

STRATEGIC SCHOOL PROFILE 2011-12**Windsor Locks School District**

WAYNE C. SWEENEY, 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: 96.8%

*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, 2011 1,746
5-Year Enrollment Change -8.4%

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	577	33.0	29.9	35.2
K-12 Students Who Are Not Fluent in English	55	3.2	2.1	5.6
Students Identified as Gifted and/or Talented*	36	2.1	2.4	4.0
PK-12 Students Receiving Special Education Services in District	198	11.3	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	81	68.6	76.5	79.8
Homeless	3	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	44	19.0	15.2	13.0

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.2
Asian American	150	8.6
Black	150	8.6
Hispanic	172	9.9
Pacific Islander	0	0.0
White	1,236	70.8
Two or more races	35	2.0
Total Minority	510	29.2

Percent of Minority Professional Staff: 5.0%

Open Choice:

45 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:

10.0% 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 34.

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 2011-2012 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. In addition to the diversity of our town The Windsor Locks Schools continues its commitment to the Open Choice Program (Hartford Public School students). The program has grown from seven students from Hartford during the 1999-2000 school year to 46 students during 2011-2012 in all four schools. In addition, North Street School increased the Choice enrollment in the Early Beginnings all-day Kindergarten program. The Board of Education also encourages and supports Windsor Locks families' commitment to choice through support student participation in the following programs outside of our school district: • 49 students attended Metropolitan Learning Center in Bloomfield • 5 students attended The Greater Hartford Academy of the Arts in Hartford • 20 students attended Suffield Vocational Agriculture Program in Suffield • 16 students attended Howell Cheney Technical High School and A.I. Prince Tech • 41 students attended various Magnet Schools (21 attending CREC Magnet Schools, 16 attending Hartford Magnet Schools, and 4 attending Other Magnet Schools.) As a result of these initiatives during 2011-2012, the total enrollment in all these programs was one hundred and seventy-seven students. Windsor Locks is proud to supplement our CORE curriculum with a variety of experiences and activities at each school designed to celebrate the diversity of our school community and to increase student appreciation of the diversity of the numerous cultures that represent our town. In addition, we continue to support our ELL Teacher/ Coordinator to help teachers work with fifty-three students, with over thirty-one spoken languages.

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	52.2	59.2	20.6
Writing	57.2	62.7	25.6
Mathematics	55.8	66.5	15.0
Grade 4 Reading	60.5	64.1	24.4
Writing	67.2	65.3	35.6
Mathematics	67.5	68.0	30.0
Grade 5 Reading	70.7	67.6	38.0
Writing	79.0	68.1	60.7
Mathematics	75.4	71.6	36.3
Science	76.5	63.9	51.8
Grade 6 Reading	70.6	74.1	25.9
Writing	71.8	67.4	44.0
Mathematics	66.4	69.3	28.3
Grade 7 Reading	80.0	79.8	31.4
Writing	59.1	65.6	23.0
Mathematics	66.9	68.1	33.1
Grade 8 Reading	68.4	76.8	16.4
Writing	54.3	68.3	13.8
Mathematics	55.6	67.2	19.5
Science	44.1	61.9	13.1

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 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	31.9	47.5	18.8
Writing Across the Disciplines	54.3	63.0	26.9
Mathematics	27.2	49.2	15.0
Science	29.9	47.1	17.9

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
	31.6	50.6	9.4

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		65.3	77.3	
Average Score	Mathematics	498	505	40.5
	Critical Reading	486	502	29.0
	Writing	505	506	44.3

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 2011	85.2	82.7	36.8
2010-11 Annual Dropout Rate for Grade 9 through 12	0.9	2.6	58.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	56.8	84.5
% Employed (Civilian Employment and in Armed Services)	11.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	121.80
Paraprofessional Instructional Assistants	26.99
Special Education	
Teachers and Instructors	21.00
Paraprofessional Instructional Assistants	38.50
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)	5.00
Counselors, Social Workers, and School Psychologists	13.00
School Nurses	5.70
Other Staff Providing Non-Instructional Services and Support	92.84

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	14.4	13.9
% with Master's Degree or Above	88.5	79.1	79.6

Average Class Size	District	DRG	State
Grade K	16.9	16.0	18.5
Grade 2	16.9	17.9	19.7
Grade 5	20.7	21.0	21.6
Grade 7	17.4	19.1	20.3
High School	20.2	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,021	989	993
Middle School	1,060	1,028	1,024
High School	1,012	1,012	1,024

*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*	4.6	2.8	2.8
Middle School	2.9	2.6	2.2
High School	2.0	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$16,859	\$9,445	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$458	\$256	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$1,020	\$572	\$487	\$242	\$482
Student Support Services	\$1,754	\$982	\$901	\$745	\$901
Administration and Support Services	\$2,795	\$1,566	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$3,544	\$1,985	\$1,471	\$1,466	\$1,463
Transportation	\$1,180	\$619	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$1,565	N/A	N/A	N/A	N/A
Other	\$450	\$252	\$165	\$168	\$165
Total	\$29,624	\$15,502	\$14,238	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,766	\$989	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,504,503	18.6	20.0	21.7

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	77.2	17.4	4.9	0.5
Excluding School Construction	78.2	16.0	5.2	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 Board of Education and administrative team, in collaboration with the Windsor Locks Board of Finance continues to work collaboratively to ensure every school and department in the district receive equitable resources during the 2011-2012 budget development and approval. The 2011-2012 budget cycle was again very challenging, yet the collaborative effort by all stakeholders ensured our budget would reflect the district's mission and CORE Beliefs. Funding the Windsor Locks Public schools focus on quality instruction and student achievement was again accomplished by maintaining low class size, full day kindergarten, purchasing equipment which contributes to student achievement, instructional materials and professional development. In addition we were able to implement two new initiatives, an extended day and year program and school to college partnerships with Asnuntuck Community College.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	212
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	23	1.3	1.2	1.2
Learning Disability	102	5.5	3.7	3.9
Intellectual Disability	15	0.8	0.4	0.4
Emotional Disturbance	14	0.8	1.2	1.0
Speech Impairment	12	0.7	2.1	2.1
Other Health Impairment*	35	1.9	2.1	2.2
Other Disabilities**	11	0.6	0.9	1.0
Total	212	11.5	11.6	11.7

*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 2010-11 with a Standard Diploma	61.5	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	18.9	36.0	66.8	70.4
	Writing	13.5	21.5	64.3	66.3
	Mathematics	9.6	31.8	64.2	68.4
	Science	10.3	23.0	59.2	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	31.9	47.5
	Writing Across the Disciplines	9.1	18.2	54.3	63.0
	Mathematics	N/A	N/A	27.2	49.2
	Science	10.0	13.6	29.9	47.1

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	46.6
	% With Accommodations	53.4
CAPT	% Without Accommodations	7.1
	% With Accommodations	92.9
% Assessed Using Skills Checklist		8.0

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	5	2.4
Private Schools or Other Settings	19	9.0

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	164	77.4	74.3	72.1
40.1 to 79.0 Percent of Time	32	15.1	15.6	16.3
0.0 to 40.0 Percent of Time	16	7.5	10.0	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Windsor Locks Public Schools (WLPS) is in year two of a systemic school improvement program focused on creating a culture that not only believes but behaves in a way to ensure all students will achieve at high levels never before imagined. Each building and department has developed research based improvement plans that are laser focused on improving student achievement. To achieve this goal we: 1. have developed, and are using daily, our district Mission and CORE Beliefs giving us a very clear and common focus which provides us a systemic lens focused on student achievement and living the mission in schools every day; 2. are laser focused on forming a culture that believes all students can achieve at levels they never before imagined by establishing high expectations for every student. To accomplish this there are daily classroom visitations by building administration focused on improving instruction and meeting the needs of all students based on research and best practices. We are shifting the culture from one where students come to school to watch teachers work to one where the student is the worker; 3. have developed school governance committees and parent and student advisory boards to ensure we have a common vocabulary for instruction, change, improvement. The building focus is on using data to drive adult behaviors. We have implemented weekly PLC's that are designed for teacher leaders and administrators to work collaboratively designing lessons focused on best practice and the CCSS; 4. have increasingly more successful PBIS programs implemented in all schools where teachers have been empowered to implement research-based strategies that develop a positive learning environment; 5. are administering three times per year the MAP – Universal screener providing teachers with tri-annual benchmark data. Pour staff drill into the data to the student level to design targeted instruction for students in need; 6. have developed a new Literacy and Numeracy Curriculum fully aligned with the CCSS. The curriculum has been approved for implementation during the 2012-2013 school year; 7. are embedding our professional development into our PLC's and faculty meetings to ensure every time staff meet together the focus is on sharing and learning from one another; albeit PBIS, DI, CREC Support with Literacy and Numeracy, TC, Names Can Really Hurt Us, POD; and 8. have worked collaboratively with staff and the labor unions to implement an almost expenditure neutral Extended Day and Extended Year Program which will serve many WLPS students in need of additional time to demonstrate competency.
