

**STRATEGIC SCHOOL PROFILE 2009-10****Windsor Locks School District**

GREGORY W. LITTLE, Superintendent

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Windsor Locks,  
ConnecticutWebsite: [www.wlps.org](http://www.wlps.org)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 12,043

1990-2000 Population Growth: -2.5%

Number of Public Schools: 4

Per Capita Income in 2000: \$23,079

Percent of Adults without a High School Diploma in 2000\*: 14.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.6%

District Enrollment as % of Estimated. Student Population: 95.8%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      1,802  
5-Year Enrollment Change      -6.9%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	552	30.6	25.7	32.6
K-12 Students Who Are Not Fluent in English	69	4.0	2.0	5.4
Students Identified as Gifted and/or Talented*	50	2.8	3.1	4.1
PK-12 Students Receiving Special Education Services in District	187	10.4	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	59.5	77.7	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	52	22.4	15.5	13.6

\*30.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.2
Asian American	158	8.8
Black	180	10.0
Hispanic	124	6.9
White	1,336	74.1
Total Minority	466	25.9

**Percent of Minority Professional Staff:** 4.3%

**Open Choice:**

39 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

10.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 30.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Windsor Locks Public Schools continued to make progress toward the goal of reducing racial, ethnic, and economic isolation during the 2009-2010 school year. Since our district organization is divided by grade level and not by neighborhood schools, our students are educated in schools each reflecting the diversity of the population of the town as a whole. The Board of Education continued to support student participation in the following programs outside of our school district: • Sixty-two students attended Metropolitan Learning Center in Bloomfield • Six students attended The Greater Hartford Academy of the Arts in Hartford • Twenty-eight students attended Suffield Vocational Agriculture Program in Suffield • Fourteen students attended Howell Cheney Technical High School in Manchester • Twenty-six students attended various Magnet Schools (Great Path Academy, Annie-Fisher Multiple Intelligence School, Breakthrough Magnet School, Greater Hartford Classical Magnet, Hooker School, Noah Webster Micro Society School, Pathways to Technology Magnet, Sports and Medical Sciences, University High, Hartford Magnet Middle School) The Windsor Locks Schools continued its commitment to the Open Choice Program (Hartford Public School students) since it provides important educational and social experiences for students from both communities. The program has grown from seven students from Hartford during the 1999-2000 school year to thirty nine students during 2009-2010 in all four schools. In addition, North Street School continued to enroll six students from Project Choice (Early Beginnings) in our all day Kindergarten program. During 2009-2010, the total enrollment in all these programs was one hundred and thirty-six students. Our general curriculum, supplemented by art and music, highlights various cultures filled with a variety of experiences and activities at each school designed to increase student appreciation of diversity of individuals and cultures. Our district hired an English Language Teacher/ Coordinator to help teachers work with eighty ELL students, with over 18 spoken languages. The elementary schools hold a wonderful Cinco De Mayo Celebration annually, and Spanish instruction begins in grade three. Our schools have hosted many statewide/national events and competitions bringing children from diverse backgrounds to participate in the Nutmeg Choir Festival, NCCC Music Festival, COLT Rhyme Festival, as well as the F.I.R.S.T Robotics Program and Future Business Leaders of America.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	50.0	57.0	21.5
Writing	52.6	58.3	19.6
Mathematics	75.7	62.4	66.9
Grade 4 Reading	54.7	59.9	25.2
Writing	62.3	63.6	32.5
Mathematics	59.2	67.0	22.0
Grade 5 Reading	53.1	61.8	17.6
Writing	58.5	68.2	16.3
Mathematics	73.8	72.4	38.6
Science	54.8	59.4	21.7
Grade 6 Reading	69.2	74.9	23.9
Writing	61.0	65.9	25.6
Mathematics	72.1	70.7	35.6
Grade 7 Reading	69.2	77.4	18.2
Writing	49.6	61.2	16.2
Mathematics	60.6	68.5	22.1
Grade 8 Reading	68.1	73.3	24.2
Writing	53.1	62.6	21.7
Mathematics	62.2	67.3	24.8
Science	50.7	62.8	18.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	41.5	45.9	34.1
Writing Across the Disciplines	61.0	59.6	42.9
Mathematics	42.9	48.7	33.3
Science	34.0	45.3	25.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	31.5	50.7	9.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.3	68.5	
Average Score	Mathematics	481	508	26.4
	Critical Reading	494	503	34.9
	Writing	507	506	43.4

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	91.1	91.3	28.5
2008-09 Annual Dropout Rate for Grade 9 through 12	2.4	3.0	25.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	60.8	84.5
% Employed (Civilian Employment and in Armed Services)	14.0	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	127.80
Paraprofessional Instructional Assistants	26.33
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	41.90
Library/Media Specialists and/or Assistants	7.33
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.60
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	4.80
Other Staff Providing Non-Instructional Services and Support	101.11

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.0	13.8
% with Master's Degree or Above	87.7	76.3	77.8

Average Class Size	District	DRG	State
Grade K	18.1	16.0	18.5
Grade 2	18.1	18.5	19.7
Grade 5	19.1	20.5	21.1
Grade 7	22.0	19.5	20.8
High School	16.5	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,043	1,003	992
Middle School	1,068	1,033	1,018
High School	1,042	1,005	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	5.0	3.2	3.2
Middle School	3.2	2.2	2.5
High School	2.1	2.1	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,929	\$8,634	\$7,819	\$7,280	\$7,829
Instructional Supplies and Equipment	\$501	\$271	\$274	\$278	\$279
Improvement of Instruction and Educational Media Services	\$1,213	\$658	\$474	\$290	\$459
Student Support Services	\$1,752	\$950	\$863	\$723	\$859
Administration and Support Services	\$2,594	\$1,406	\$1,405	\$1,415	\$1,426
Plant Operation and Maintenance	\$3,690	\$2,000	\$1,469	\$1,463	\$1,462
Transportation	\$1,064	\$546	\$701	\$705	\$694
Costs for Students Tuitioned Out	\$1,201	N/A	N/A	N/A	N/A
Other	\$475	\$257	\$163	\$182	\$162
<b>Total</b>	<b>\$28,419</b>	<b>\$14,433</b>	<b>\$13,458</b>	<b>\$12,570</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$1,814	\$983	\$1,864	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,357,771	18.9	19.5	20.7

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	79.0	18.5	2.3	0.2
Excluding School Construction	78.8	18.4	2.5	0.3

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Windsor Locks Public Schools, during the budget deliberation and adoption process, continued to ensure each school in the district received equitable resources. The District Leadership Team, working with the Board of Education, developed a budget reflecting the programming needs of students within each individual school. New initiatives are evaluated based on a priority level regarding assessed need of data presented, impact on student achievement, past funding for the school/program, and congruence with district goals. Every effort is made to insure funding for equitable class sizes at each grade level/course, and that equipment, materials and technology is fairly distributed to students based on demonstrated need, and comparison of expenditures from prior years. The Superintendent, School Administrators, and District Facilities Director conduct an annual inspection of each building to determine priority maintenance and capital equipment/outlay needs.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	191
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	22	1.2	0.9	1.0
Learning Disability	74	3.9	3.6	3.9
Intellectual Disability	13	0.7	0.5	0.5
Emotional Disturbance	9	0.5	1.1	1.0
Speech Impairment	25	1.3	2.3	2.2
Other Health Impairment*	38	2.0	1.9	2.1
Other Disabilities**	10	0.5	0.8	0.9
<b>Total</b>	<b>191</b>	<b>10.2</b>	<b>11.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	68.8	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.3	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	21.0	31.6	61.1	67.5
	Writing	10.3	19.6	56.2	63.3
	Mathematics	15.9	32.9	67.0	68.1
	Science	16.7	23.7	52.7	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	41.5	45.9
	Writing Across the Disciplines	8.3	16.8	61.0	59.6
	Mathematics	N/A	N/A	42.9	48.7
	Science	N/A	N/A	34.0	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	36.1
	% With Accommodations	63.9
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		11.7

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	6	3.1
Private Schools or Other Settings	14	7.3

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	155	81.2	75.9	73.4
40.1 to 79.0 Percent of Time	18	9.4	14.0	15.3
0.0 to 40.0 Percent of Time	18	9.4	10.1	11.3

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## SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this district.

The goal of the Windsor Locks Public Schools (WLPS) is increasing student achievement by way of setting high expectations for all students and staff and providing excellent engaging instruction. Five years ago, the district established a goal that stated at least 80% of our students would meet or exceed goal in reading, math, writing, and science on the CMT/CAPT. We maintain that goal into this school year. Although we are in the process of developing and setting incremental expectations along the way, we remain focused on that goal. We researched and selected an assessment tool which is called Measures of Academic Progress (MAP) which is a universal screener. A universal screener is a quick assessment in reading and math, administered 3 times per year to students in grades K-11. The results that we receive from this assessment provide information that teachers use to make decisions regarding the type of instruction that best meets each student's need in order for them to be successful. The analysis of both classroom data and individual student data, at these deeper levels, is now possible. Data turnaround time was improved greatly. Student strengths and weaknesses are more evident. Teachers have started to make better informed decisions, use a greater variety of instructional practices and provide differentiated instruction to remediate student skill deficiencies, as well as provide enrichment for students on the other end of the spectrum. The district offered 6 Early Release Day Professional Development (PD) Afternoon sessions for staff as well as 4 full-day PD sessions. The overarching focus was on providing instruction that is engaging and differentiated for all students. We also provided PD for staff in the area of HOME/SCHOOL collaboration, knowing how critical it is for our parents to feel the support and guidance of the school. The Board of Education continued their commitment to providing additional resources to address the learning needs of our special populations. Because we were selected by the state to be focus-monitored for our special education population in the area of reading, it was important to analyze our instruction and curriculum. A district wide professional development committee thoughtfully and collaboratively developed and implemented a professional development calendar that included, among other ideas, the following ideas and needs brought forth by the staff: • School Climate • Response to Intervention • Differentiated Instruction • Use of the Performance Tracker Data Management Tool • Positive Behavior Supports -- Behavior Management/Nurtured Heart/Responsive Classroom • Reading/Writing Workshop • School Improvement Plans • Instructional Rounds WLPS continued its relationship with Columbia Teacher's College bringing staff developers monthly to the elementary schools. This program encouraged students to read at their independent levels assuring that students with special needs as well as all the students are supported in ways that meet their individual needs. WLPS has active parent advisory groups, involved and supportive PTOs, and a PTAC at the Middle School. The faculty worked with staff developers from the Connecticut Academy Science Assessment Program (CASAP) to develop common assessments to assure that our curriculum is rigorous for all students - with specific emphasis on eliminating achievement gaps. The CT Academy serves as a statewide advocate and catalyst for academic excellence to assure that we are offering our students the best research-based practices that engage students. The grant is for \$195,000 over a 3 year period, and we have completed our first year.

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