

**STRATEGIC SCHOOL PROFILE 2008-09****Windham School District**

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Windham	Per Capita Income in 2000: \$16,978
Town Population in 2000: 22,857	Percent of Adults without a High School Diploma in 2000*: 24.4%
1990-2000 Population Growth: 3.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 6.3%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 94.7%

\*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.

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District Reference Group (DRG): I 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 3,478  
5-Year Enrollment Change -3.4%

**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	2,483	71.4	82.7	30.3
K-12 Students Who Are Not Fluent in English	659	20.2	13.9	5.2
Students Identified as Gifted and/or Talented	0	0.0	2.1	4.0
PK-12 Students Receiving Special Education Services in District	602	17.3	12.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	249	84.7	62.1	79.7
Homeless	68	2.0	0.7	0.2
Juniors and Seniors Working 16 or More Hours Per Week	67	18.5	16.5	19.0

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	27	0.8
Asian American	39	1.1
Black	217	6.2
Hispanic	2,094	60.2
White	1,101	31.7
Total Minority	2,377	68.3

**Percent of Minority Professional Staff:** 11.3%

**Non-English Home Language:** 32.3% 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 14.

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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.

Windham School District is committed to reducing racial, ethnic and economic isolation by recognizing and appreciating the unique assets represented in the community. During the 2008-09 school year, the district provided numerous opportunities for staff, parents and students to participate in a variety of activities within each school community to support these efforts. Some of the collaborative efforts with neighboring school districts include, but are not limited to: interdistrict programs with EASTCONN and its districts; a partnership with Windham Arts Capitol Theatre Magnet School; and a future elementary magnet school. The district also has a Dual Language program at one elementary school (K-4) and for 5-6th graders at the middle school, enabling students to become bilingual, bicultural, and bi-literate. Windham is also invested in the ongoing recruitment of school personnel who reflect the diversity represented in our student population.

Several grant-funded initiatives bring together Windham's students with those from neighboring school districts that serve a less diverse population. Some of the communities who participate with Windham in efforts to foster interaction among students with different backgrounds are: Ashford; Chaplin; Columbia; Coventry; East Hartford; Hampton; Hebron; Killingly; Lebanon; Mansfield; Scotland; and Willington. Selected schools also have the Foster Grandparent program, and the Big Brothers/Big Sisters Program.

At the middle and high schools there are a variety of activities to support this effort. At the middle school staff and students continue to use a grant entitled, The Wonderful World of Writing on the Web, providing students the opportunity to write for real purposes and to publish authentic work for audiences around the world. At the high school students are afforded the opportunity to interact with students from different backgrounds through inter-disciplinary units provided by teachers. Students are also involved in several inter-district programs through EASTCONN in Science (Forensics), Social Studies (Pathways to History, Mosaics) and English (Wonderful World of Writing on the Web).

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## 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	29.8	54.6	5.0
Writing	40.1	62.5	6.3
Mathematics	43.3	62.8	9.4
Grade 4 Reading	30.6	60.7	4.9
Writing	36.6	64.2	3.0
Mathematics	33.3	63.6	4.3
Grade 5 Reading	19.0	66.0	1.2
Writing	25.3	66.5	0.6
Mathematics	20.8	68.8	0.6
Science	15.4	58.1	3.7
Grade 6 Reading	29.0	68.9	1.8
Writing	20.8	62.2	1.2
Mathematics	25.4	68.8	1.8
Grade 7 Reading	31.2	74.9	1.3
Writing	14.2	62.9	0.6
Mathematics	22.6	66.0	1.3
Grade 8 Reading	34.1	68.4	5.8
Writing	38.5	66.5	7.1
Mathematics	27.4	64.5	5.2
Science	27.1	60.6	8.4

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	23.5	47.4	12.9
Writing Across the Disciplines	32.2	55.0	12.2
Mathematics	26.0	47.8	12.2
Science	19.4	42.8	10.7

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

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**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
	27.8	36.2	23.2

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		47.3	74.5	
Average Score	Mathematics	485	507	27.9
	Critical Reading	480	503	24.0
	Writing	488	506	28.7

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	83.0	92.1	8.4
Cumulative Four-Year Dropout Rate for Class of 2008	13.3	6.6	8.0
2007-08 Annual Dropout Rate for Grade 9 through 12	4.5	2.5	6.6

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.4	84.1
% Employed (Civilian Employment and in Armed Services)	14.0	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	234.68
Paraprofessional Instructional Assistants	79.50
Special Education	
Teachers and Instructors	49.90
Paraprofessional Instructional Assistants	66.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	15.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.60
Counselors, Social Workers, and School Psychologists	21.40
School Nurses	8.50
Other Staff Providing Non-Instructional Services and Support	217.90

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	14.9	12.5	13.6
% with Master's Degree or Above	67.0	72.7	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	18.7	20.5	18.3
Grade 2	17.9	21.0	19.3
Grade 5	23.5	22.0	21.0
Grade 7	17.1	21.7	20.5
High School	15.5	18.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	989	988
Middle School	938	996	1,016
High School	966	1,005	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*	6.1	2.9	3.3
Middle School	2.9	2.4	2.6
High School	2.5	2.3	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	\$31,680	\$8,722	\$7,521	\$8,050	\$7,522
Instructional Supplies and Equipment	\$1,011	\$278	\$267	\$320	\$271
Improvement of Instruction and Educational Media Services	\$775	\$213	\$461	\$541	\$446
Student Support Services	\$2,848	\$784	\$808	\$743	\$806
Administration and Support Services	\$4,171	\$1,148	\$1,351	\$1,465	\$1,369
Plant Operation and Maintenance	\$4,276	\$1,177	\$1,382	\$1,456	\$1,377
Transportation	\$2,422	\$626	\$649	\$787	\$644
Costs for Students Tuitioned Out	\$2,451	N/A	N/A	N/A	N/A
Other	\$599	\$165	\$152	\$153	\$151
<b>Total</b>	<b>\$50,234</b>	<b>\$13,500</b>	<b>\$12,869</b>	<b>\$13,885</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,004	\$552	\$1,791	\$3,166	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14023801	27.9	21.6	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	29.8	54.9	10.7	4.6
Excluding School Construction	29.4	54.6	11.1	4.8

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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.

The Windham Board of Education approved their fiscal year 2009-2010 budget at \$41,250,933 which is a 0% increase over last year's budget. Each school principal has the flexibility to allocate funding appropriate to the particular needs of the school population. School funds support both bilingual and a new arrivals class, addressing the needs of students who are learning a second language. The district obtained grant funding, primarily from the state, to address school-community needs. At each elementary school there is an after-school academic and care program. The middle school program is a 4 day/week (Monday – Thursday) program. Students receive tutoring, academic enrichment and supervised recreation. The Reading First Grant has afforded outstanding learning opportunities to students at the elementary schools. Intensive professional development and new instructional materials support tiered instruction in literacy at all four elementary schools, the middle school as well as the high school. Through the Priority School Grant, the district is able to support many academic initiatives in the schools. Additionally, the district also receives all of the federal entitlement grants as well. The district is focusing on Positive Behavioral Support Program (PBS) in the schools through a grant provided through the State Education Resource Center (SERC). This year, a phase-in of a ninth grade academy at the high school was implemented with the hope of improving outcomes for students, including increased attendance and graduation rates, and decreased discipline referrals.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	604
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	18.6%

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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	0.7	0.8	0.8
Learning Disability	189	5.8	5.0	3.9
Intellectual Disability	40	1.2	0.8	0.5
Emotional Disturbance	125	3.9	1.6	1.0
Speech Impairment	97	3.0	2.4	2.3
Other Health Impairment*	94	2.9	2.0	2.1
Other Disabilities**	36	1.1	1.1	0.9
Total	604	18.6	13.7	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	70.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	8.0	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	7.7	30.2	28.9	65.7
	Writing	2.8	19.5	29.8	64.1
	Mathematics	5.9	30.7	29.2	65.7
	Science	2.3	23.8	21.0	59.4
CAPT	Reading Across the Disciplines	2.9	14.1	23.5	47.4
	Writing Across the Disciplines	2.6	13.6	32.2	55.0
	Mathematics	0.0	15.4	26.0	47.8
	Science	0.0	10.6	19.4	42.8

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	61.1
	% With Accommodations	38.9
CAPT	% Without Accommodations	87.1
	% With Accommodations	12.9
% Assessed Using Skills Checklist		6.8

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	0.2
Private Schools or Other Settings	27	4.5

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	308	51.0	67.4	72.7
40.1 to 79.0 Percent of Time	166	27.5	16.9	16.1
0.0 to 40.0 Percent of Time	130	21.5	15.7	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Results of the 2009 CAPT illustrate a slight decrease in scores, however, the trend over time is stable in Math, Writing and Reading. The 2009 CMT results in grades three and four are indicative of a promise for the future. Literacy practices are on track demonstrating significant progress in all areas especially in grades three; four and eight, but we did not reach projected district goals in Math, Reading and Writing. One of our elementary schools achieved Safe Harbor for the second year. This past year, the district continued to work with state consultants around Data Driven Decision Making decisions, ensuring that schools look at data to inform instruction for improving student achievement. With one elementary school a Reading First school, we are replicating Reading First concepts and practices to the entire district.

A comprehensive professional development plan was implemented to serve as the foundation for change within the district's improvement plan. Over 24 district sponsored CEU hours supported instructional improvement during the 08-09 school year over and beyond the school level. Language-based instructional strategies continue to leverage instructional improvements throughout the district. Windham is committed to improved learning through differentiated instruction and sheltered instructional strategies for all students. Teachers' professional development supports the adjustment and tailoring of instruction to meet students' individual needs in core curriculum areas. Research-based curriculum materials have been used to address the learning needs of students, offering three tier levels of programming: core; tier I and tier II interventions. Technology is integrated into the curriculum. The district continues to focus on creating a larger wireless atmosphere for teachers and students in the near future.

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