

STRATEGIC SCHOOL PROFILE 2011-12**Windham School District**

ANA V. ORTIZ, Superintendent

Location: 322 Prospect Street

Telephone: (860) 465-2310

Willimantic,
ConnecticutWebsite: www.windham.k12.ct.us/

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: 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: 93.8%

*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): 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 3,242
 5-Year Enrollment Change -6.7%

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	2,563	79.1	83.8	35.2
K-12 Students Who Are Not Fluent in English	794	26.4	15.1	5.6
Students Identified as Gifted and/or Talented	0	0.0	1.6	4.0
PK-12 Students Receiving Special Education Services in District	511	15.8	13.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	226	81.0	65.9	79.8
Homeless	58	1.8	0.8	0.3
Juniors and Seniors Working 16 or More Hours Per Week	29	9.4	10.9	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	15	0.5
Asian American	36	1.1
Black	174	5.4
Hispanic	2,094	64.6
Pacific Islander	0	0.0
White	864	26.7
Two or more races	59	1.8
Total Minority	2,378	73.3

Percent of Minority Professional Staff: 11.2%

Non-English Home Language:

40.2% 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 12.

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.

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 2011-12 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: inter-district programs with EASTCONN and its districts; 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 participates in "Project Opening Doors" and Windham Middle School has had several staff members trained in "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. 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).

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	39.7	59.2	7.5	
Writing	36.0	62.7	2.5	
Mathematics	47.4	66.5	10.6	
Grade 4 Reading	38.8	64.1	5.6	
Writing	40.9	65.3	5.0	
Mathematics	48.7	68.0	9.4	
Grade 5 Reading	31.6	67.6	1.2	
Writing	32.9	68.1	1.2	
Mathematics	34.7	71.6	1.2	
Science	29.0	63.9	2.4	
Grade 6 Reading	41.9	74.1	2.4	
Writing	32.8	67.4	3.0	
Mathematics	29.3	69.3	2.4	
Grade 7 Reading	40.5	79.8	1.3	
Writing	28.8	65.6	1.9	
Mathematics	28.2	68.1	1.3	
Grade 8 Reading	43.4	76.8	1.9	
Writing	30.3	68.3	2.5	
Mathematics	29.0	67.2	3.8	
Science	24.1	61.9	3.1	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	18.2	47.5	5.3	
Writing Across the Disciplines	32.9	63.0	6.0	
Mathematics	20.8	49.2	9.8	
Science	22.5	47.1	10.4	

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
	42.4	50.6	28.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		55.4	77.3	
Average Score	Mathematics	486	505	29.8
	Critical Reading	488	502	32.1
	Writing	479	506	22.1

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	61.0	82.7	6.0
2010-11 Annual Dropout Rate for Grade 9 through 12	6.2	2.6	6.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.9	84.5
% Employed (Civilian Employment and in Armed Services)	6.3	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	225.81
Paraprofessional Instructional Assistants	69.25
Special Education	
Teachers and Instructors	41.83
Paraprofessional Instructional Assistants	54.75
Library/Media Specialists and/or Assistants	6.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	13.95
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.62
Counselors, Social Workers, and School Psychologists	22.10
School Nurses	8.70
Other Staff Providing Non-Instructional Services and Support	232.00

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	13.9
% with Master's Degree or Above	66.4	74.0	79.6

Average Class Size	District	DRG	State
Grade K	21.5	20.9	18.5
Grade 2	19.5	21.5	19.7
Grade 5	25.1	22.7	21.6
Grade 7	26.7	21.2	20.3
High School	15.9	20.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,070	1,018	993
Middle School	1,015	1,038	1,024
High School	1,147	1,053	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*	3.9	2.4	2.8
Middle School	2.6	2.2	2.2
High School	2.6	2.0	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	\$32,348	\$9,585	\$8,464	\$8,966	\$8,469
Instructional Supplies and Equipment	\$818	\$242	\$267	\$328	\$271
Improvement of Instruction and Educational Media Services	\$838	\$248	\$487	\$626	\$482
Student Support Services	\$3,181	\$942	\$901	\$788	\$901
Administration and Support Services	\$3,181	\$943	\$1,468	\$1,574	\$1,490
Plant Operation and Maintenance	\$4,274	\$1,266	\$1,471	\$1,514	\$1,463
Transportation	\$2,968	\$778	\$735	\$921	\$724
Costs for Students Tuitioned Out	\$4,376	N/A	N/A	N/A	N/A
Other	\$554	\$164	\$165	\$181	\$165
Total	\$52,537	\$14,934	\$14,238	\$15,277	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,654	\$1,083	\$1,290	\$1,974	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$12,751,572	24.3	22.8	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	28.0	49.9	19.3	2.8
Excluding School Construction	29.2	47.1	20.7	3.0

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 2011-12 budget was \$42,757,854 which was a 2.1% increase 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 Priority School Grant, the district was able to support many academic initiatives in the schools. Additionally, the district also received all of the federal entitlement grants as well. Natchaug received a School Improvement Grant starting with the 2010-11 school year. Windham High School received a SIG starting with the 2011 - 2012 school year. Both schools are focusing on sustainable improvement in student achievement with a strong focus on literacy and numeracy.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	527
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.9%

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	38	1.2	1.1	1.2
Learning Disability	153	4.9	5.1	3.9
Intellectual Disability	35	1.1	0.8	0.4
Emotional Disturbance	89	2.9	1.4	1.0
Speech Impairment	78	2.5	2.3	2.1
Other Health Impairment*	88	2.8	2.5	2.2
Other Disabilities**	46	1.5	1.3	1.0
Total	527	16.9	14.4	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	49.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	8.2	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	12.2	36.0	39.4	70.4
	Writing	4.8	21.5	33.7	66.3
	Mathematics	11.4	31.8	36.3	68.4
	Science	5.7	23.0	26.6	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	18.2	47.5
	Writing Across the Disciplines	N/A	N/A	32.9	63.0
	Mathematics	N/A	N/A	20.8	49.2
	Science	3.1	13.6	22.5	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	41.9
	% With Accommodations	58.1
CAPT	% Without Accommodations	41.7
	% With Accommodations	58.3
% Assessed Using Skills Checklist		9.4

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	16	3.0
Private Schools or Other Settings	39	7.4

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	62.4	67.1	72.1
40.1 to 79.0 Percent of Time	112	21.3	17.2	16.3
0.0 to 40.0 Percent of Time	86	16.3	15.7	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The major initiative for students with disabilities was to reallocate resources from specialized instruction to general education tier 2 and tier 3 instruction. For example, our K-8 special education teachers had formerly been teaching specialized instruction 100% of their time. In the 2011-2012 school year, up to 40% of their time was reallocated to targeted, small group reading instruction for student with or without disabilities. Concurrently, hours of IEP specialized instruction were reduced. Another example is that the BRIDGES program at our high school (a self-contained program for students with an emotionally disturbance) was replaced by a general education alternative education program (CONNECTIONS). Taught by general education teachers, CONNECTIONS provided behavioral programming for all students, who were or were not identified as having a disability. Each Windham school continues to monitor student attendance through attendance clerks at all schools. The family liaisons also assist by reaching out to families and relaying the importance of regular school attendance. 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. During 2011-2012, 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 responsibility of the liaisons, who are all fluent in English and Spanish, is 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. The Family Liaisons received ongoing training in Joyce Epstein's six types of parental involvement. They have received training in Common Sense Parenting (CSP), People Empowering People (PEP) and Parents Supporting Educational Excellence (ParentSEE), all initiatives that are being pursued each year. Each liaison developed an action plan for next school year. They have given parent workshops in volunteering, internet safety, and special education issues, just to name a few. This year over 30 parents were trained in Common Sense Parenting, 37 in People Empowering People, and 24 in Parents Seeking Educational Excellence. In addition, all Family Liaisons received training to become CSP and PEP trainers. The district contracted with Parent Tracker, which is a software 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. There were a total of 19 parent literacy and student presentation meetings in the afterschool programs. Over 1600 parents and family members (not counting the students) attended. The district contracted Leadership Greater Hartford (LGH) to provide systematic training for School Governance Councils (SGC), four of which were created this year. By June of 2012, the District Administrators and SGC members had received separate training by LGH in the responsibilities of the Councils and their members.
