Connecticut State Department of Education

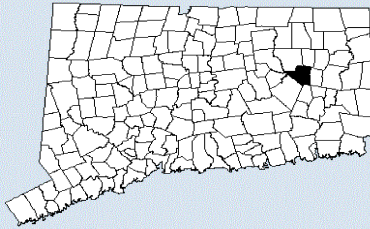# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Windham School District

860-465-2310 • www.windham.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	3,296
Per Pupil Expenditures[1]	$18,678
Total Expenditures[1]	$61,787,377

[1]*Expenditure data reflect the 2014-15 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 2016)](#)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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.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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,544	46.8	48.3
Male	1,752	53.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	24	0.7	4.9
Black or African American	120	3.6	12.8
Hispanic or Latino	2,254	68.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	69	2.1	2.7
White	819	24.8	55.9
English Learners	801	24.3	6.4
Eligible for Free or Reduced-Price Meals	2,665	80.9	38.0
Students with Disabilities[1]	525	15.9	13.7

[1]Students 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	228	16.2	131	8.4
Male	259	16.1	328	18.5
Black or African American	19	16.8	32	27.6
Hispanic or Latino	384	18.9	337	14.6
White	80	10.4	77	9.6
English Learners	167	20.1	149	17.8
Eligible for Free or Reduced-Price Meals	449	18.4	419	15.4
Students with Disabilities	139	25.3	147	23.3
District	487	16.1	459	13.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 355

Number of school-based arrests: 13

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	246.1
Paraprofessional Instructional Assistants	75.0
Special Education	
Teachers and Instructors	41.6
Paraprofessional Instructional Assistants	73.5
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	21.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	20.9
Counselors, Social Workers and School Psychologists	21.5
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	177.8

[1]In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	10	2.7	1.0
Black or African American	5	1.4	3.5
Hispanic or Latino	39	10.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	311	85.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.3	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	*
Hispanic or Latino	50	60.2	62	77.5
White	14	51.9	29	76.3
English Learners	14	43.8	25	73.5
Eligible for Free or Reduced-Price Meals	57	58.8	73	74.5
Students with Disabilities	11	40.7	17	54.8
District	70	58.3	103	77.4
State		61.2		73.9

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	21	43.8
Emotional Disturbance	33	51.6
Intellectual Disability	12	50.0
Learning Disability	140	87.0
Other Health Impairment	65	73.9
Other Disabilities	12	41.4
Speech/Language Impairment	66	83.5
District	349	70.8
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	51	1.6	1.6
Emotional Disturbance	64	2.0	1.0
Intellectual Disability	24	0.8	0.5
Learning Disability	161	5.1	4.6
Other Health Impairment	91	2.9	2.8
Other Disabilities	43	1.4	1.0
Speech/Language Impairment	93	2.9	1.9
All Disabilities	527	16.6	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	32,500,419	10,285	9,387
Instructional Supplies and Equipment	1,406,983	445	318
Improvement of Instruction and Educational Media Services	1,394,504	441	541
Student Support Services	5,123,755	1,621	1,048
Administration and Support Services	5,959,574	1,886	1,790
Plant Operation and Maintenance	6,892,430	2,181	1,608
Transportation	3,518,275	1,023	845
Costs of Students Tuitioned Out	4,904,268	N/A	N/A
Other	87,169	28	194
Total	61,787,377	18,678	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	3,242,899	1,026	1,524

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,661,659	28.3	35.1
Noncertified Personnel	2,117,273	16.4	14.5
Purchased Services	539,209	4.2	5.5
Tuition to Other Schools	3,902,458	30.1	21.6
Special Ed. Transportation	1,174,878	9.1	8.3
Other Expenditures	1,550,726	12.0	15.0
Total Expenditures	12,946,203	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	26.9	34.2
State	64.0	56.3
Federal	7.6	8.0
Tuition & Other	1.4	1.5

[4]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 Correction).

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	56	59.3	56	50.2	25	49.1
Hispanic or Latino	1037	55.1	1034	48.4	369	40.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	43	75.2	43	68.7	13	*
White	429	68.3	425	61.0	168	53.8
English Learners	435	48.1	435	42.7	160	33.4
Non-English Learners	1147	63.9	1140	56.4	425	49.9
Eligible for Free or Reduced-Price Meals	1245	56.2	1241	49.5	464	42.5
Not Eligible for Free or Reduced-Price Meals	337	72.0	334	64.2	121	56.4
Students with Disabilities	324	42.2	320	36.6	123	33.0
Students without Disabilities	1258	64.0	1255	56.6	462	48.7
High Needs	1316	56.0	1311	49.3	486	42.2
Non-High Needs	266	76.8	264	68.8	99	60.9
District	1582	59.5	1575	52.6	585	45.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

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

[1]NAEP 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.6	69.4	85.2	83.5	835	79.2
Curl Up	79.5	81.7	84.3	82.5	835	81.8
Push Up	66.3	55.5	63.9	56.3	835	61.4
Mile Run/PACER	60.1	53.3	49.6	33.0	835	52.0
All Tests - District	44.0	28.4	39.6	28.2	835	36.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The 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.

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

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	80	78.8	61.7	Yes	65.7
English Learners	24	83.3	58.0	Yes	62.5
Eligible for Free or Reduced-Price Meals	99	77.8	59.9	Yes	64.2
Students with Disabilities	30	60.0	64.0	No	67.7
District	130	80.8	72.0	Yes	74.7
State[4]		87.2			

[1]The 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 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6] Rate (%)	Meeting Benchmark	
		Count	Rate (%)
Female	93.5	12	11.1
Male	91.0	20	13.8
Black or African American	*	*	*
Hispanic or Latino	92.6	15	9.2
White	87.7	*	*
English Learners	84.8	*	*
Eligible for Free or Reduced-Price Meals	91.8	17	8.7
Students with Disabilities	*	*	*
District	92.1	32	12.6
State	95.6		40.7

[5]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

[6]Participation 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.
- Copyright © 2016 The College Board. www.collegeboard.org
- ACT® statistics derived from data provided by ACT, Inc.
- Copyright © 2016 ACT, Inc. www.act.org
- IB® statistics derived from data provided by the International Baccalaureate Organization.
- Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	72.7	81.8
Male	52.6	69.0
Black or African American	*	*
Hispanic or Latino	58.6	62.5
White	65.6	85.7
English Learners	37.5	*
Eligible for Free or Reduced-Price Meals	58.5	66.7
Students with Disabilities	*	*
District	62.5	76.7
State	71.9	88.3

[7]College 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.

[8]College 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

Next Generation Accountability Results

These statistics are the 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	59.5	75	39.7	50	79.4	67.7
	High Needs Students	56.0	75	37.4	50	74.7	56.7
Math Performance Index	All Students	52.6	75	35.0	50	70.1	61.4
	High Needs Students	49.3	75	32.9	50	65.7	49.9
Science Performance Index	All Students	45.4	75	30.2	50	60.5	57.5
	High Needs Students	42.2	75	28.1	50	56.3	47.0
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	63.8%
	High Needs Students	64.6%	100%	64.6	100	64.6	58.3%
Math Academic Growth	All Students	64.8%	100%	64.8	100	64.8	65.0%
	High Needs Students	62.5%	100%	62.5	100	62.5	57.4%
Chronic Absenteeism	All Students	16.1%	<=5%	27.7	50	55.4	9.6%
	High Needs Students	18.4%	<=5%	23.2	50	46.4	15.6%
Preparation for CCR	% Taking Courses	68.4%	75%	45.6	50	91.2	67.6%
	% Passing Exams	12.6%	75%	8.4	50	16.9	40.7%
On-track to High School Graduation		59.1%	94%	31.4	50	62.9	85.1%
4-year Graduation All Students (2015 Cohort)		80.8%	94%	85.9	100	85.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.6%	94%	86.8	100	86.8	78.6%
Postsecondary Entrance (Class of 2015)		62.5%	75%	83.3	100	83.3	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.6% | 36.5%	75%	12.2	50	24.4	89.2% | 50.5%
Arts Access		55.5%	60%	46.2	50	92.5	47.5%
Accountability Index				**913.0**	**1350**	**67.6**	

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	75.0	56.0	19.0	16.5	
Math Performance Index Gap	68.8	49.3	19.5	18.9	
Science Performance Index Gap	60.9	42.2	18.6	17.2	
Graduation Rate Gap	92.9%	81.6%	11.2%	15.3%	N

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

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

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.3
	High Needs Students	98.1
Math	All Students	98.0
	High Needs Students	97.9
Science	All Students	97.7
	High Needs Students	97.3

[3]Minimum participation standard is 95%.

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: 46.1   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

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 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 continue to reduce the number of 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. .Windham Public Schools has seven Family Liaisons, one for each in the district. The primary responsibility of the liaisons, all fluent in English and Spanish, are to be a bridge between our parents and schools, to make the parents feel welcome, to address their concerns in a timely manner, and to be their advocates as needed. Each liaison developed and followed an action plan for their school. The district actively uses Parent Tracker, a program that tracks different ways parents are engaging in our school communities. All liaisons have been trained in its use and entered parent involvement activities on a daily basis.

In 2015-16, the Parent and Community University (PCU) had its first two events hosted in Fall and Spring. 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 them with the tools needed for personal success. Workshops provided at the two events included: 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 CABE.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windham School District is committed to reducing, ethnic and economic isolation by recognizing and appreciating the unique assets represented in the community. During the 2015-16, 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), at Windham Middle School (6-8), enabling students to become bilingual, bicultural, and bi-literate.   Transitional bilingual kindergartens were planned for the 2016-17 school year. .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 Quinnebaug 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 at full capacity for grades k-8 for the first time in 205-16. 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).

Equitable Allocation of Resources among District Schools

The 2015-16 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 supported tiered instruction in literacy at all four elementary schools, the STEM magnet school, the middle school, and 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 School received the Commissioner's Network Grant.