

STRATEGIC SCHOOL PROFILE 2012-13**Windham School District**

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Willimantic,
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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: 94.0%

*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, 2012 3,189
 5-Year Enrollment Change -12.2%

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	2,428	76.1	85.0	36.7
K-12 Students Who Are Not Fluent in English	771	26.1	15.3	5.8
Students Identified as Gifted and/or Talented*	114	3.6	1.3	3.8
PK-12 Students Receiving Special Education Services in District	477	15.0	13.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	248	79.7	67.4	79.3
Homeless	62	1.9	1.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	52	14.6	9.9	12.7

*97.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	14	0.4
Asian American	26	0.8
Black	141	4.4
Hispanic	2,106	66.0
Pacific Islander	2	0.1
White	834	26.2
Two or more races	66	2.1
Total Minority	2,355	73.8

Percent of Minority Professional Staff: 12.3%

Non-English Home Language:

41.5% 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 11.

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 2012-13 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-5) and for 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 participated 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. With the opening of Charles H. Barrows STEM Academy (a Windham host magnet school) the district now attracts students from a total of 21 other school districts. This helps to ensure that students from Windham (two-thirds of the school's population) establish meaningful relationships with students from other towns. 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
Grade 3 Reading	35.0	56.9	5.6
Writing	32.8	60.0	3.1
Mathematics	42.4	61.4	8.1
Grade 4 Reading	42.7	62.6	8.2
Writing	36.3	63.0	2.5
Mathematics	46.4	65.1	8.9
Grade 5 Reading	40.2	66.9	5.0
Writing	41.5	65.6	6.2
Mathematics	51.9	69.2	11.2
Science	33.2	62.3	6.2
Grade 6 Reading	38.5	73.3	1.8
Writing	27.5	65.1	1.8
Mathematics	25.1	67	1.8
Grade 7 Reading	43.1	78.9	1.3
Writing	27.0	64.9	1.3
Mathematics	24.7	65.4	1.3
Grade 8 Reading	36.6	76.2	1.3
Writing	27.3	67.2	1.9
Mathematics	18.1	65.0	0.6
Science	16.7	60.4	0.6

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	12.4	48.5	3.0
Writing Across the Disciplines	16.5	62.1	1.5
Mathematics	13.6	52.4	2.3
Science	15.5	48.8	6.8

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
	38.8	51.1	20.4

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		64.7	78.5	
Average Score	Mathematics	463	503	20.3
	Critical Reading	475	499	24.8
	Writing	467	504	16.5

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 2012	70.2	84.8	9.6
2011-12 Annual Dropout Rate for Grade 9 through 12	4.6	2.1	5.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.5	82.6
% Employed (Civilian Employment and in Armed Services)	5.9	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	220.30
Paraprofessional Instructional Assistants	67.50
Special Education	
Teachers and Instructors	38.10
Paraprofessional Instructional Assistants	56.75
Library/Media Specialists and/or Assistants	6.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	17.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	8.00
Counselors, Social Workers, and School Psychologists	15.80
School Nurses	9.00
Other Staff Providing Non-Instructional Services and Support	200.20

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	14.0	12.5	13.9
% with Master's Degree or Above	61.1	73.0	79.8

Average Class Size	District	DRG	State
Grade K	22.3	21.9	18.9
Grade 2	20.1	21.7	19.8
Grade 5	21.8	22.7	21.3
Grade 7	22.3	21.5	20.2
High School	20.1	17.6	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,091	1,040	999
Middle School	1,079	1,033	1,029
High School	1,235	1,069	1,027

*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*	4.6	2.7	2.7
Middle School	1.8	2.3	2.1
High School	2.1	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$31,246	\$9,638	\$8,570	\$8,744	\$8,570
Instructional Supplies and Equipment	\$1,459	\$450	\$252	\$259	\$257
Improvement of Instruction and Educational Media Services	\$1,333	\$411	\$475	\$558	\$471
Student Support Services	\$3,309	\$1,021	\$949	\$860	\$950
Administration and Support Services	\$5,032	\$1,552	\$1,526	\$1,618	\$1,547
Plant Operation and Maintenance	\$4,204	\$1,297	\$1,466	\$1,453	\$1,459
Transportation	\$2,889	\$798	\$775	\$955	\$765
Costs for Students Tuitioned Out	\$4,676	N/A	N/A	N/A	N/A
Other	\$592	\$183	\$170	\$168	\$170
Total	\$54,740	\$16,053	\$14,444	\$14,982	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$14,332	\$4,421	\$1,405	\$2,290	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$12,591,720	23.0	23.0	21.8

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	17.4	69.4	12.4	0.8
Excluding School Construction	30.1	53.2	15.6	1.0

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 2012-13 budget was \$43,313,706 which was a 1.28% 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, the middle school and 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	508
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.4%

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	46	1.5	1.2	1.3
Learning Disability	144	4.7	5.3	4.0
Intellectual Disability	31	1.0	0.7	0.4
Emotional Disturbance	84	2.7	1.4	1.0
Speech Impairment	89	2.9	2.2	2.0
Other Health Impairment*	82	2.7	2.7	2.4
Other Disabilities**	32	1.0	1.3	1.0
Total	508	16.4	14.9	12.1

*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 2011-12 with a Standard Diploma	55.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	6.6	3.2

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	11.8	34.5	39.3	69.2
	Writing	3.0	19.9	32.2	64.4
	Mathematics	7.4	29.0	35.0	65.5
	Science	5.0	21.3	25.2	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	12.4	48.5
	Writing Across the Disciplines	N/A	N/A	16.5	62.1
	Mathematics	N/A	N/A	13.6	52.4
	Science	N/A	N/A	15.5	48.8

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	25.4
	% With Accommodations	74.6
CAPT	% Without Accommodations	71.1
	% With Accommodations	28.9
% Assessed Using Skills Checklist		11.3

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	22	4.3
Private Schools or Other Settings	41	8.1

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	357	70.3	68.2	72.0
40.1 to 79.0 Percent of Time	72	14.2	16.7	16.4
0.0 to 40.0 Percent of Time	79	15.6	15.1	11.6

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. 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 2012-2013, the work of the seven Family Liaisons (one for each of the district's schools) increased significantly. 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. As such, each of the Family Liaisons receives ongoing training in Joyce Epstein's six types of parental involvement, as well as having received training in Common Sense Parenting (CSP), People Empowering People (PEP) and Parents Supporting Educational Excellence (Parent SEE), all initiatives that are being pursued each year in the district as part of the Windham's Strategic Operating Plan. To ensure a focused approach, each liaison developed an action plan for the school year. As a result, they carried out parent workshops in volunteering, internet safety, and special education issues, just to name a few. In addition, all Family Liaisons received training to become CSP and PEP trainers. During this school year over 20 parents were trained in Common Sense Parenting, bringing the total to 143. Seventeen were trained in People Empowering People, bringing that total to 40. Also, a total of 49 parents have been trained in Parent SEE. As a way of measuring parental engagement, 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. During the 2012-2013 school year, over 7200 hours of parent involvement (volunteering, committee work, SGC membership, events, conferences, etc...) were recorded. Another strong example of parent involvement was the 17 parent literacy and student presentation evenings in the five afterschool programs. Over 1400 parents and family members (not counting the students) attended. Finally, the district contracted Leadership Greater Hartford (LGH) to provide systematic training for School Governance Councils (SGC), seven of which were functioning this year. By June of 2013, the District Administrators and SGC members had received separate training by LGH in the responsibilities of the Councils and their members. Additionally, the SGC members attended three trainings related to different SGC functions (i.e. budget, data, and policy).
