

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



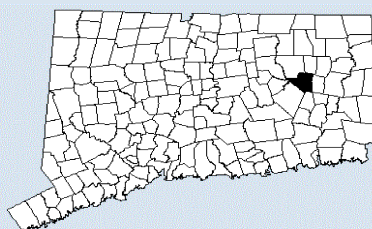
Windham School District

Ms. Ana Ortiz, Superintendent • 860-465-2310 • www.windham.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools	13
Enrollment	3,273
Per Pupil Expenditures ¹	\$16,097
Total Expenditures ¹	\$53,474,589

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,546	47.2	48.3
Male	1,727	52.8	51.6
American Indian	17	0.5	0.2
Asian	29	0.9	4.6
Black or African American	143	4.4	12.9
Hispanic or Latino	2,172	66.4	21.2
Pacific Islander	0	0.0	0.0
White	836	25.5	58.4
Two or More Races	76	2.3	2.3
English Language Learners	779	23.8	5.7
Eligible for Free or Reduced-Price Meals	2,486	76.0	37.3
Students with Disabilities ¹	509	15.6	12.8

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	256	18.4	198	13.0
Male	263	17.1	366	21.2
Black or African American	22	16.5	34	23.6
Hispanic or Latino	403	21.1	436	20.1
White	86	11.2	79	9.7
English Language Learners	177	23.1	184	23.4
Eligible for Free or Reduced-Price Meals	449	20.2	482	19.4
Students with Disabilities	139	29.8	160	28.0
District	519	17.7	564	17.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 627

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	251.0
Paraprofessional Instructional Assistants	52.0
Special Education	
Teachers and Instructors	39.7
Paraprofessional Instructional Assistants	55.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	17.6
Library/Media	
Specialists (Certified)	1.5
Support Staff	6.0
Instructional Specialists Who Support Teachers	12.2
Counselors, Social Workers and School Psychologists	17.0
School Nurses	8.5
Other Staff Providing Non-Instructional Services/Support	175.3

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 (%)
Asian	11	3.1	1.0
Black or African American	3	0.9	3.5
Hispanic	30	8.5	3.6
Native American	0	0	0.1
White	307	87.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	95.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.5	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	13	15.1
White	*	*	41	62.1
English Language Learners	*	*	0	0
Eligible for Free or Reduced-Price Meals	*	*	18	21.2
Students with Disabilities	0	0	*	*
District	*	*	63	37.7
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	22	55.0
Emotional Disturbance	29	40.3
Intellectual Disability	25	86.2
Learning Disability	107	79.3
Other Health Impairment	64	78.0
Other Disabilities	7	29.2
Speech/Language Impairment	54	75.0
District	308	67.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	1.5	1.4
Emotional Disturbance	73	2.4	1.0
Intellectual Disability	29	0.9	0.4
Learning Disability	135	4.4	4.2
Other Health Impairment	85	2.7	2.5
Other Disabilities	32	1.0	1.0
Speech/Language Impairment	87	2.8	1.9
All Disabilities	486	15.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	22	4.5	2.8
Private Schools or Other Settings	44	9.0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,079,906	9,746	8,769
Instructional Supplies and Equipment	932,588	292	275
Improvement of Instruction and Educational Media Services	611,898	192	487
Student Support Services	2,988,082	937	965
Administration and Support Services	5,642,789	1,769	1,600
Plant Operation and Maintenance	4,018,307	1,260	1,472
Transportation	2,809,743	809	786
Costs of Students Tuitioned Out	4,796,552	N/A	N/A
Other	594,724	186	178
Total	53,474,589	16,097	14,642

Additional Expenditures

Land, Buildings, and Debt Service	22,493,532	7,053	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,804,089	32.8	35.6
Noncertified Personnel	1,176,450	10.2	14.5
Purchased Services	141,508	1.2	5.0
Tuition to Other Schools	4,024,010	34.7	21.4
Special Ed. Transportation	1,039,735	9.0	8.5
Other Expenditures	1,401,972	12.1	14.9
Total Expenditures	11,587,764	100.0	100.0
PK-12 Expenditures Used for Special Education		21.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	41.5	32.6
State	50.0	55.4
Federal	8.4	12.0
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	55.1	53.4	57.0	56.8	.	.	.	.
Hispanic or Latino	40.2	44.7	49.8	47.4	.	.	.	.
English Language Learners	29.8	33.9	38.8	37.5	.	.	.	.
Eligible for Free or Reduced-Price Meals	42.8	46.3	52.0	49.5	.	.	.	.
Students with Disabilities	20.5	21.8	25.1	22.2	.	.	.	.
High Needs	42.1	45.3	51.0	48.3	.	.	.	.
District	48.5	51.2	55.9	53.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	<20	.	.	.	
Hispanic or Latino	27.6	32.1	26.3	25.2	93	29.2	34.6	No	
English Language Learners	20.2	15.8	17.6	11.8	31	12.7	23.8		
Eligible for Free or Reduced-Price Meals	29.7	35.2	33.3	28.3	91	33.7	38.7	No	
Students with Disabilities	12.2	12.0	12.9	11.3	32	15.4	18.3	No	
High Needs	28.5	34.0	31.3	26.3	106	31.1	37.2	No	
District	40.1	50.1	43.1	36.2	146	38.1	50.4	No	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.3	83.6	74.4	77.5	703	83.1
Curl Up	85.9	92.3	83.7	80.0	703	86.8
Push Up	82.2	73.9	63.3	77.5	703	73.7
Mile Run/PACER	61.0	60.4	42.8	67.5	703	55.6
All Tests - District	45.6	47.3	27.0	67.5	703	41.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	98	65.3	53.7	Yes	57.7
English Language Learners	39	59	49.0	Yes	53.5
Eligible for Free or Reduced-Price Meals	131	69.5	51.4	Yes	55.7
Students with Disabilities	37	59.5	56.5	Yes	60.2
District	198	75.3	66.5	Yes	69.2
State ⁴		85.5			

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 2012-13 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	76.4	27	19.3
Male	71.2	27	17.6
Black or African American	*	*	*
Hispanic or Latino	65.9	11	6.7
White	82.8	36	36.4
English Language Learners	54.7	0	0.0
Eligible for Free or Reduced-Price Meals	69.6	20	11.9
Students with Disabilities	*	*	*
District	73.7	54	18.4
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	58.8	85.4
Male	60.2	66.7
Black or African American	*	*
Hispanic or Latino	48.9	67.5
White	74.0	90.9
English Language Learners	58.3	*
Eligible for Free or Reduced-Price Meals	51.3	69.8
Students with Disabilities	31.7	*
District	59.6	75.9
State	72.7	88.5

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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Windham School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Windham Public Schools continues to refine, improve and develop Special Education programs to decrease the number of students outplaced to other institutions. The majority of identified, Special Education students are mainstreamed at least 80% of the time. The district has developed an Early Intervention Process which has decreased the number of referrals to Special Education. The district is committed to reducing the number of students identified as Speech and Language and is participating in the CSDE focus group which provides training and support to WPS staff. Students with disabilities participate in activities (Best Buddies) with students from the local university.

In efforts to prevent truancy, a Truancy Prevention Officer was hired to develop school and family partnerships with the focus on attendance. Each school has a family liaison who has assisted in the effort to communicate with families about the importance of school attendance.

During 2013-2014, the work of the eight Family Liaisons (one for each of the district's schools) continued to positively impact parent outreach activities. The primary responsibilities of the liaisons, who are all fluent in English and Spanish, is to bridge the gap of communication, make parents feel welcome at their school, and increase parent engagement. Each Family Liaison received training in the CSDE Standards for Family & Community Engagement. In addition, all Liaisons provided training sessions in "Common Sense Parenting (CSP)", "People Empowering People (PEP)", and "Parents Supporting Educational Excellence (Parent SEE)". These are all initiatives that are being pursued each year in the district as part of the Windham's Strategic Operating Plan. During the school year over 44 parents were trained in "Common Sense Parenting", bringing the total to 187. Seventeen were trained in "People Empowering People", bringing that total to 57. Additionally, a total of 49 parents have been trained in "Parent SEE". To measure parental engagement, the district now tracks the different ways parents are becoming engaged in the schools. During the 2013-2014 school year, 17,475 hours of parent involvement (volunteering, committee work, SGC membership, events, conferences, etc...) were recorded. These included 772 hours of committee work, 3802 hours of volunteering in the schools, and 945 hours of trainings, as well as attendance at events & meetings. Parent outreach also included 22 parent literacy evening events which were planned jointly by the Family Liaisons & Afterschool Coordinators in six of the afterschool programs. Over 1,700 parents and family members (not counting the students) attended. The district's six School Governance Councils (SGC), continued to function during the year. All SGC members (seven of whom must be parents) received special training in school policy, understanding the school budget, SGC election process, and how to create and put into place the School/Parent Compact.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Charles H. Barrows STEM (Science, Technology, Engineering and Mathematics) Academy officially opened in the 2013-14 school year. Barrow is a regional magnet school that will hold 540 students from Windham and surrounding towns and be the first Kindergarten through 8th grade magnet school in the region.

At North Windham Elementary school, WPS offers the Companeros Program on a lottery basis for Kindergartners who qualify where instruction of the general education program is provided in both Spanish and English. This program continues into Windham Middle School. Companeros and the WPS bilingual program address learning for current, heritage, and new learners of Spanish through language and culture. English to Speakers of Other Languages (ESOL) courses are offered in the middle and high schools, with native language support for Spanish speaking New Arrivals. WPS works closely with EASTCONN through a variety of different diversity grants which also include other school districts.

WPS is working to establish a PK-12 world languages Pathway. The Pathway currently includes Spanish and Mandarin. Spanish continues from grades 7 - 12 through existing World Language course offerings at Windham Middle School and Windham High School. Mandarin is offered as a World Language at the Charles H. Barrows STEM Academy in K through 8th grade. WPS is participating in an exchange program between WHS and students from Spain during the 2014-15 school year. WHS has increased opportunities for dual credit courses, increased credit recovery options, and beginning the design for an ECO (Early College Opportunity) Program.

The WPS Afterschool Program, through an extended school hour grant, provides Puentes al Futuro, a program that serves as a transition from middle school into high school. They use a curriculum called "I am a Latino" and it includes ballet folklorico as well as college planning. Additionally, family liaison and afterschool programs have cultural events at each elementary school throughout the year. Parent and student choice opportunities include 3 magnet schools, a regional middle-high school, and a charter school.

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Equitable Allocation of Resources among District Schools

The Windham School district utilizes a model where the initial budget allocation “off the top” goes to fund regular tuition and district-wide programs such as Pathways Alternative Program, Medically Fragile, and DASD (Autism). These programs are located at specific schools but are district-wide so they are funded outside of the per pupil allocation for each school.

In order to maximize the allotment to the schools, the budget is split 80% to fund the schools and 20% to fund central office administration and support services. The 80% to fund the schools is allocated based on 10/1 enrollment at each school and the following per pupil allocations in FY15: elementary (\$9,300 per pupil), middle school (\$11,300 per pupil), and high school (\$12,500) per pupil.