced to be even more transparent showcasing all of our budgets, the lines and a form for sharing input or asking questions.

District Profile and Performance Report for School Year 2024-25

Windsor Locks School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	4.8	9.8
Position Filled Permanently	1	4.8	0.1
Resigned (no reason given)	5	23.8	32.0
Retired	7	33.3	23.7
Teach/Admin in Other CT Dist	7	33.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	21		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.