

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



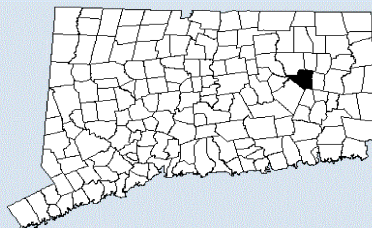
Windham School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	15
Enrollment	3,337
Per Pupil Expenditures ¹	\$18,668
Total Expenditures ¹	\$63,394,855

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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.

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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,572	47.1	48.4
Male	1,765	52.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	30	0.9	5.1
Black or African American	108	3.2	12.9
Hispanic or Latino	2,341	70.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	66	2.0	2.9
White	784	23.5	54.8
English Learners	849	25.4	6.8
Eligible for Free or Reduced-Price Meals	2,753	82.5	35.9
Students with Disabilities ¹	603	18.1	14.3

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	190	13.3	139	8.8
Male	228	14.1	256	14.4
Black or African American	16	15.2	24	22.2
Hispanic or Latino	321	15.3	294	12.4
White	75	10.2	67	8.6
English Learners	152	17.8	121	13.9
Eligible for Free or Reduced-Price Meals	387	15.5	359	12.9
Students with Disabilities	137	22.7	108	15.5
District	418	13.7	395	11.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 457

Number of school-based arrests: 27

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.

District Profile and Performance Report for School Year 2016-17

Windham School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	252.9
Paraprofessional Instructional Assistants	67.5
Special Education	
Teachers and Instructors	37.5
Paraprofessional Instructional Assistants	67.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	18.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	16.6
Counselors, Social Workers and School Psychologists	25.5
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	222.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	9	2.5	1.0
Black or African American	6	1.6	3.6
Hispanic or Latino	38	10.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.3	0.1
White	311	84.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino	49	63.6	68	72.3
White	18	51.4	22	81.5
English Learners	12	41.4	25	61.0
Eligible for Free or Reduced-Price Meals	64	61.0	79	73.8
Students with Disabilities	10	38.5	18	52.9
District	79	60.3	97	74.6
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	23	41.8
Emotional Disturbance	36	45.6
Intellectual Disability	11	45.8
Learning Disability	148	80.4
Other Health Impairment	78	72.2
Other Disabilities	10	31.3
Speech/Language Impairment	65	76.5
District	371	65.4
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	61	1.9
Emotional Disturbance	79	2.5
Intellectual Disability	24	0.8
Learning Disability	184	5.8
Other Health Impairment	110	3.4
Other Disabilities	56	1.8
Speech/Language Impairment	92	2.9
All Disabilities	606	18.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	33,085,808	10,127 9,663
Instructional Supplies and Equipment	2,042,800	625 321
Improvement of Instruction and Educational Media Services	1,417,130	434 578
Student Support Services	5,404,275	1,654 1,103
Administration and Support Services	6,636,014	2,031 1,861
Plant Operation and Maintenance	6,297,589	1,928 1,637
Transportation	3,558,298	1,021 877
Costs of Students Tuitioned Out	4,952,941	N/A N/A
Other	0	0 201
Total	63,394,855	18,668 16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,171,966	665 1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	3,730,425	27.8
Noncertified Personnel	2,361,266	17.6
Purchased Services	872,854	6.5
Tuition to Other Schools	3,777,276	28.1
Special Ed. Transportation	1,233,187	9.2
Other Expenditures	1,465,187	10.9
Total Expenditures	13,440,195	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	37.0	36.1
State	54.0	54.7
Federal	7.8	8.1
Tuition & Other	1.1	1.1

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 2016-17

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	15	*	15	*	*	*
Black or African American	56	60.4	56	52.6	23	41.4
Hispanic or Latino	1074	55.5	1072	49.9	416	40.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	44	72.4	44	68.6	12	*
White	425	68.4	423	61.9	154	51.2
English Learners	523	50.9	522	46.7	181	36.2
Non-English Learners	1094	63.9	1091	57.2	430	46.4
Eligible for Free or Reduced-Price Meals	1285	56.4	1281	50.6	494	40.6
Not Eligible for Free or Reduced-Price Meals	332	72.5	332	66.3	117	55.2
Students with Disabilities	306	41.1	305	36.4	132	33.9
Students without Disabilities	1311	64.0	1308	57.9	479	46.0
High Needs	1350	56.3	1346	50.6	519	40.5
Non-High Needs	267	77.0	267	70.3	92	59.8
District	1617	59.7	1613	53.8	611	43.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	77.0	74.3	81.3	78.4	870	77.6
Curl Up	82.0	66.1	83.1	81.9	870	78.0
Push Up	64.3	76.5	68.0	75.0	870	69.9
Mile Run/PACER	54.4	61.3	48.4	46.6	870	53.7
All Tests - District	35.7	43.5	37.9	44.0	870	39.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	96	71.9
English Learners	42	66.7
Eligible for Free or Reduced-Price Meals	118	76.3
Students with Disabilities	34	52.9
District	150	79.3
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.0	18	16.1
Male	91.3	15	10.1
Black or African American	*	*	*
Hispanic or Latino	91.2	17	9.9
White	88.7	13	21.0
English Learners	81.4	*	*
Eligible for Free or Reduced-Price Meals	91.5	20	9.4
Students with Disabilities	78.3	*	*
District	91.6	33	12.6
State	96.1		43.5

³College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	69.4	68.3
Male	43.8	86.7
Black or African American	*	*
Hispanic or Latino	50.7	72.1
White	54.1	85.0
English Learners	48.4	*
Eligible for Free or Reduced-Price Meals	50.5	69.4
Students with Disabilities	*	*
District	54.1	76.1
State	72.0	88.5

⁵College 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.

⁶College 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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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	59.7	75	39.8	50	79.6	67.1
	High Needs Students	56.3	75	37.5	50	75.0	55.9
Math Performance Index	All Students	53.8	75	35.9	50	71.8	62.2
	High Needs Students	50.6	75	33.7	50	67.4	50.5
Science Performance	All Students	43.4	75	28.9	50	57.9	55.3
	High Needs Students	40.5	75	27.0	50	54.0	45.2
ELA Academic Growth	All Students	54.1%	100%	54.1	100	54.1	55.4%
	High Needs Students	51.8%	100%	51.8	100	51.8	49.8%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	61.7%
	High Needs Students	51.2%	100%	51.2	100	51.2	53.7%
Chronic Absenteeism	All Students	13.7%	<=5%	32.5	50	65.1	9.9%
	High Needs Students	15.5%	<=5%	29.0	50	58.0	15.8%
Preparation for CCR	% Taking Courses	67.4%	75%	45.0	50	89.9	70.7%
	% Passing Exams	12.6%	75%	8.4	50	16.9	43.5%
On-track to High School Graduation		78.3%	94%	41.6	50	83.3	87.8%
4-year Graduation All Students (2016 Cohort)		79.3%	94%	84.4	100	84.4	87.4%
6-year Graduation - High Needs Students (2014)		79.1%	94%	84.1	100	84.1	82.0%
Postsecondary Entrance (Class of 2016)		54.1%	75%	72.1	100	72.1	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.4% 39.4%	75%	26.3	50	52.6	92.0% 51.6%
Arts Access		62.8%	60%	50.0	50	100.0	50.5%
Accountability Index				887.9	1350	65.8	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	56.3	18.7	16.7	
Math Performance Index Gap	70.3	50.6	19.7	18.7	
Science Performance Index Gap	59.8	40.5	19.3	16.6	
Graduation Rate Gap	92.7%	79.1%	13.6%	12.0%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	99.0
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	99.2
	High Needs Students	99.1

³Minimum participation standard is 95%.

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

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: 43.8

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Windham School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2016-17, 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 of students that frequently have been absent. In addition to the district attendance teams, school attendance teams were formed along with attendance plans developed for each building.

Windham High School instituted a credit recovery program to assist students who were having difficulty obtaining credits necessary to complete high school graduation requirements. Students who complete the necessary work through this program are eligible to graduate with a diploma. The attendance and truancy review continued as an ongoing process in order to assure that our students partake fully in the education available to them through Windham schools.

The district continued an initiative to reduce the number of outplacements by developing programs inside the district that met 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 2016-17, Windham Public Schools utilized 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 serve as 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 monitors 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 2016-17, the Parent and Community University (PCU), in its second year, held two events hosted in fall and spring. PCU is hosted by Windham Public Schools but relies on the Public Information and Family Engagement Departments along 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 two events included a wide variety of topics ranging from Parental Awareness to Parental Health and Awareness to Personal Growth and Development. These events educated parents on how to support children's academic opportunities and today's educational challenges. All schools in Windham have a School Governance Council (SGC). Training has occurred for SGC members through CABE.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windham Public Schools is committed to reducing ethnic and economic isolation by recognizing and appreciating the unique assets represented in the community. In 2016-17, the district and schools provided numerous opportunities for staff, parents, and students to participate in activities at each school building. A district dual language program at North Windham School and at Windham Middle School enables students to become bilingual, bicultural, and bi-literate. Transitional bilingual kindergartens were implemented at Sweeney School, Natchaug School, and Windham Center School for the 2016-17 school year with plans to expand that program to grade 1 in 2017-18. Windham is invested in ongoing recruitment of school staff who reflect the diversity represented in our student population and has instituted several recruiting and hiring strategies in this pursuit. Windham Early College Opportunity, a program designed for high school students to earn an associate degree in manufacturing in addition to their high school diploma in the manufacturing field was implemented for the second year. Partners include Quinnabug Valley Community College and manufacturing companies from across the state. Several grant-funded initiatives bring together Windham's students with those from neighboring school districts that serve less diverse populations. Partnering communities to foster interaction among students with different backgrounds are: Columbia, Coventry, East Hartford, Hampton, Hebron, Killingly, Lebanon, Mansfield, and Willington. Selected schools also have the Foster Grandparent Program and the Big Brothers and Big Sisters Program. In 2016-17, Charles H. Barrows STEM Academy, a host magnet school that attracts students from 26 other school districts, operated at full capacity for grades k-8 for the second year. This school helps to ensure students from Windham (67% of the school population) establish meaningful relationships with students from other towns. Windham High School students are given the opportunity to interact with students from different backgrounds through inter-disciplinary units provided by teachers and are involved in several inter-district programs through EASTCONN in Science (Forensics) and Social Studies (Pathways to History, Mosaics).

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Equitable Allocation of Resources among District Schools

The 2016-17 budget was \$45,951,524, which was an increase of \$848,578, or 1.9% over the prior year's budget. Each school principal had 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. Additionally, Windham Middle School received the Commissioner's Network Grant in 2016-17.