

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Windham Technical High School

Connecticut Technical Education and Career System

860-456-3879 • <http://www.cttech.org/schools.html>

School Information

Grade Range	9-12
Enrollment	510
Per Pupil Expenditures	\$27,972
Total Expenditures	\$13,734,415

Expenditure data reflect the 2023-24 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.....	3
Performance and Accountability.....	4

Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

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>

For district totals, please see the district profile.
* 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, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	*	*	39.0
Male	339	66.5	60.3
Non-Binary	*	*	0.6
American Indian or Alaska Native	0	0.0	*
Asian	*	*	0.8
Black or African American	*	*	12.4
Hispanic or Latino of any race	203	39.8	44.2
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	23	4.5	5.2
White	269	52.7	37.2
English Learners/Multilingual Learners	23	4.5	5.8
Eligible for Free or Reduced-Price Meals	215	42.2	48.7
Students with Disabilities	102	20.0	17.1

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	15	8.7
Male	15	4.5	49	14.3
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	6.5	31	15.3
White	12	4.5	29	10.7
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	12	5.5	29	12.7
Students with Disabilities	12	12.5	14	13.0
All Students - School	29	5.8	64	12.4
All Students - District		16.5		14.9

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 20
Number of school-based arrests: Fewer than 6

School Profile and Performance Report for School Year 2024-25

Windham Technical High School

Connecticut Technical Education and Career System

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	41.4
General Education Paraprofessionals	3.0
Special Education Teachers and Instructors	4.5
Special Education Paraprofessionals	0.0
School Level Administrators	8.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.5
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	22.9

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	1.6	5.0
Hispanic or Latino of any race	2	3.3	7.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	58	95.1	86.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	12.0
District	13.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	3	4.9	6.8
Teachers	2	3.8	8

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

School Profile and Performance Report for School Year 2024-25

Windham Technical High School

Connecticut Technical Education and Career System

Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$8,721,232	\$17,762
Support Services - Students	\$1,472,649	\$2,999
Improvement of Instruction	\$15,456	\$31
Library and Media Services	\$149,368	\$304
Support Services - Instruction	\$3,809	\$8
Support Services - School-Based Administration	\$1,171,930	\$2,387
Operation and Maintenance of Plant	\$1,796,780	\$3,659
Transportation Other Than to/From Home	\$4,972	\$10
Enterprise Operations	\$398,218	\$811
Total	\$13,734,415	\$27,972

Total per pupil expenditures (PPE) including share of district central expenditures is \$31,834.

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	6	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	64	100.0
Other Health Impairment	27	100.0
Other Disabilities	*	*
Speech/Language Impairment	N/A	N/A
All Disabilities - School	102	100.0
All Disabilities - District		98.3

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	45	100.0	47	100.0
White	63	100.0	59	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	42	100.0	44	100.0
Students with Disabilities	25	100.0	15	*
All Students - School	115	100.0	113	100.0
All Students - District		100.0		100.0

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

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1086
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:21 AM
School End Time	02:05 PM

School Profile and Performance Report for School Year 2024-25

Windham Technical High School

Connecticut Technical Education and Career System

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	43	42.6	43	36.8	45	58.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	62	45.1	62	40.2	63	65.7
English Learners/Multilingual Learners	6	*	6	*	7	*
Non-English Learners/Non-Multilingual Learners	105	44.8	105	39.5	108	63.2
Eligible for Free or Reduced-Price Meals	40	41.9	40	35.8	42	55.6
Not Eligible for Free or Reduced-Price Meals	71	45.8	71	41.0	73	65.8
Students with Disabilities	21	29.2	21	23.8	24	46.6
Students without Disabilities	90	48.0	90	42.7	91	66.2
High Needs	53	38.5	53	32.9	57	53.6
Non-High Needs	58	49.9	58	44.8	58	70.4
School	111	44.4	111	39.1	115	62.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	76.7	129	76.7
Curl Up	N/A	N/A	N/A	90.7	129	90.7
Push Up	N/A	N/A	N/A	68.2	129	68.2
Mile Run/PACER	N/A	N/A	N/A	41.1	129	41.1
All Tests - School	N/A	N/A	N/A	31.8	129	31.8
All Tests - District	N/A	N/A	N/A	33.8		33.8

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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

School Profile and Performance Report for School Year 2024-25

Windham Technical High School

Connecticut Technical Education and Career System

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	45	97.8
White	58	100.0
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	76	98.7
Students with Disabilities	23	100.0
All Students - School	112	99.1
All Students - District		97.1

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	47	61.0
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	32	34.8
White	35	28.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	33	38.4
Students with Disabilities	11	27.5
All Students - School	74	32.5
All Students - District		21.0

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

- SAT® - meets benchmark 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.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2025 The College Board. www.collegeboard.org

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

Copyright © 2025 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2025

College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	61.5	80.0
Male	28.8	70.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	52.3	*
White	30.5	95.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	42.1	70.0
Students with Disabilities	*	*
All Students - School	40.2	75.0
All Students - District	41.9	76.1

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.

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

School Profile and Performance Report for School Year 2024-25

Windham Technical High School

Connecticut Technical Education and Career System

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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	44.4	75	88.9	150	59.2	64.7
ELA Performance Index	High Needs Students	38.5	75	76.9	150	51.3	54.9
Math Performance Index	All Students	39.1	75	78.3	150	52.2	61.1
Math Performance Index	High Needs Students	32.9	75	65.8	150	43.9	50.6
Science Performance Index	All Students	62.1	75	82.8	100	82.8	62.6
Science Performance Index	High Needs Students	53.6	75	71.5	100	71.5	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	30.2%	100%	15.1	50	30.2	58.7%
Progress Toward English Proficiency	Oral	44.6%	100%	22.3	50	44.6	55.7%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.8	17.2%
Chronic Absenteeism	High Needs Students	7.0%	<=5%	46.0	50	92.1	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	32.5%	75%	21.6	50	43.3	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	99.1%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	98.1%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	40.2%	75%	53.6	100	53.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	31.8%	75%	21.2	50	42.4	49.0%
Arts Access	All Students	26.0%	60%	21.7	50	43.3	55.1%
Accountability Index				1014.0	1550	65.4	

Physical Fitness Estimated Participation Rate - School: 98.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	49.9	38.5	11.4	17.1	N
Math Performance Index Gap	44.8	32.9	11.9	18.6	N
Science Performance Index Gap	70.4	53.6	16.8	18.3	N
Graduation Rate Gap	.	98.1%	.	6.5%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.5
ELA	High Needs Students	93.0
Math	All Students	96.5
Math	High Needs Students	93.0
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>