

**STRATEGIC SCHOOL PROFILE 2007-08****Windsor Locks School District**

GREGORY W. LITTLE, Superintendent  
Telephone: (860) 292-5000

Location: 58 South Elm Street  
Windsor Locks,  
Connecticut

Website: [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                   | 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: 95.9% |

\*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, 2007 1,828  
5-Year Enrollment Change -6.8%

**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                            | 410                | 22.4     | 20.0 | 28.7  |
| K-12 Students Who Are Not Fluent in English                               | 69                 | 3.9      | 1.9  | 5.4   |
| Students Identified as Gifted and/or Talented*                            | 33                 | 1.8      | 2.5  | 4.0   |
| PK-12 Students Receiving Special Education Services in District           | 208                | 11.4     | 11.2 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 80                 | 69.0     | 78.3 | 79.2  |
| Homeless  | 0                  | 0.0      | 0.0  | 0.2   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 60                 | 26.4     | 22.7 | 20.2  |

\*12.1% 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         | 128    | 7.0     |
| Black                  | 154    | 8.4     |
| Hispanic               | 104    | 5.7     |
| White                  | 1,437  | 78.6    |
| Total Minority         | 391    | 21.4    |

**Percent of Minority Professional Staff:** 4.7%

**Open Choice:** 32 students 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:** 8.2% 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 29.

---

### 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 2007-2008 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-six students attended Metropolitan Learning Center in Bloomfield
- Four students attended The Greater Hartford Academy of the Arts in Hartford
- Twenty-nine students attended Suffield Vocational Agriculture Program in Suffield
- Nineteen students attended various Magnet Schools (Great Path Academy, Annie-Fisher Multiple Intelligence School, Breakthrough Magnet, Greater Hartford Classical Magnet, Hooker School, Noah Webster Micro Society School, Pathways to Technology Magnet, Hartford Magnet Middle School, University High, and Sports and Medical Sciences)

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 three students during 2007-2008 in three schools. In addition, North Street School continued to enroll five students from Project Choice (Early Beginnings) in our all day Kindergarten program. During 2007-2008, the total enrollment in all these programs was one hundred and fifty-six students.

A unique cooperative venture with Asnuntuck Community College, which is based at Windsor Locks High School, enrolled sixteen students from several area high schools in a technical welding program. Students from the high school also participated in a Chinese culture program with area schools on Saturday at Asnuntuck. The district also has a state of the art video-conferencing lab at Windsor Locks High School which provided live classroom video conferencing with four participating schools in the area.

Our curriculum is filled with a variety of experiences and activities at each school designed to increase student appreciation of diversity of individuals and cultures. 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            | 43.4     | 52.0  | 17.8   |
| Writing                    | 60.0     | 63.4  | 25.8   |
| Mathematics                | 63.4     | 60.0  | 44.8   |
| Grade 4 Reading            | 48.3     | 55.9  | 22.2   |
| Writing                    | 54.1     | 62.9  | 18.2   |
| Mathematics                | 60.4     | 60.3  | 36.5   |
| Grade 5 Reading            | 63.3     | 62.2  | 34.0   |
| Writing                    | 56.1     | 64.5  | 21.0   |
| Mathematics                | 61.0     | 65.9  | 24.7   |
| Science                    | 65.2     | 54.9  | 46.9   |
| Grade 6 Reading            | 60.6     | 66.3  | 19.6   |
| Writing                    | 58.4     | 61.9  | 28.0   |
| Mathematics                | 67.2     | 66.4  | 35.1   |
| Grade 7 Reading            | 75.0     | 71.1  | 38.1   |
| Writing                    | 64.0     | 62.0  | 40.0   |
| Mathematics                | 67.5     | 63.0  | 43.2   |
| Grade 8 Reading            | 58.9     | 64.8  | 23.3   |
| Writing                    | 63.3     | 63.4  | 35.2   |
| Mathematics                | 66.9     | 60.8  | 43.4   |
| Science                    | 52.5     | 58.6  | 25.2   |

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 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 | 36.1     | 45.5  | 28.5   |
| Writing Across the Disciplines | 63.8     | 57.9  | 46.2   |
| Mathematics                    | 47.1     | 50.1  | 30.8   |
| Science                        | 29.7     | 46.3  | 15.4   |

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 |
|--|----------|-------|---|
|  | 15.4     | 36.1  | 5.3   |

| SAT® I: Reasoning Test<br>Class of 2007 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 66.9     | 77.6  |  |
| Average Score                           | Mathematics      | 481      | 504   | 27.7   |
|   | Critical Reading | 480      | 502   | 23.1   |
|   | Writing          | 478      | 503   | 18.5   |

**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<br>Equal or Less Desirable Rates |
|---|----------|-------|---|
| Graduation Rate, Class of 2007                      | 90.4     | 92.6  | 15.4  |
| Cumulative Four-Year Dropout Rate for Class of 2007 | 9.6      | 6.2   | 13.5  |
| 2006-07 Annual Dropout Rate for Grade 9 through 12  | 2.2      | 1.7   | 17.8  |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 83.8     | 83.4  |
| % Employed (Civilian Employment and in Armed Services)       | 12.7     | 12.3  |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of District Staff                                    |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 131.60 |
| Paraprofessional Instructional Assistants                                       | 31.19  |
| Special Education   |        |
| Teachers and Instructors  | 21.20  |
| Paraprofessional Instructional Assistants                                       | 42.00  |
| Library/Media Specialists and Assistants  | 6.62   |
| Staff Devoted to Adult Education  | 0.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 4.00   |
| School Level  | 7.20   |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 4.60   |
| Counselors, Social Workers, and School Psychologists                            | 13.00  |
| School Nurses   | 5.00   |
| Other Staff Providing Non-Instructional Services and Support                    | 96.67  |

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 | 12.5     | 13.5 | 13.6  |
| % with Master's Degree or Above          | 85.2     | 71.0 | 75.6  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 16.6     | 16.0 | 18.1  |
| Grade 2            | 19.1     | 17.8 | 19.3  |
| Grade 5            | 20.1     | 19.7 | 20.9  |
| Grade 7            | 18.5     | 19.7 | 20.5  |
| High School        | 17.5     | 18.8 | 18.6  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 1,041 | 996   | 987   |
| Middle School                  | 1,031 | 1,025 | 1,017 |
| High School                    | 1,032 | 1,004 | 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*             | 6.0  | 3.8 | 3.4   |
| Middle School                  | 3.3  | 2.9 | 2.7   |
| High School                    | 2.7  | 2.7 | 2.7   |

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$15,178            | \$7,971                | \$7,153            | \$6,567         | \$7,159         |
| Instructional Supplies and Equipment                      | \$603               | \$317                  | \$262              | \$282           | \$266           |
| Improvement of Instruction and Educational Media Services | \$879               | \$462                  | \$443              | \$246           | \$429           |
| Student Support Services                                  | \$1,482             | \$779                  | \$764              | \$662           | \$761           |
| Administration and Support Services                       | \$2,089             | \$1,097                | \$1,256            | \$1,231         | \$1,271         |
| Plant Operation and Maintenance                           | \$3,561             | \$1,870                | \$1,329            | \$1,282         | \$1,322         |
| Transportation  | \$1,013             | \$499                  | \$605              | \$632           | \$601           |
| Costs for Students Tuitioned Out                          | \$1,102             | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$417               | \$219                  | \$147              | \$166           | \$145           |
| <b>Total</b>  | <b>\$26,324</b>     | <b>\$12,948</b>        | <b>\$12,203</b>    | <b>\$11,296</b> | <b>\$12,151</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$1,722             | \$904                  | \$1,875            | \$2,587         | \$1,882         |

| Special Education Expenditures                                 |             |
|--|-------------|
| Total Expenditures   | \$5,318,535 |
| Percent of Total PK-12 Expenditures Used for Special Education | 20.2%       |

**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 | 82.8          | 14.8          | 1.8             | 0.6             |
| Excluding School Construction | 82.9          | 14.5          | 1.9             | 0.7             |

---

### 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           | 216   |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 11.2% |

---

| 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   | 16    | 0.8              | 0.6         | 0.7           |
| Learning Disability  | 82    | 4.3              | 3.8         | 4.0           |
| Intellectual Disability  | 18    | 0.9              | 0.5         | 0.5           |
| Emotional Disturbance  | 17    | 0.9              | 1.2         | 1.0           |
| Speech Impairment  | 26    | 1.3              | 2.3         | 2.4           |
| Other Health Impairment*   | 43    | 2.2              | 2.0         | 2.1           |
| Other Disabilities**   | 14    | 0.7              | 0.8         | 0.9           |
| Total  | 216   | 11.2             | 11.2        | 11.5          |

\*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 2006-07 with a Standard Diploma  | 57.9     | 77.2  |
| 2006-07 Annual Dropout Rate for Students Aged 14 to 21  | 0.0      | 2.8   |

## 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                        | 12.5                       | 20.4  | 58.1         | 62.1  |
|                  | Writing                        | 20.3                       | 19.3  | 59.2         | 63.0  |
|                  | Mathematics                    | 16.0                       | 22.6  | 64.3         | 62.7  |
|                  | Science                        | 7.4                        | 22.2  | 58.9         | 56.8  |
| CAPT             | Reading Across the Disciplines | N/A                        | N/A   | 36.1         | 45.5  |
|                  | Writing Across the Disciplines | N/A                        | N/A   | 63.8         | 57.9  |
|                  | Mathematics                    | N/A                        | N/A   | 47.1         | 50.1  |
|                  | Science                        | N/A                        | N/A   | 29.7         | 46.3  |

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 | 46.4 |
|   | % With Accommodations    | 53.6 |
| CAPT  | % Without Accommodations | 11.8 |
|   | % With Accommodations    | 88.2 |
| % Assessed Using Skills Checklist   |                          | 15.5 |

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   | 1     | 0.5     |
| Private Schools or Other Settings   | 20    | 9.3     |

| 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               | 66.7                | 70.9 | 71.6  |
| 40.1 to 79.0 Percent of Time   | 48                | 22.2                | 18.2 | 16.6  |
| 0.0 to 40.0 Percent of Time  | 24                | 11.1                | 10.9 | 11.8  |

---

**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. 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 staff focused on increasing student achievement with teachers analyzing individual student strengths and weaknesses and providing direct instruction to remediate skill deficiencies. In addition, teachers' professional growth plans outlined in the Teacher Evaluation guide required teachers to work in Teams to improve student achievement. Working collaboratively was a primary focus of the work we did this year. Building Principals, along with staff, developed Individual School Improvement Plans linked to the district goal of improving student achievement. We continued with our writing of curriculum in our multi-year plan. Our goal is to provide a well articulated, well taught, well assessed pre-K-12 curriculum to our students. The Board of Education committed additional resources to address the learning needs of our special populations. This included hiring a district-wide English Language Teacher-Coordinator and supporting co-teaching partnerships between general and special education teachers at all four schools. A district-wide professional development program that was focused on increasing differentiated instruction was implemented by our staff. A cohort of dedicated staff members were provided a year-long training in Differentiated Instruction with the expectation that they would become models for their colleagues for using this research based instruction that speaks to the diverse needs of learners at all ends of the learning spectrum. In an effort to increase student achievement, the district expanded the training of teachers to improve reading and writing (K-8) by using consultants from Columbia Teacher's College on a monthly basis. Home-school Collaboration training continued throughout the district to actively engage parents in their children's education. The Responsive Classroom program was introduced at the elementary level to promote positive school climates for our students. The District Leadership Team (DLT) consisting of Superintendent, Principals, Department Directors, and Central Office Administrators worked on a number of initiatives to improve skills related to systemic changes in the district. The DLT were trained and expanded the use of Learning Walks (weekly classroom observations) throughout the district to provide feedback to staff on best teaching practices to improve student achievement. Administrators also received on-going training throughout the year on Building Effective Teams, and supporting teachers in Differentiated Instruction.

---