

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Charles H. Barrows STEM Academy Windham School District

860-465-2610 • <https://cbs.windhamps.org/o/cbs>

School Information

Grade Range	K-8
Enrollment	535
Per Pupil Expenditures	\$18,445
Total Expenditures	\$10,218,435

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>

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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	258	48.2	48.0
Male	277	51.8	52.0
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	*
Asian	*	*	0.9
Black or African American	10	1.9	3.2
Hispanic or Latino of any race	261	48.8	72.5
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	21	3.9	2.3
White	236	44.1	20.7
English Learners/Multilingual Learners	80	15.0	32.0
Eligible for Free or Reduced-Price Meals	258	48.2	72.7
Students with Disabilities	59	11.0	20.7

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	32	12.7	11	4.2
Male	39	14.3	34	12.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	*	*
Hispanic or Latino of any race	44	17.3	24	9.1
White	*	*	19	8.0
English Learners/Multilingual Learners	14	17.7	9	11.0
Eligible for Free or Reduced-Price Meals	44	16.2	33	11.8
Students with Disabilities	14	22.2	14	20.9
All Students - School	71	13.5	45	8.3
All Students - District		31.6		10.1

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: 132
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	43.3
General Education Paraprofessionals	7.0
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	6.0
School Level Administrators	2.0
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.6

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	0.5
Asian	1	1.8	1.9
Black or African American	0	0.0	0.5
Hispanic or Latino of any race	1	1.8	18.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.3
Two or More Races	2	3.5	4.9
White	53	93.0	73.9

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	8.6
District	12.2

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	10	16.9	12.6
Teachers	6	12.5	14

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.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$6,755,451	\$12,194
Support Services - Students	\$1,199,974	\$2,166
Improvement of Instruction	\$64,689	\$117
Library and Media Services	.	.
Support Services - Instruction	\$303,478	\$548
Support Services - School-Based Administration	\$856,585	\$1,546
Operation and Maintenance of Plant	\$1,019,936	\$1,841
Transportation Other Than to/From Home	\$18,324	\$33
Enterprise Operations	.	.
Total	\$10,218,435	\$18,445

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,951.

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	*	*
Emotional Disability	N/A	N/A
Intellectual Disability	*	*
Learning Disability	22	88.0
Other Health Impairment	12	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	10	*
All Disabilities - School	51	91.1
All Disabilities - District		66.1

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1022
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	08:00 AM
School End Time	02:40 PM

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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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	169	57.6	169	55.3	59	58.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	14	*	*	*
White	165	70.4	165	68.3	53	77.1
English Learners/Multilingual Learners	59	50.4	59	49.8	20	54.6
Non-English Learners/Non-Multilingual Learners	299	67.6	299	64.9	101	71.4
Eligible for Free or Reduced-Price Meals	174	59.2	174	56.6	58	63.8
Not Eligible for Free or Reduced-Price Meals	184	70.1	184	68.0	63	73.0
Students with Disabilities	47	46.6	47	37.9	15	*
Students without Disabilities	311	67.6	311	66.2	106	71.2
High Needs	200	58.1	200	56.0	65	62.5
Non-High Needs	158	73.3	158	70.7	56	75.6
School	358	64.8	358	62.4	121	68.6

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	95.0	98.3	98.3	N/A	178	97.2
Curl Up	88.3	93.2	89.8	N/A	178	90.4
Push Up	80.0	81.4	84.7	N/A	178	82.0
Mile Run/PACER	90.0	96.6	86.4	N/A	178	91.0
All Tests - School	66.7	81.4	84.7	N/A	178	77.5
All Tests - District	64.2	72.5	62.6	60.6		65.5

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.

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.8	75	43.2	50	86.4	64.7
ELA Performance Index	High Needs Students	58.1	75	38.7	50	77.5	54.9
Math Performance Index	All Students	62.4	75	41.6	50	83.3	61.1
Math Performance Index	High Needs Students	56.0	75	37.3	50	74.6	50.6
Science Performance Index	All Students	68.6	75	45.7	50	91.4	62.6
Science Performance Index	High Needs Students	62.5	75	41.7	50	83.4	52.1
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	60.6%
ELA Academic Growth	High Needs Students	61.8%	100%	61.8	100	61.8	55.7%
Math Academic Growth	All Students	65.9%	100%	65.9	100	65.9	62.3%
Math Academic Growth	High Needs Students	63.1%	100%	63.1	100	63.1	55.9%
Progress Toward English Proficiency	Literacy	60.9%	100%	30.5	50	60.9	58.7%
Progress Toward English Proficiency	Oral	47.3%	100%	23.6	50	47.3	55.7%
Chronic Absenteeism	All Students	13.5%	<=5%	32.9	50	65.8	17.2%
Chronic Absenteeism	High Needs Students	16.2%	<=5%	27.5	50	55.1	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	88.9%	94%	47.3	50	94.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	77.5%	75%	50.0	50	100.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				713.7	1000	71.4	

Physical Fitness Estimated Participation Rate - School: 99.4% | 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	73.3	58.1	15.2	17.1	N
Math Performance Index Gap	70.7	56.0	14.7	18.6	N
Science Performance Index Gap	75.0	62.5	12.5	18.3	N
Graduation Rate Gap	.	.	.	.	

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	99.4
ELA	High Needs Students	99.0
Math	All Students	99.4
Math	High Needs Students	99.0
Science	All Students	99.2
Science	High Needs Students	98.5

Minimum participation standard is 95%.

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