

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

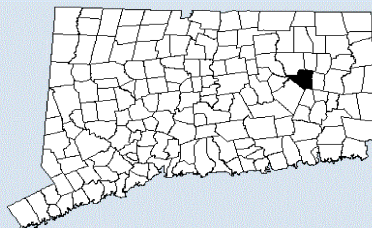


Windham School District

860-465-2310 • www.windham.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	3,190
Per Pupil Expenditures ¹	\$16,849
Total Expenditures ¹	\$57,387,482

¹Expenditure data reflect the 2013-14 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,520	47.6	48.3
Male	1,670	52.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	32	1.0	4.7
Black or African American	127	4.0	12.9
Hispanic or Latino	2,148	67.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	75	2.4	2.5
White	795	24.9	57.2
English Language Learners	781	24.5	6.3
Eligible for Free or Reduced-Price Meals	2,499	78.3	37.6
Students with Disabilities ¹	486	15.2	13.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	217	15.8	146	9.5
Male	226	14.8	312	18.2
Black or African American	16	14.2	27	22.5
Hispanic or Latino	337	17.4	348	15.7
White	79	10.6	69	8.7
English Language Learners	154	19.2	148	18.1
Eligible for Free or Reduced-Price Meals	400	17.4	406	15.6
Students with Disabilities	113	25.2	126	23.4
District	443	15.3	458	14.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 478

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	238.7
Paraprofessional Instructional Assistants	82.0
Special Education	
Teachers and Instructors	38.6
Paraprofessional Instructional Assistants	62.4
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	21.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	18.4
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	214.7

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	8	2.3	1.0
Black or African American	5	1.4	3.5
Hispanic or Latino	33	9.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	307	87.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	96.6
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino	48	64.9	67	89.3
White	24	77.4	32	91.4
English Language Learners	16	50.0	21	87.5
Eligible for Free or Reduced-Price Meals	52	64.2	70	92.1
Students with Disabilities	7	*	21	84.0
District	81	68.6	108	89.3
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	26	57.8
Emotional Disturbance	33	49.3
Intellectual Disability	19	82.6
Learning Disability	130	89.7
Other Health Impairment	62	77.5
Other Disabilities	10	37.0
Speech/Language Impairment	64	83.1
District	344	74.1
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	50	1.6	1.5
Emotional Disturbance	67	2.2	1.0
Intellectual Disability	23	0.7	0.5
Learning Disability	146	4.7	4.4
Other Health Impairment	82	2.7	2.6
Other Disabilities	43	1.4	1.0
Speech/Language Impairment	90	2.9	1.9
All Disabilities	501	16.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	71	14.2	8.1
Private Schools or Other Settings	26	5.2	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,965,061	9,848	9,134
Instructional Supplies and Equipment	1,584,758	488	334
Improvement of Instruction and Educational Media Services	1,533,164	472	498
Student Support Services	4,439,202	1,368	1,001
Administration and Support Services	6,166,932	1,900	1,694
Plant Operation and Maintenance	4,416,660	1,361	1,572
Transportation	2,952,779	827	813
Costs of Students Tuitioned Out	4,254,773	N/A	N/A
Other	74,153	23	186
Total	57,387,482	16,849	15,289

Additional Expenditures

Land, Buildings, and Debt Service	10,194,119	3,141	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,532,544	29.7	35.1
Noncertified Personnel	2,007,489	16.9	14.2
Purchased Services	413,713	3.5	5.2
Tuition to Other Schools	3,371,530	28.3	22.0
Special Ed. Transportation	981,009	8.2	8.6
Other Expenditures	1,598,398	13.4	14.9
Total Expenditures	11,904,683	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	36.4	31.9
State	53.4	56.1
Federal	8.3	9.8
Tuition & Other	1.8	2.2

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	65	52.9	65	44.5	30	43.5
Hispanic or Latino	990	51.0	982	43.7	416	38.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	64.4	38	56.0	11	*
White	407	63.5	406	56.9	151	51.4
English Language Learners	444	44.5	443	39.1	192	32.8
Non-English Language Learners	1075	59.3	1067	51.4	428	46.4
Eligible for Free or Reduced-Price Meals	1199	52.2	1193	45.2	501	39.9
Not Eligible for Free or Reduced-Price Meals	320	65.5	317	57.6	119	51.7
Students with Disabilities	269	37.7	263	31.8	124	32.3
Students without Disabilities	1250	58.7	1247	51.1	496	44.6
High Needs	1253	51.8	1245	44.9	531	39.7
Non-High Needs	266	69.8	265	61.5	89	57.0
District	1519	55.0	1510	47.8	620	42.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.0	88.1	90.9	81.4	767	85.4
Curl Up	80.8	87.2	85.9	85.6	767	84.7
Push Up	71.9	70.4	66.4	61.9	767	68.6
Mile Run/PACER	61.2	68.1	44.5	53.6	767	57.5
All Tests - District	47.3	51.3	35.9	47.4	767	45.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	111	67.6	57.7	Yes	61.7
English Language Learners	40	65.0	53.5	Yes	58.0
Eligible for Free or Reduced-Price Meals	128	68.0	55.7	Yes	59.9
Students with Disabilities	29	44.8	60.2	No	64.0
District	183	73.2	69.2	Yes	72.0
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.2	20	18.7
Male	59.1	17	12.9
Black or African American	*	*	*
Hispanic or Latino	55.0	13	8.7
White	74.2	19	28.8
English Language Learners	42.9	*	*
Eligible for Free or Reduced-Price Meals	56.1	17	10.8
Students with Disabilities	*	0	*
District	63.6	37	15.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	65.2	72.0
Male	42.0	76.8
Black or African American	*	*
Hispanic or Latino	44.0	64.4
White	66.0	82.5
English Language Learners	36.1	42.9
Eligible for Free or Reduced-Price Meals	47.4	65.1
Students with Disabilities	41.7	*
District	53.6	74.5
State	72.6	88.8

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	55.0	75	73.3	100	73.3	67.9
	High Needs Students	51.8	75	69.1	100	69.1	56.7
Math Performance Index	All Students	47.8	75	63.7	100	63.7	59.3
	High Needs Students	44.9	75	59.8	100	59.8	47.8
Science Performance Index	All Students	42.2	75	56.2	100	56.2	56.5
	High Needs Students	39.7	75	52.9	100	52.9	45.9
Chronic Absenteeism	All Students	15.3%	<=5%	29.5	50	58.9	10.6%
	High Needs Students	17.3%	<=5%	25.5	50	51.0	17.3%
Preparation for CCR	% Taking Courses	79.1%	75%	50.0	50	100.0	66.1%
	% Passing Exams	15.5%	75%	10.3	50	20.6	37.3%
On-track to High School Graduation		74.9%	94%	39.9	50	79.7	85.6%
4-year Graduation All Students (2014 Cohort)		73.2%	94%	77.9	100	77.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		73.1%	94%	77.8	100	77.8	77.6%
Postsecondary Entrance (Class of 2014)		53.6%	75%	71.5	100	71.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 45.2%	75%	30.2	50	60.3	87.6% 51.0%
Arts Access		67.5%	60%	50.0	50	100.0	45.7%
Accountability Index				837.5	1250	67.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	69.8	51.8	18.0	17.3	
Math Performance Index Gap	61.5	44.9	16.6	19.6	
Science Performance Index Gap	57.0	39.7	17.4	17.2	
Graduation Rate Gap	89.6%	73.1%	16.4%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.8
	High Needs Students	98.6
Math	All Students	97.7
	High Needs Students	97.3
Science	All Students	99.8
	High Needs Students	99.8

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 48.6 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Windham Public Schools closely monitors attendance at the District level and at each school. The goal of the district is to increase daily student attendance and reduce chronic absenteeism. Weekly reports are sent to schools with attendance rates for student populations. Building administration, counselors, and family liaisons use the information to strategically reach out to students and families for students that frequently have been absent. Windham High School has instituted a credit recovery program in an effort to assist students who were having difficulty obtaining credits necessary to finish high school. Students who complete the necessary work through this program are eligible to graduate with a diploma. The attendance and truancy review is an ongoing process in order to assure that our students partake fully in the education available to them through our schools.

A district initiative for students with disabilities was to reduce outplacements by developing programs inside the district that meet the needs of the students. This effort was to allow Windham students to participate in the district comprehensive k-12 curriculum and participate in school community and district activities with their peers in the community.

During 2012-2013, Windham saw different parent initiatives take root. Notably was the creation and training of seven Family Liaisons, one for each of the district's schools. The primary responsibilities of the liaisons, all fluent in English and Spanish, are to be a bridge between our parents and our schools, to make the parents feel welcome, to address their concerns in a timely manner, and to be their advocates as needed. Family Liaisons have received training in Common Sense Parenting (CSP), People Empowering People (PEP) and Parents Supporting Educational Excellence (ParentSEE). Each liaison developed an action plan for next school year. The district actively uses Parent Tracker, a program that allows us to track the different ways parents are becoming engaged in our schools. All liaisons have been trained in its use and are entering parent involvement activities on a daily basis.

In 2014-15, Windham planned and developed for implementation in the subsequent year, Parent and Community University (PCU). PCU is hosted by Windham Public Schools and is a free resource that provides opportunities for Windham residents to learn how to best support their students while equipping themselves with the tools needed for personal success. Workshops will be provided twice in the year on: Parental Awareness, Parental Health and Awareness, and Personal Growth and Development. It will also help parents navigate on how to support children's academic opportunities and today's educational challenges.

All schools in Windham have a School Governance Council (SGC). Training has occurred for SGC members through CAFE.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 2014-15, the district provided numerous opportunities for staff, parents and students to participate in activities within each school community to support these efforts. The district has a Dual Language program at North Windham Elementary School (K-5) and at Windham Middle School (6-8), enabling students to become bilingual, bicultural, and bi-literate. Windham is invested in the ongoing recruitment of school personnel who reflect the diversity represented in our student population. Planning began for Windham Early College Opportunity (ECO), a program designed so high students can earn an associate degree in manufacturing in addition to their high school diploma in the manufacturing field. Partners include Quinebaug Valley Community College and manufacturing companies from all across the state.

Several grant-funded initiatives bring together Windham's students with those from neighboring school districts that serve a less diverse population. Communities who participate with Windham in efforts to foster interaction among students with different backgrounds are: Columbia; Coventry; East Hartford; Hampton; Hebron; Killingly; Lebanon; Mansfield; and Willington. Selected schools also have the Foster Grandparent program, and the Big Brothers and Big Sisters Program. In 2014-15, Charles H. Barrows STEM Academy, a Windham host magnet school, attracted students from 26 other school districts. The school operated for grades K-3 and grades 5-7. This school helps to ensure students from Windham (two-thirds of the school's population) establish meaningful relationships with students from other towns.

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 involved in several inter-district programs through EASTCONN in Science (Forensics), and Social Studies (Pathways to History, Mosaics).

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Equitable Allocation of Resources among District Schools

The 2014-15 budget was \$45,102,946, which was an increase of \$1,547,939, or 3.6%, over the prior year's budget. Each school principal has the flexibility to allocate funding appropriate to the particular needs of the school population. The district obtained grant funding, primarily from the state, to address the needs of the school community. At each elementary school and the middle school there is an after-school academic and care program 5 days/week, with staff being assisted by Eastern CT State University students. Participants receive tutoring, academic enrichment and supervised recreation. Intensive professional development and new instructional materials support tiered instruction in literacy at all four elementary schools, and the middle school as well as the high school. Through the Alliance School Grant and Priority School Grant, the district was able to support many academic initiatives in the schools. Additionally, Windham Middle received the Commissioner's Network Grant.