

STRATEGIC SCHOOL PROFILE 2008-09**Windsor Locks School District**

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Location: 58 South Elm Street
Windsor Locks,
Connecticut

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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.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$23,079
Town Population in 2000: 12,043	Percent of Adults without a High School Diploma in 2000*: 14.3%
1990-2000 Population Growth: -2.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 96.1%

*To view the Adult Education Program Profiles online, go to 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, 2008 1,845
5-Year Enrollment Change -4.2%

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	506	27.4	22.6	30.3
K-12 Students Who Are Not Fluent in English	75	4.2	2.0	5.2
Students Identified as Gifted and/or Talented*	27	1.5	2.7	4.0
PK-12 Students Receiving Special Education Services in District	190	10.3	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	86	64.2	79.7	79.7
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	48	20.2	20.0	19.0

*11.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	144	7.8
Black	173	9.4
Hispanic	119	6.4
White	1,404	76.1
Total Minority	441	23.9

Percent of Minority Professional Staff: 4.6%

Open Choice: 34 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: 9.1% 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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 2008-2009 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-four students attended Metropolitan Learning Center in Bloomfield
- Four students attended The Greater Hartford Academy of the Arts in Hartford
- Twenty-seven students attended Suffield Vocational Agriculture Program in Suffield
- Nineteen 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 four students during 2008-2009 in all four schools. In addition, North Street School continued to enroll five students from Project Choice (Early Beginnings) in our all day Kindergarten program. During 2008-2009, the total enrollment in all these programs was one hundred and four eight 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 over sixty nine ELL students, with over twenty four spoken languages. The elementary schools annually hold a wonderful Cinco De Mayo Celebration, 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	48.1	54.6	24.5
Writing	62.6	62.5	38.4
Mathematics	64.4	62.8	39.6
Grade 4 Reading	55.3	60.7	20.9
Writing	55.1	64.2	16.4
Mathematics	61.1	63.6	31.1
Grade 5 Reading	60.4	66.0	26.1
Writing	69.3	66.5	42.6
Mathematics	66.9	68.8	30.9
Science	65.1	58.1	43.2
Grade 6 Reading	69.3	68.9	30.1
Writing	59.4	62.2	30.7
Mathematics	65.0	68.8	27.0
Grade 7 Reading	67.6	74.9	21.0
Writing	46.9	62.9	13.4
Mathematics	66.7	66.0	35.7
Grade 8 Reading	71.7	68.4	38.1
Writing	64.8	66.5	29.7
Mathematics	71.2	64.5	45.8
Science	59.9	60.6	29.7

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.

To see the NCLB Report Card for this school, go to 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 scoreable 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	41.8	47.4	34.1
Writing Across the Disciplines	49.6	55.0	28.2
Mathematics	41.8	47.8	33.6
Science	33.3	42.8	24.4

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	17.8	36.2	7.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		68.0	74.5	
Average Score	Mathematics	481	507	25.6
	Critical Reading	472	503	17.8
	Writing	482	506	25.6

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 2008	90.9	92.1	24.4
Cumulative Four-Year Dropout Rate for Class of 2008	9.0	6.6	16.8
2007-08 Annual Dropout Rate for Grade 9 through 12	1.4	2.5	41.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.3	84.1
% Employed (Civilian Employment and in Armed Services)	8.7	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	135.00
Paraprofessional Instructional Assistants	28.33
Special Education	
Teachers and Instructors	22.50
Paraprofessional Instructional Assistants	44.74
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)	4.50
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	4.67
Other Staff Providing Non-Instructional Services and Support	103.84

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	13.7	13.6
% with Master's Degree or Above	80.7	74.0	76.1

Average Class Size	District	DRG	State
Grade K	19.1	16.3	18.3
Grade 2	16.6	18.4	19.3
Grade 5	22.3	20.6	21.0
Grade 7	19.6	19.6	20.5
High School	19.4	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,048	999	988
Middle School	1,061	1,032	1,016
High School	1,038	999	1,007

*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*	6.2	3.5	3.3
Middle School	3.1	2.5	2.6
High School	2.2	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$15,343	\$8,394	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$490	\$268	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$1,068	\$584	\$461	\$273	\$446
Student Support Services	\$1,716	\$939	\$808	\$695	\$806
Administration and Support Services	\$2,341	\$1,280	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$3,109	\$1,701	\$1,382	\$1,310	\$1,377
Transportation	\$1,022	\$522	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$1,227	N/A	N/A	N/A	N/A
Other	\$601	\$329	\$152	\$184	\$151
Total	\$26,916	\$13,719	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,874	\$1,025	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,468,241	20.3	19.8	20.5

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	79.1	18.5	1.9	0.5
Excluding School Construction	79.0	18.5	2.0	0.5

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	193
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	17	0.9	0.8	0.8
Learning Disability	68	3.6	3.7	3.9
Intellectual Disability	15	0.8	0.5	0.5
Emotional Disturbance	14	0.7	1.1	1.0
Speech Impairment	24	1.3	2.3	2.3
Other Health Impairment*	45	2.4	1.9	2.1
Other Disabilities**	10	0.5	0.9	0.9
Total	193	10.1	11.1	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	80.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	24.4	30.2	62.3	65.7
	Writing	13.5	19.5	59.8	64.1
	Mathematics	19.5	30.7	66.0	65.7
	Science	20.7	23.8	62.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	41.8	47.4
	Writing Across the Disciplines	N/A	N/A	49.6	55.0
	Mathematics	N/A	N/A	41.8	47.8
	Science	N/A	N/A	33.3	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	28.9
	% With Accommodations	71.1
CAPT	% Without Accommodations	38.5
	% With Accommodations	61.5
% Assessed Using Skills Checklist		14.7

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	3	1.6
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	144	74.6	74.5	72.7
40.1 to 79.0 Percent of Time	26	13.5	15.3	16.1
0.0 to 40.0 Percent of Time	23	11.9	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The primary focus of the Windsor Locks Public Schools is on setting high expectations and increasing student achievement. Four years ago, the district established a goal that 80% of our students will meet or exceed goal in reading, math, writing, and science on CMT/CAPT. Our entire K-12 staff this year focused on increasing student achievement, particularly in reading, with teachers analyzing individual student strengths and weaknesses and providing direct instruction to remediate skill deficiencies. The Board of Education assisted in this effort by hiring a district Data Specialist. This resource significantly improved staff access to student data both on an individual, classroom, and school level. We continued to provide training and support to teachers on the Columbia Teacher's College reading workshop model at North, and expanded its use at South and the Middle school. A reading teacher was also hired at the high school to support improvement of reading at the secondary level.

The District Leadership Team (DLT) consisting of Superintendent, Principals, Department Directors, and Central Office Administrators worked on a number of systemic changes to increase knowledge and skills of staff throughout the district. The DLT continued the use of Learning Walks (weekly classroom observations) throughout the district to provide feedback to staff on best teaching and learning practices. An outside Team of experts, working through the Superintendent's Network and Harvard University and Connecticut Center for School Change, conducted a Learning Walk at the high school, for the purpose of assessing the implementation of Differentiated Instruction. The district offered 8 Early Release Day Professional Development (PD) sessions for staff as well as 3 full-day PD sessions. The overarching focus was on differentiating instruction for all students. A district wide professional development committee developed and implemented a professional development calendar designed to increase staff knowledge and skill in the following areas:

- Differentiated instruction
- Data management
- Including Students with Disabilities in the General Education Classroom
- Reading/Writing Workshop Model
- Behavior Management/Nurtured Heart/Responsive Classroom
- Developing standards for Course Syllabi at the high school

The district continued implementation of their Three Year Technology Plan. A cohort of K-12 teachers (15) participated in a year -long training and implementation on the use of Smart Boards and document cameras in their classrooms. These teachers integrated Instructional Strategies that Work by Robert Marzano with this new technology into their classroom lessons. LCD projectors were installed in all high school classrooms to bring live streaming lessons to our students to improve student engagement and increase learning.

Other district activities included: introduction of an elementary gifted education program (K-5), Curriculum revisions in Reading (K-8), English (9-12), Health and Wellness (K-8), Standards for information Technology and Literacy, and completion of the high school self study in preparation for the fall NEASC visit. During the year, a grant was awarded from the Connecticut Academy Science Assessment Program (CASAP). The purpose of this three year grant of over \$195, 000 is to improve science achievement by providing staff development services for K-12 teachers in the areas of assessment, and data driven decision making. Staff Developers from the Connecticut Academy will work with our staff to assure that we utilize research-based practices and have an engaging, well written science curriculum for our students.
