

STRATEGIC SCHOOL PROFILE 2010-11**Windsor Locks School District**

DAVID TELESKA, Superintendent

Location: 58 South Elm Street

Telephone: (860) 292-5000

Windsor Locks,
ConnecticutWebsite: 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.

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: 96.5%

*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, 2010 1,785
5-Year Enrollment Change -7.8%

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	566	31.7	27.3	34.1
K-12 Students Who Are Not Fluent in English	58	3.4	1.9	5.6
Students Identified as Gifted and/or Talented*	45	2.5	2.9	4.0
PK-12 Students Receiving Special Education Services in District	191	10.7	11.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	67	48.9	73.3	80.2
Homeless	0	0.0	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	28	13.1	13.4	13.2

*0.0 % 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	170	9.5
Black	167	9.4
Hispanic	142	8.0
Pacific Islander	0	0.0
White	1,282	71.8
Two or more races	20	1.1
Total Minority	503	28.2

Percent of Minority Professional Staff: 4.2%

Open Choice:

41 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:

10.9% 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 31.

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 2010-2011 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: • 51 students attended Metropolitan Learning Center in Bloomfield • 2 students attended The Greater Hartford Academy of the Arts in Hartford • 28 students attended Suffield Vocational Agriculture Program in Suffield • 17 students attended Howell Cheney Technical High School and A.I. Prince Tech • 28 students attended various Magnet Schools (14 attending CREC Magnet Schools, 12 attending Hartford Magnet Schools, and 2 attending Other Magnet Schools.) 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 35 students during 2010-2011 in all four schools. In addition, North Street School continued to enroll 6 students from Project Choice (Early Beginnings) in our all day Kindergarten program. During 2010-2011, the total enrollment in all these programs was one hundred and sixty-seven 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 fifty-three ELL students, with over thirty one 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.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	37.9	58.4	8.1	
Writing	47.8	61.1	13.0	
Mathematics	50.0	63.0	13.7	
Grade 4 Reading	63.8	62.5	36.2	
Writing	80.0	65.5	68.9	
Mathematics	72.3	67.0	44.5	
Grade 5 Reading	50.4	61.4	18.4	
Writing	61.5	66.8	24.5	
Mathematics	64.8	72.5	22.1	
Science	59.7	59.9	31.3	
Grade 6 Reading	65.0	76.0	14.3	
Writing	53.1	65.2	16.1	
Mathematics	71.5	71.3	37.5	
Grade 7 Reading	77.2	77.8	29.9	
Writing	57.9	58.9	37.3	
Mathematics	69.1	68.4	36.5	
Grade 8 Reading	63.1	74.7	14.0	
Writing	51.7	64.8	14.6	
Mathematics	54.6	66.6	18.5	
Science	59.1	63.1	26.1	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	35.4	44.7	28.8	
Writing Across the Disciplines	68.2	61.2	47.4	
Mathematics	43.2	49.5	32.3	
Science	32.4	47.0	20.3	

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
	29.7	51.0	8.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		63.0	70.6	
Average Score	Mathematics	470	510	19.8
	Critical Reading	458	505	14.5
	Writing	470	510	18.3

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, Adjusted Cohort Rate 2010	89.0	81.8	53.4
2009-10 Annual Dropout Rate for Grade 9 through 12	3.1	2.8	15.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	37.8	84.8
% Employed (Civilian Employment and in Armed Services)	11.9	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	126.40
Paraprofessional Instructional Assistants	27.88
Special Education	
Teachers and Instructors	22.00
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	5.00
School Level	9.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.20
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	4.70
Other Staff Providing Non-Instructional Services and Support	100.08

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	14.3	13.9
% with Master's Degree or Above	86.4	76.3	79.0

Average Class Size	District	DRG	State
Grade K	19.6	16.3	18.4
Grade 2	18.7	18.8	19.9
Grade 5	19.0	19.5	21.2
Grade 7	20.1	19.8	20.6
High School	20.2	17.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,043	1,002	992
Middle School	1,004	1,019	1,017
High School	1,042	1,010	1,010

*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*	4.8	3.0	3.1
Middle School	3.0	2.4	2.4
High School	2.0	2.1	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$17,349	\$9,627	\$8,232	\$7,870	\$8,237
Instructional Supplies and Equipment	\$471	\$262	\$299	\$275	\$300
Improvement of Instruction and Educational Media Services	\$1,046	\$580	\$477	\$265	\$463
Student Support Services	\$1,458	\$809	\$875	\$744	\$872
Administration and Support Services	\$2,886	\$1,602	\$1,433	\$1,396	\$1,459
Plant Operation and Maintenance	\$3,314	\$1,839	\$1,421	\$1,434	\$1,410
Transportation	\$1,158	\$600	\$701	\$710	\$692
Costs for Students Tuitioned Out	\$1,383	N/A	N/A	N/A	N/A
Other	\$472	\$262	\$161	\$168	\$159
Total	\$29,537	\$15,241	\$13,878	\$13,047	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,756	\$975	\$1,622	\$1,470	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,489,407	18.6	20.0	21.5

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	78.3	16.0	5.4	0.3
Excluding School Construction	78.1	15.8	5.7	0.4

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 Board of Education and administrative team, in collaboration with the Windsor Locks Board of Finance worked to ensure each school in the district received equitable resources during the budget deliberation and adoption process. During a very difficult budget cycle, the team developed a budget reflecting the newly developed draft mission and CORE Beliefs. The integrity of initiatives focused on increasing student achievement was maintained throughout the entire process. Every effort was made to insure adequate funding for a focus on quality instruction and student achievement was provided through maintaining outstanding class sizes, equipment, instructional materials and professional development. Individual school needs were funded when a demonstrated need was aligned with the district mission and CORE beliefs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	199
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

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	25	1.4	1.1	1.1
Learning Disability	79	4.3	3.6	3.9
Intellectual Disability	16	0.9	0.5	0.4
Emotional Disturbance	9	0.5	1.1	1.0
Speech Impairment	23	1.2	2.2	2.2
Other Health Impairment*	36	1.9	2.0	2.1
Other Disabilities**	11	0.6	0.9	0.9
Total	199	10.8	11.4	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 2009-10 with a Standard Diploma	87.5	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

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	19.4	33.0	60.1	68.6
	Writing	12.1	19.3	58.4	63.7
	Mathematics	15.3	33.4	63.6	68.2
	Science	11.1	21.2	59.4	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	35.4	44.7
	Writing Across the Disciplines	N/A	N/A	68.2	61.2
	Mathematics	N/A	N/A	43.2	49.5
	Science	N/A	N/A	32.4	47.0

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	29.6
	% With Accommodations	70.4
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		15.1

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	2	1.0
Private Schools or Other Settings	15	7.5

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	156	78.4	76.5	74.1
40.1 to 79.0 Percent of Time	31	15.6	13.9	14.9
0.0 to 40.0 Percent of Time	12	6.0	9.6	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Windsor Locks Public Schools (WLPS) has embarked on a systemic school improvement program focusing on ensuring all students will achieve at high levels never imagined before, possible. This improvement effort is based on the research identifying the nine characteristics of high performing schools and districts. The district is methodically implementing activities in all nine areas as listed below.

1. Clear and Common Focus: developed new mission and long range plans (LRP), a systemic lens focused on student achievement, living the mission in schools everyday...students are engaged, empowered, and expected to achieve at the highest levels.
2. High Expectations: laser focused on forming a culture that believes all students can achieve at levels they never before imagined, daily classroom visits are focused on improving instruction and meeting the needs of all students based on research and best practices, all staff work collaboratively to assess all students to ensure that they are improving and performing at high levels, PBIS.
3. Strong Leadership: School Governance Committees established all schools, creating a common vocabulary, 1 – 2 hr. PLC established weekly, administration and teacher leaders are in the classrooms working collaboratively around best practice strategies, professional staff are holding one another accountable for creating a common culture of high expectations.
4. Supportive, Personalized and Relevant Learning Environments: PBIS implemented all schools, research-based strategies that develop a positive learning environment, initial conversations for developing multiple pathways toward graduation, Advisory at middle and high schools, Tier I SRBI.
5. Parent and Community Involvement and Collaboration: Multiple methods of communication with Parents, Parent Advisory Committees established all schools, Parenting Classes, North Street School Connections.
6. Frequent Monitoring and Assessment: PLC, MAP – Universal screener, teachers are collaboratively developing common assessments across classrooms and grades.
7. Curriculum, Instruction, and Assessment: Literacy and Numeracy curricula in process based on the Common Core State Standards, MAP and CFAs drive lesson development, Teachers College (TC) Staff Developers work with teachers in North and South (reading/writing workshop), K-12 Reading best practice strategies.
8. Professional Development: PLC, PBIS, DI, CREC Support with Literacy and Numeracy, TC, Names Can Really Hurt Us, POD9.
9. Time and Structure: revised the Middle School daily schedule, beginning the discussion around time and length of school day and year, currently reviewing and revising policies around the use of technology for the purpose of allowing students to use the tools of the 21st century, implementing and investigating multiple pathways to learning (i.e. Plato).