

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



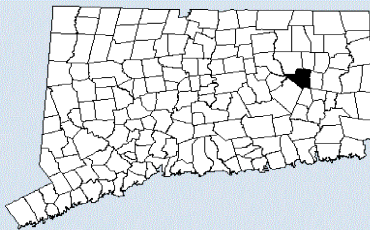
Windham School District

Dr. Tracy Youngberg, Superintendent • 860-465-2310 • <https://www.windhamps.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	3,206
Per Pupil Expenditures ¹	\$19,059
Total Expenditures ¹	\$65,238,023

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,543	48.1	48.5
Male	1,663	51.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	11	0.3	0.3
Asian	18	0.6	5.1
Black or African American	100	3.1	12.6
Hispanic or Latino of any race	2,329	72.6	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	68	2.1	4.3
White	680	21.2	48.6
English Learners/Multilingual Learners	994	31.0	8.8
Eligible for Free or Reduced-Price Meals	2,342	73.1	40.6
Students with Disabilities ³	632	19.7	16.7

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

³ 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	651	45.9	129	8.0
Male	709	46.1	247	14.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	41	46.1	17	16.0
Hispanic or Latino of any race	1,056	50.0	275	11.4
White	216	33.0	74	10.3
English Learners/Multilingual Learners	530	53.6	112	10.8
Eligible for Free or Reduced-Price Meals	1,154	52.6	307	12.1
Students with Disabilities	318	53.2	107	14.5
District	1,360	46.0	376	11.2
State		23.7		6.5

Number of students qualified as truant under state statute: 1,645

Number of school-based arrests: Fewer than 6

⁴ 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.

⁵ 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 2021-22

Windham School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	249.0
Paraprofessional Instructional Assistants	36.5
Special Education	
Teachers and Instructors	41.3
Paraprofessional Instructional Assistants	73.5
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	19.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	16.0
Counselors, Social Workers and School Psychologists	23.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	279.7

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	1.9	1.3
Black or African American	8	2.2	4.3
Hispanic or Latino of any race	47	13.0	4.6
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	2	0.6	0.2
White	297	82.0	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	91	82.7	95	89.6
White	26	86.7	20	95.2
English Learners/Multilingual Learners	30	75.0	24	77.4
Eligible for Free or Reduced-Price Meals	100	86.2	96	89.7
Students with Disabilities	28	80.0	40	88.9
District	126	84.6	123	89.8
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	38	47.5
Emotional Disturbance	16	43.2
Intellectual Disability	*	*
Learning Disability	169	86.2
Other Health Impairment	80	64.0
Other Disabilities	*	*
Speech/Language Impairment	62	92.5
District	384	69.6
State		68.4

³ 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 2021-22

Windham School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	94	3.1	2.3
Emotional Disturbance	37	1.2	1.1
Intellectual Disability	27	0.9	0.6
Learning Disability	196	6.6	6.1
Other Health Impairment	125	4.2	3.3
Other Disabilities	28	0.9	1.1
Speech/Language Impairment	91	3.0	1.9
All Disabilities	598	20.0	16.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	28	4.7	8.2
Private Schools or Other Settings	15	2.5	4.6

² 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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$38,838,629	\$11,346	\$12,000
Support services - students	\$6,970,520	\$2,163	\$1,468
Support services - instruction	\$2,220,805	\$689	\$780
Support services - general administration	\$793,261	\$246	\$472
Support services - school based administration	\$4,202,624	\$1,304	\$1,103
Central and other support services	\$2,806,783	\$871	\$703
Operation and maintenance of plant	\$6,282,243	\$1,949	\$1,910
Student transportation services	\$3,123,158	\$1,089	\$1,287
Food services	.	.	\$28
Enterprise operations	.	.	\$170
Total	\$65,238,023	\$19,059	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,950,069	30.8	29.7
Instructional Aide Salaries	\$2,098,709	13.1	10.8
Other Salaries	\$616,161	3.8	9.8
Employee Benefits	\$2,882,789	17.9	13.8
Purchased Services Other Than Transportation	\$482,337	3.0	5.7
Special Education Tuition	\$3,705,516	23.0	22.6
Supplies	\$425,001	2.6	0.6
Property Services	\$46,393	0.3	0.4
Purchased Services For Transportation	\$832,058	5.2	6.3
Equipment	\$40,619	0.3	0.2
All Other Expenditures	\$668	0.0	0.1
Total	\$16,080,320	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.6	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	31.3
State	56.5
Federal	9.6
Tuition & Other	2.6

⁴ 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 2021-22

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	8	*	8	*	*	*
Asian	10	*	10	*	*	*
Black or African American	47	53.4	46	44.5	16	*
Hispanic or Latino of any race	1,156	48.5	1,147	43.1	460	48.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	34	65.8	36	55.2	17	*
White	363	63.4	363	57.8	153	65.6
English Learners/Multilingual Learners	576	43.9	572	39.6	219	44.4
Non-English Learners/Non-Multilingual Learners	1,042	57.3	1,038	50.9	433	57.9
Eligible for Free or Reduced-Price Meals	1,165	48.9	1,160	43.0	464	48.8
Not Eligible for Free or Reduced-Price Meals	453	61.9	450	56.9	188	64.8
Students with Disabilities	323	34.7	319	30.2	140	38.6
Students without Disabilities	1,295	57.0	1,291	51.0	512	57.4
High Needs	1,305	48.5	1,299	42.8	524	48.6
Non-High Needs	313	69.1	311	64.1	128	73.2
District	1,618	52.5	1,610	46.9	652	53.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	78.9	78.1	78.0	58.9	972	75.7
Curl Up	87.6	77.4	68.6	57.4	972	74.4
Push Up	75.6	44.5	41.8	40.3	972	50.8
Mile Run/PACER	70.7	54.4	50.0	24.0	972	53.0
All Tests - District	59.1	43.1	39.9	14.0	972	42.2
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2021-22

Windham School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	111	80.2
White	29	72.4
English Learners/Multilingual Learners	44	75.0
Eligible for Free or Reduced-Price Meals	135	75.6
Students with Disabilities	40	55.0
District	153	78.4
State		89.6

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

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	88.3	61	47.7
Male	84.8	43	27.2
Non-Binary	N/A	N/A	N/A
Black or African American	*	6	*
Hispanic or Latino	86.1	72	33.3
White	82.4	23	45.1
English Learners/ Multilingual Learners	76.1	*	*
Eligible for Free or Reduced-Price Meals	85.2	77	34.5
Students with Disabilities	63.8	*	*
District	86.4	104	36.4
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ 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.

Copyright © 2022 The College Board. www.collegeboard.org

ACT[®] statistics derived from data provided by ACT, Inc.

Copyright © 2022 ACT, Inc. www.act.org

IB[®] statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2022

College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	41.1	64.3
Male	32.5	61.9
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	32.7	61.3
White	44.4	*
English Learners/ Multilingual Learners	16.3	*
Eligible for Free or Reduced-Price Meals	33.3	57.9
Students with Disabilities	19.4	*
District	36.0	63.3
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

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	52.5	75	35.0	50	70.0	64.2
	High Needs Students	48.5	75	32.4	50	64.7	54.2
Math Performance Index	All Students	46.9	75	31.3	50	62.5	58.6
	High Needs Students	42.8	75	28.5	50	57.0	47.7
Science Performance Index	All Students	53.4	75	35.6	50	71.2	61.4
	High Needs Students	48.6	75	32.4	50	64.7	51.3
ELA Academic Growth	All Students	53.0%	100%	53.0	100	53.0	60.4%
	High Needs Students	51.3%	100%	51.3	100	51.3	56.2%
Math Academic Growth	All Students	60.5%	100%	60.5	100	60.5	65.2%
	High Needs Students	57.9%	100%	57.9	100	57.9	59.1%
Progress Toward English Proficiency	Literacy	67.9%	100%	33.9	50	67.9	64.9%
	Oral	53.2%	100%	26.6	50	53.2	57.4%
Chronic Absenteeism	All Students	46.0%	<=5%	0.0	50	0.0	23.7%
	High Needs Students	51.1%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	87.1%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	36.4%	75%	24.2	50	48.5	43.5%
On-track to High School Graduation		68.3%	94%	36.3	50	72.7	82.7%
4-year Graduation All Students (2021 Cohort)		78.4%	94%	83.4	100	83.4	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		76.8%	94%	81.7	100	81.7	85.2%
Postsecondary Entrance (Class of 2021)		36.0%	75%	48.0	100	48.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 42.2%	75%	28.1	50	56.2	94.0% 45.8%
Arts Access		65.5%	60%	50.0	50	100.0	52.4%
Accountability Index				880.2	1450	60.7	

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 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	69.1	48.5	20.6	16.6	
Math Performance Index Gap	64.1	42.8	21.3	18.2	
Science Performance Index Gap	73.2	48.6	24.7	17.4	
Graduation Rate Gap	.	76.8%	.	10.2%	N

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.

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. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.3
	High Needs Students	98.1
Math	All Students	98.0
	High Needs Students	97.7
Science	All Students	97.1
	High Needs Students	96.7

³Minimum 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: 41.1

State: 49.7

District Profile and Performance Report for School Year 2021-22

Windham School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In 2020-21, Windham Public Schools continued to improve and enhance its special education programming and services for students with disabilities. Windham continued to run its alternative education program called Community, Occupational, and Remote Education (CORE) for students in grades 9-12. A new site for both CORE and the district's Assisted Work Program (AWP) was secured allowing the program expand and enroll more students in it. The Department of Pupil Services expanded from 2 to 4 administrators to better support programming and department. The department continue to implement its Tier 3 intervention resources to support sustained and increased student achievement. Summer learning was expanded from previous years of 200-300 students and grades K-5 to grades K-8 with 600 students. This was done in addition to credit recovery and grade 9 orientation. During summer school and the school year, the district implemented project based learning. This was done to meaningfully engage students in their learning authentically connect different disciplines into common themes or projects. The Department of Family and Community Partnerships worked closely with building and district leadership in preventing and minimizing truancy and chronic absenteeism and improving engagement with the schools. Family liaisons, teachers, building leadership, and support staff collaborated to ensure students and families had what they need to participate in the educational process. Family liaisons conducted over 600 home visits to reach families to improve engagement. Additionally, the district partnered with EASTCONN participating in the LEAP Grant to help improve attendance and engagement. A focus of the efforts of the liaisons and the Before and After School Program staff was to connect families dealing with the impact of COVID-19 to community agencies and resources. All schools continued their School Governance Councils. Additionally, the Department of Family and Community Partnerships conducted virtual parent workshops throughout the year. High School staff were trained during the school year in best practices for communicating and engaging families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Windham Public Schools is committed to reducing ethnic and economic isolation by recognizing diversity as strength. During 2021-22, the district provided 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 three schools spanning grades Pre-K-8 enabling students to become bilingual, bicultural, and bi-literate. The two-way dual language program includes approximately 50% native English speakers and 50% native Spanish speakers. One-Way Dual Language programs were implemented at three schools spanning grades K-5. Over 600 students were involved in these programs. Windham is invested in the ongoing recruitment of school personnel reflective of the diversity represented in our student population and continued to implement several recruiting and hiring strategies in this pursuit. Pursuant to the district's efforts to staff highly qualified bilingual educators for its dual language classrooms, the district recruited 10 teachers from Spain as part of J1 Visa Program for 2021-22. Additional teachers were recruited in the spring of 2022 for the following schoolyear. Charles H. Barrows STEM Academy is a Windham host magnet grades K-8 school attracting students from 26 school districts with students from Windham, two-thirds of the school population, establish meaningful relationships with students from other towns. Windham Early College Opportunity (ECO) continued to be implemented at Windham High School allowing high school students to earn college credentials along with a high school diploma. Partners in this endeavor include Quinnebaug Valley Community College and manufacturing companies from across the state. 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.

District Profile and Performance Report for School Year 2021-22

Windham School District

Equitable Allocation of Resources among District Schools

The 2021-22 budget was \$49,085,741 which was an increase of 1% over the prior year's budget. Grant funding and Education Cost Sharing Funds support a significant portion of the total Board of Education budget. Through the Alliance School Grant and Priority School Grant, the district was able to support many academic initiatives in the schools. CARES and ESSER funding was utilized by the district to support costs related to the impact of COVID-19 had on the school system. During budget planning for 2021-22, building and district resource leaders analyze data and collaborate to determine the needs and equitable allocation of resources. Priority was given to closing the opportunity and access gap that widened during the pandemic.