

STRATEGIC SCHOOL PROFILE 2010-11**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.

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: 94.1%

*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, 2010

3,375

5-Year Enrollment Change

1.1%

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	2,556	75.7	85.1	34.1
K-12 Students Who Are Not Fluent in English	835	26.6	15.3	5.6
Students Identified as Gifted and/or Talented	0	0.0	1.7	4.0
PK-12 Students Receiving Special Education Services in District	540	16.0	13.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	209	77.1	69.5	80.2
Homeless	58	1.7	0.7	0.3
Juniors and Seniors Working 16 or More Hours Per Week	25	10.0	8.3	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	18	0.5
Asian American	39	1.2
Black	191	5.7
Hispanic	2,097	62.1
Pacific Islander	0	0.0
White	978	29.0
Two or more races	52	1.5
Total Minority	2,397	71.0

Percent of Minority Professional Staff: 10.3%

Non-English Home Language:

37.7% 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.

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 2010-11 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 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. 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).

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	36.6	58.4	6.9
Writing	34.0	61.1	3.1
Mathematics	35.6	63.0	4.3
Grade 4 Reading	32.9	62.5	3.7
Writing	42.5	65.5	6.1
Mathematics	43.5	67.0	6.7
Grade 5 Reading	26.8	61.4	4.3
Writing	30.1	66.8	1.2
Mathematics	34.9	72.5	1.2
Science	28.6	59.9	6.1
Grade 6 Reading	36.4	76.0	1.2
Writing	24.7	65.2	1.8
Mathematics	27.5	71.3	1.2
Grade 7 Reading	38.2	77.8	1.9
Writing	21.7	58.9	2.5
Mathematics	29.4	68.4	3.2
Grade 8 Reading	35.5	74.7	1.9
Writing	22.1	64.8	1.9
Mathematics	20.2	66.6	1.9
Science	22.2	63.1	2.5

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.

To see the NCLB Report Card for this school, go to 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	31.5	44.7	22.7
Writing Across the Disciplines	36.7	61.2	10.5
Mathematics	32.0	49.5	19.5
Science	27.1	47.0	14.3

For more detailed 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."

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
	45.1	51.0	33.9

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		50.8	70.6	
Average Score	Mathematics	508	510	47.3
	Critical Reading	491	505	30.5
	Writing	485	510	24.4

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 2010	62.8	81.8	6.9
2009-10 Annual Dropout Rate for Grade 9 through 12	8.2	2.8	2.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	70.2	84.8
% Employed (Civilian Employment and in Armed Services)	11.0	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	221.30
Paraprofessional Instructional Assistants	43.80
Special Education	
Teachers and Instructors	42.40
Paraprofessional Instructional Assistants	43.00
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.00
School Level	13.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	22.50
School Nurses	6.70
Other Staff Providing Non-Instructional Services and Support	177.55

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	12.8	13.9
% with Master's Degree or Above	65.2	74.3	79.0

Average Class Size	District	DRG	State
Grade K	19.7	20.5	18.4
Grade 2	21.4	21.6	19.9
Grade 5	24.9	21.8	21.2
Grade 7	23.3	21.8	20.6
High School	19.6	19.6	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,217	1,004	992
Middle School	1,003	1,008	1,017
High School	941	997	1,010

*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*	4.4	2.8	3.1
Middle School	2.1	2.2	2.4
High School	2.0	2.2	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$32,008	\$9,235	\$8,232	\$8,636	\$8,237
Instructional Supplies and Equipment	\$828	\$239	\$299	\$446	\$300
Improvement of Instruction and Educational Media Services	\$1,085	\$313	\$477	\$617	\$463
Student Support Services	\$3,498	\$1,009	\$875	\$793	\$872
Administration and Support Services	\$2,802	\$808	\$1,433	\$1,615	\$1,459
Plant Operation and Maintenance	\$4,352	\$1,256	\$1,421	\$1,474	\$1,410
Transportation	\$2,699	\$699	\$701	\$875	\$692
Costs for Students Tuitioned Out	\$2,686	N/A	N/A	N/A	N/A
Other	\$549	\$158	\$161	\$152	\$159
Total	\$50,507	\$14,116	\$13,878	\$14,956	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,134	\$904	\$1,622	\$2,805	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,878,482	27.5	22.2	21.5

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	28.2	50.6	17.6	3.6
Excluding School Construction	27.2	50.3	18.7	3.8

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 2011-12 budget is \$42,757,854 which is a 2.1% 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 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 has 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	553
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.4%

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	36	1.1	1.0	1.1
Learning Disability	155	4.9	5.0	3.9
Intellectual Disability	42	1.3	0.7	0.4
Emotional Disturbance	103	3.2	1.5	1.0
Speech Impairment	90	2.8	2.4	2.2
Other Health Impairment*	91	2.9	2.3	2.1
Other Disabilities**	36	1.1	1.2	0.9
Total	553	17.4	14.1	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 2009-10 with a Standard Diploma	29.8	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	8.3	3.9

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	9.4	33.0	34.3	68.6
	Writing	4.2	19.3	29.5	63.7
	Mathematics	10.1	33.4	32.2	68.2
	Science	4.1	21.2	25.6	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	31.5	44.7
	Writing Across the Disciplines	N/A	N/A	36.7	61.2
	Mathematics	N/A	N/A	32.0	49.5
	Science	N/A	N/A	27.1	47.0

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	25.9
	% With Accommodations	74.1
CAPT	% Without Accommodations	52.2
	% With Accommodations	47.8
% Assessed Using Skills Checklist		9.7

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	5	0.9
Private Schools or Other Settings	36	6.5

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	316	57.1	69.7	74.1
40.1 to 79.0 Percent of Time	131	23.7	16.0	14.9
0.0 to 40.0 Percent of Time	106	19.2	14.3	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

All schools in the Windham Public School District showed improvement on the Connecticut Mastery Test (CMT) and/or the Connecticut Academic Performance Test (CAPT). Natchaug elementary school achieved Safe Harbor. To further support improvement throughout the district, the Connecticut State Department of Education (CSDE) Technical Assistance Team provided support to complete seven comprehensive studies to assist the district in strategically identifying the successes and challenges across the district. The CSDE Technical Assistance Team used this information to continue supporting the district in the development of a revised District Improvement Plan with a stronger focus on the leverage areas that would expedite progress in student achievement. Additionally, the Commissioner of Education, Dr. George Coleman, spear-headed legislation to provide Windham Public Schools with a Special Master and funding for the 2011 – 12 school year. This funding will allow the district to provide comprehensive professional development in literacy to all teachers in grades Pre-K – 12. Over 30 district sponsored CEU hours supported instructional improvement during the 2010-11 school year. Language-based instructional strategies continued 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 technology department has accomplished the expansion of wireless environments to all of our schools. Teachers at the elementary level have all been supplied with new laptops with the most recent software applications to assist them in the tracking of student data.
