

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



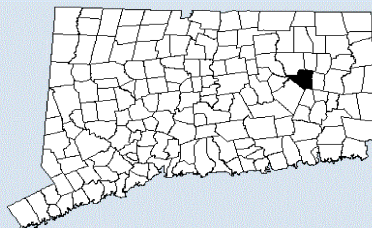
## Windham School District

Ms. Patricia Garcia, Superintendent • 860-465-2310 • <http://www.windham.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	3,377
Per Pupil Expenditures <sup>1</sup>	\$18,327
Total Expenditures <sup>1</sup>	\$65,096,526

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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### Notes

Unless otherwise noted, all data are for 2018-19 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](http://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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,604	47.5	48.4
Male	1,773	52.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	0.6	5.2
Black or African American	112	3.3	12.8
Hispanic or Latino of any race	2,380	70.5	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	67	2.0	3.6
White	784	23.2	52.4
English Learners	918	27.2	7.6
Eligible for Free or Reduced-Price Meals	2,462	72.9	42.1
Students with Disabilities <sup>3</sup>	684	20.3	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/ Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	265	17.7	141	8.2
Male	295	18.0	305	16.0
Black or African American	28	25.7	31	25.4
Hispanic or Latino of any race	427	19.3	338	13.1
White	87	12.4	64	7.8
English Learners	204	21.9	141	14.0
Eligible for Free or Reduced-Price Meals	498	21.3	380	13.8
Students with Disabilities	185	29.3	136	17.2
District	560	17.9	446	12.3
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 630**

**Number of school-based arrests: 17**

<sup>4</sup>A student is chronically absent if they miss 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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	241.5
Paraprofessional Instructional Assistants	85.0
<b>Special Education</b>	
Teachers and Instructors	41.2
Paraprofessional Instructional Assistants	38.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	19.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	24.1
Counselors, Social Workers and School Psychologists	24.0
School Nurses	12.6
Other Staff Providing Non-Instructional Services/Support	177.8

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	8	2.2	1.1
Black or African American	7	1.9	3.8
Hispanic or Latino of any race	46	12.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	302	82.7	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	9	*
Hispanic or Latino of any race	69	73.4	85	76.6
White	19	76.0	24	72.7
English Learners	14	45.2	36	73.5
Eligible for Free or Reduced-Price Meals	64	74.4	92	73.0
Students with Disabilities	20	64.5	40	72.7
District	95	74.8	121	75.6
State		74.5		85.2

<sup>2</sup>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<sup>3</sup>

	Count	Rate (%)
Autism	28	41.2
Emotional Disturbance	35	50.0
Intellectual Disability	13	39.4
Learning Disability	175	83.7
Other Health Impairment	83	68.6
Other Disabilities	11	36.7
Speech/Language Impairment	68	87.2
District	413	67.8
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	2.4	1.9
Emotional Disturbance	71	2.3	1.1
Intellectual Disability	33	1.0	0.5
Learning Disability	209	6.6	5.5
Other Health Impairment	122	3.9	3.2
Other Disabilities	39	1.2	1.1
Speech/Language Impairment	92	2.9	1.8
All Disabilities	643	20.5	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	40	6.2	8.2
Private Schools or Other Settings	18	2.8	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$42,321,470	\$11,915	\$10,545
Support services - students	\$4,607,822	\$1,387	\$1,373
Support services - instruction	\$1,360,965	\$410	\$644
Support services - general administration	\$679,198	\$204	\$462
Support services - school based administration	\$3,242,423	\$976	\$1,007
Central and other support services	\$2,914,559	\$877	\$671
Operation and maintenance of plant	\$5,046,456	\$1,519	\$1,629
Student transportation services	\$3,385,073	\$910	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$1,538,558	\$463	\$65
Total	\$65,096,526	\$18,327	\$17,153

<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,992,295	27.7	29.7
Instructional Aide Salaries	\$2,042,752	14.1	9.6
Other Salaries	\$541,277	3.7	10.4
Employee Benefits	\$1,457,678	10.1	13.0
Purchased Services Other Than Transportation	\$484,919	3.4	5.5
Special Education Tuition	\$4,768,087	33.0	22.6
Supplies	\$54,953	0.4	0.6
Property Services	\$270	0.0	0.4
Purchased Services For Transportation	\$1,095,603	7.6	8.0
Equipment	.	.	0.2
All Other Expenditures	\$400	0.0	0.1
Total	\$14,438,234	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	35.9
State	51.3
Federal	9.3
Tuition & Other	3.5

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Windham School District

### 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	7	*	7	*	*	*
Black or African American	57	60.8	57	54.3	18	*
Hispanic or Latino of any race	1,170	55.3	1,165	50.9	400	52.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	43	71.5	43	68.7	16	*
White	393	70.1	392	66.6	161	68.6
English Learners	557	49.5	553	46.5	198	47.3
Non-English Learners	1,116	64.5	1,114	59.6	401	62.7
Eligible for Free or Reduced-Price Meals	1,218	55.8	1,214	51.5	415	54.3
Not Eligible for Free or Reduced-Price Meals	455	69.3	453	65.3	184	65.1
Students with Disabilities	336	41.3	334	36.0	125	43.7
Students without Disabilities	1,337	64.1	1,333	60.1	474	61.3
High Needs	1,321	55.5	1,315	51.1	464	53.5
Non-High Needs	352	74.5	352	70.8	135	71.5
District	1,673	59.5	1,667	55.3	599	57.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup>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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	83.3	76.6	74.2	83.8	957	78.9
Curl Up	88.3	81.6	78.8	75.7	957	81.8
Push Up	70.4	68.4	62.7	65.5	957	67.1
Mile Run/PACER	62.3	78.5	56.8	41.9	957	63.1
All Tests - District	49.4	54.1	44.9	31.8	957	47.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	12	*
Hispanic or Latino of any race	104	83.7
English Learners	41	82.9
Eligible for Free or Reduced-Price Meals	141	83.7
Students with Disabilities	31	64.5
District	162	85.2
State		88.3

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	87.6	25	19.4
Male	82.3	14	8.9
Black or African American	*	*	*
Hispanic or Latino of any race	84.4	20	9.8
White	84.5	13	22.4
English Learners	76.3	*	*
Eligible for Free or Reduced-Price Meals	81.6	23	10.8
Students with Disabilities	59.3	*	*
District	84.7	39	13.6
State	95.9		42.6

<sup>3</sup>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

<sup>4</sup>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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	58.6	61.5
Male	26.4	*
Black or African American	*	*
Hispanic or Latino of any race	32.6	66.7
White	45.5	*
English Learners	18.4	*
Eligible for Free or Reduced-Price Meals	33.6	63.3
Students with Disabilities	*	*
District	39.3	68.3
State	71.0	87.8

<sup>5</sup>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.

<sup>6</sup>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

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.5	75	39.7	50	79.3	67.7
	High Needs Students	55.5	75	37.0	50	74.0	58.1
Math Performance Index	All Students	55.3	75	36.8	50	73.7	63.1
	High Needs Students	51.1	75	34.1	50	68.2	52.7
Science Performance Index	All Students	57.6	75	38.4	50	76.8	63.8
	High Needs Students	53.5	75	35.7	50	71.4	54.2
ELA Academic Growth	All Students	55.5%	100%	55.5	100	55.5	59.9%
	High Needs Students	52.7%	100%	52.7	100	52.7	55.1%
Math Academic Growth	All Students	56.9%	100%	56.9	100	56.9	62.5%
	High Needs Students	52.9%	100%	52.9	100	52.9	55.2%
Progress Toward English Proficiency	Literacy	52.0%	100%	26.0	50	52.0	60.0%
	Oral	40.0%	100%	20.0	50	40.0	52.1%
Chronic Absenteeism	All Students	17.9%	<=5%	24.3	50	48.5	10.4%
	High Needs Students	20.5%	<=5%	19.0	50	38.0	16.1%
Preparation for CCR	% Taking Courses	75.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	13.6%	75%	9.1	50	18.1	42.6%
On-track to High School Graduation		72.4%	94%	38.5	50	77.0	88.0%
4-year Graduation All Students (2018 Cohort)		85.2%	94%	90.6	100	90.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		86.3%	94%	91.8	100	91.8	83.3%
Postsecondary Entrance (Class of 2018)		39.3%	75%	52.4	100	52.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.9%   47.1%	75%	31.4	50	62.8	96.4%   52.9%
Arts Access		66.0%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>942.7</b>	<b>1450</b>	<b>65.0</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	74.5	55.5	19.1	15.4	
Math Performance Index Gap	70.8	51.1	19.6	17.6	
Science Performance Index Gap	71.5	53.5	18.0	16.1	
Graduation Rate Gap	94.0%	86.3%	7.7%	11.1%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.6
	High Needs Students	98.3
Math	All Students	98.2
	High Needs Students	97.9
Science	All Students	97.6
	High Needs Students	97.3

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: 45.6      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

In 2018-19, Windham Public Schools closely monitored attendance at the district level and at each school with the goals of increasing daily attendance and decreasing chronic absenteeism. Weekly reports were distributed to schools and district leaders with attendance rates for student populations. Building administration, counselors, family liaisons, and staff used the information to strategically reach out to students and families for students that frequently have been absent. In addition to a district attendance team, an attendance specialist coordinated with school attendance teams and family liaisons using data and research-based practices to reduce chronic absenteeism.

In 2018-19, Windham Public Schools continued to focus its efforts for its 1:1 device initiative by focusing on providing Chromebooks to grades 6 and 9. In addition to providing the students access to the devices, staff was given professional development in how to best use the technology in the classroom including training in Google Classroom.

The district continued an initiative 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.

In 2018-19, Windham Public Schools continued to utilize the services of seven Family Liaisons, one for each school in the district. The primary responsibility of the liaisons, all fluent in English and Spanish, was to be a bridge between 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 used 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 2018-19, the Parent and Community University (PCU) in its fourth year, held an event hosted in the Fall. PCU is hosted by Windham Public Schools but relies on the partnerships the Public Information and Family Engagement Departments for with many community partners. These events served as a 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 event included a wide variety of topics ranging from Parental Awareness to Parental Health and Awareness to Personal Growth and Development. These events helped parents on how to support children's academic opportunities and today's educational challenges. In addition to the event in the fall, monthly PCU workshops are held on a variety of topics based on feedback received from parents and families.

In addition to the outreach efforts listed above, all schools in Windham have a School Governance Council (SGC).

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

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 2017-18, 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 two-way dual language program at North Windham Elementary School, at Windham Middle School enabling students to become bilingual, bicultural, and bi-literate. One-Way Dual Language programs were implemented at Sweeney and Natchaug (grades K-1) and Windham Center Elementary Schools (grades K-1).

Windham is invested in the ongoing recruitment of school personnel reflective of the diversity represented in our student population and has implemented several recruiting and hiring strategies in this pursuit.

Windham Early College Opportunity, a program designed so high school students can earn an associate degree in manufacturing along with a high school diploma its fourth year of implementation. Partners in this endeavor include Quinnebaug Valley Community College and manufacturing companies from across the state. Opportunities for participating students include manufacturing internships during the summer.

Several grant-funded initiatives bring together Windham's students with neighboring school districts serving a less diverse population to foster interaction among students with different backgrounds. Charles H. Barrows STEM Academy is a Windham host magnet school that attracts students from 26 school districts (grades K-8) where students from Windham, two-thirds of the school population, establish meaningful relationships with students from other towns. High school students interact with students from different backgrounds through inter-disciplinary units provided by teachers and are involved in inter-district programs.

# District Profile and Performance Report for School Year 2018-19

## Windham School District

### **Equitable Allocation of Resources among District Schools**

The 2018-19 budget was \$47,976,055, which was an increase of \$649,892, or 1.4%. 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.