

**STRATEGIC SCHOOL PROFILE 2009-10****Windham School District**

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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

Town Population in 2000: 22,857

1990-2000 Population Growth: 3.7%

Number of Public Schools: 6

Per Capita Income in 2000: \$16,978

Percent of Adults without a High School Diploma in 2000\*: 24.4%

Percent of Adults Who Were Not Fluent in English in 2000\*: 6.3%

District Enrollment as % of Estimated. Student Population: 94.9%

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\*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, 2009 3,464

5-Year Enrollment Change 3.8%

**DISTRICT GRADE RANGE**

Grade Range K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,553	72.7	86.4	32.6
K-12 Students Who Are Not Fluent in English	807	24.6	15.0	5.4
Students Identified as Gifted and/or Talented	0	0.0	2.2	4.1
PK-12 Students Receiving Special Education Services in District	579	16.4	13.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	217	77.8	67.7	80.5
Homeless	30	0.9	0.9	0.2
Juniors and Seniors Working 16 or More Hours Per Week	6	2.6	10.4	13.6

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	26	0.7
Asian American	41	1.2
Black	227	6.7
Hispanic	2,103	60.0
White	1,067	31.3
Total Minority	2,397	69.2

**Percent of Minority Professional Staff:** 10.5%

**Non-English Home Language:**

35.0% 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 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 2009-10 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. Windham High School is also participating in "Project Opening Doors" and "Laying the Foundation". Both of these programs focus on increasing the number of students prepared, enrolling in and passing Advanced Placement courses. 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. Windham Middle School has been awarded the "Millennium Project" which connects technology to writing. 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), and Social Studies (Pathways to History, Mosaics).

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## 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	27.3	57.0	4.3
Writing	38.5	58.3	8.0
Mathematics	38.5	62.4	5.5
Grade 4 Reading	32.4	59.9	6.3
Writing	38.7	63.6	5.0
Mathematics	39.5	67.0	6.3
Grade 5 Reading	22.0	61.8	1.2
Writing	32.1	68.2	1.8
Mathematics	22.5	72.4	0.6
Science	18.0	59.4	1.2
Grade 6 Reading	36.9	74.9	1.8
Writing	24.9	65.9	1.8
Mathematics	26.1	70.7	1.2
Grade 7 Reading	35.7	77.4	1.3
Writing	18.5	61.2	1.3
Mathematics	23.9	68.5	1.3
Grade 8 Reading	32.8	73.3	1.9
Writing	17.3	62.6	1.3
Mathematics	29.1	67.3	4.5
Science	21.1	62.8	1.9

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 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	14.4	45.9	5.3
Writing Across the Disciplines	24.4	59.6	3.8
Mathematics	20.9	48.7	8.3
Science	17.2	45.3	8.3

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
	39.4	50.7	21.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		53.0	68.5	
Average Score	Mathematics	463	508	17.1
	Critical Reading	464	503	15.5
	Writing	476	506	23.3

**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, Class of 2009	81.5	91.3	6.2
2008-09 Annual Dropout Rate for Grade 9 through 12	5.7	3.0	6.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	71.9	84.5
% Employed (Civilian Employment and in Armed Services)	28.1	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	224.10
Paraprofessional Instructional Assistants	60.90
Special Education	
Teachers and Instructors	45.90
Paraprofessional Instructional Assistants	57.00
Library/Media Specialists and/or Assistants	6.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	15.15
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	23.90
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	228.10

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	15.0	12.9	13.8
% with Master's Degree or Above	67.5	73.3	77.8

Average Class Size	District	DRG	State
Grade K	18.6	21.1	18.5
Grade 2	22.5	21.6	19.7
Grade 5	20.5	21.8	21.1
Grade 7	21.9	22.8	20.8
High School	16.6	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,188	1,004	992
Middle School	969	998	1,018
High School	966	1,002	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*	5.6	2.8	3.2
Middle School	2.3	2.5	2.5
High School	2.2	2.0	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$30,502	\$8,770	\$7,819	\$8,202	\$7,829
Instructional Supplies and Equipment	\$918	\$264	\$274	\$316	\$279
Improvement of Instruction and Educational Media Services	\$1,232	\$354	\$474	\$557	\$459
Student Support Services	\$3,203	\$921	\$863	\$777	\$859
Administration and Support Services	\$4,242	\$1,220	\$1,405	\$1,528	\$1,426
Plant Operation and Maintenance	\$4,360	\$1,254	\$1,469	\$1,497	\$1,462
Transportation	\$2,586	\$680	\$701	\$896	\$694
Costs for Students Tuitioned Out	\$2,530	N/A	N/A	N/A	N/A
Other	\$495	\$142	\$163	\$158	\$162
<b>Total</b>	<b>\$50,067</b>	<b>\$13,993</b>	<b>\$13,458</b>	<b>\$14,300</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,314	\$665	\$1,864	\$3,292	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,044,271	28.1	21.6	20.7

**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	30.1	56.5	9.4	4.0
Excluding School Construction	30.0	56.0	9.8	4.2

## 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.

The proposed 2010-11 budget is \$41,871,511 which is a 1.5 % 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 new arrivals classes, 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 offers a 4 day/week (Tuesday through Friday) program. Students receive tutoring, academic enrichment and supervised recreation. 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. This year, the high school continues its ninth grade academy and new vertical academies in grades 10-12 have been implemented with the hope of improving outcomes for students, including increased attendance and graduation rates, and decreased discipline referrals. A new math program in grades K-4 and Grades 7-8 has been implemented which includes materials in Spanish. Grades 5 and 6 continue to pilot two math programs this year.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	587
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	18.1%

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	27	0.8	0.9	1.0
Learning Disability	174	5.4	5.0	3.9
Intellectual Disability	44	1.4	0.8	0.5
Emotional Disturbance	117	3.6	1.5	1.0
Speech Impairment	91	2.8	2.4	2.2
Other Health Impairment*	103	3.2	2.2	2.1
Other Disabilities**	31	1.0	1.2	0.9
<b>Total</b>	<b>587</b>	<b>18.1</b>	<b>14.0</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	59.1	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	8.4	4.1

## 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	12.8	31.6	31.2	67.5
	Writing	4.4	19.6	28.9	63.3
	Mathematics	8.8	32.9	30.3	68.1
	Science	3.0	23.7	19.5	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	14.4	45.9
	Writing Across the Disciplines	N/A	N/A	24.4	59.6
	Mathematics	N/A	N/A	20.9	48.7
	Science	N/A	N/A	17.2	45.3

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	27.9
	% With Accommodations	72.1
CAPT	% Without Accommodations	21.4
	% With Accommodations	78.6
% Assessed Using Skills Checklist		6.9

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	18	3.1
Private Schools or Other Settings	25	4.3

### 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	329	56.0	67.6	73.4
40.1 to 79.0 Percent of Time	133	22.7	17.1	15.3
0.0 to 40.0 Percent of Time	125	21.3	15.3	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Two elementary schools achieved Safe Harbor for the first year. This indicates that our fidelity to the core program combined with appropriate intervention strategies has been on the right track. This past year, the district continued to work with state consultants around Data Driven Decision Making decisions, ensuring that the district has clear, concise Tier I and Tier 2 goals focused on student achievement within various subgroups. The district continues to provide opportunities for both vertical and horizontal teams. The goal has been to develop curricula that includes high expectations for all students using Sheltered Instruction and other effective teaching strategies. A redesign of the middle school provides structured time for Tier 2 and Tier 3 interventions as well as an extended literacy block. The middle school and the high school are focused on non-fiction writing which will impact scores on the CMT and CAPT. Comprehensive professional development continues serving as the foundation for change within the district's improvement plan. Over 24 district sponsored CEU hours supported instructional improvement during the 09-10 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 II and tier III 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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