

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Windham High School
Windham School District**

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Location: 355 High Street
 Willimantic,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 907
 5-Year Enrollment Change: -7.5%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	548	60.4	77.0	26.0
Students Who Are Not Fluent in English	158	17.4	11.5	3.3
Students Identified as Gifted and/or Talented	0	0.0	2.8	4.7
Students with Disabilities	176	19.4	13.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	67	18.5	16.5	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	11.7	17.1	18.7
Biology I	16.8	18.7	19.3
English, Grade 10	15.4	17.7	19.1
American History	18.5	18.4	19.9

Language Instruction: Instruction was offered in the following language(s): French, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	966	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 24 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	16.9	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	21.0	23.1	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	92.5	94.1
Chemistry	71.5	73.6
4 or More Credits in Mathematics	32.8	65.5
3 or More Credits in Science	69.9	91.1
4 or More Credits in Social Studies	17.7	55.4
Credit for Level 3 or Higher in a World Language	40.9	60.6
2 or More Credits in Vocational Education	44.1	59.2
2 or More Credits in the Arts	31.2	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, the arts and/or vocational education.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	17.4	11.5	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	68.8	65.9	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.5	2.3	2.4
% of Computers with Internet Access	100.0	99.6	99.2
% of Computers that are High or Moderate Power	100.0	98.1	98.8
# of Print Volumes Per Student*	15.0	12.6	16.0
# of Print Periodical Subscriptions	53	28	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		61.90
Paraprofessional Instructional Assistants		10.00
Special Education: Teachers and Instructors		10.10
Paraprofessional Instructional Assistants		14.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		6.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.50
Counselors, Social Workers, and School Psychologists		6.80
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		43.20

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	16.0	13.1	13.8
% with Master's Degree or Above	66.7	72.7	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.2	8.7	8.4
% Assigned to Same School the Previous Year	85.3	80.1	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Windham High School, we are committed to supporting the family's role in the education of our students, and constantly seeking new ways to support this effort. Our new student systems program will provide parents with access to grades and homework requirements in their classes. In addition, families will be able to link to teachers from this site to make inquiries about student progress. WHS provides student progress reports eight times in a school year. The reports express qualitative and evaluative information on student success.

Parents have a number of options for meeting face to face with teachers: including a traditional year opening "open house," and four teacher parent conference dates (parents may come on a "walk-in" basis or schedule appointments). In addition, the guidance department hosts parent nights for each grade, offering specific information for that cohort. Finally, to start the year off, the 9th grade has a freshman activity night that incoming parent are invited to participate in. Our first year of Career Academies for all 10th grade students, will lead to numerous opportunities for parents to directly involve in their students SSP. .Parents are being asked multiple times during the school year to actively engage with their children in developing their SSP.

We are aware of the importance of reaching out to parents who are not fluent in English. Our student handbook is one of few in the state that is published in its entirety in English and Spanish. In addition, all other significant communication is sent home in Spanish. Parents of English Language Learners are engaged early and attend an ELL orientation to help them understand our school and the processes that support their children in academic achievement.

All student behavior of note (positive as well as negative), is reported home through our traditional referral process and the use of Positive Behavior Support. Information sent home is designed to give parents information so that they may support their child's success. The structure of the discipline policy is designed for teachers to engage parents early and often with regard to concerns.

Our Senior Project engages family and community. Students participate in independently designed and executed volunteer projects using parents, relatives and community members as resident experts and mentors. Parents are also highly active in our booster club, theater organization (Windham Players) and Parent Advisory Committee (providing insight, direction and financial support for curricular and extra curricular programs).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.6
Asian American	8	0.9
Black	53	5.8
Hispanic	493	54.4
White	348	38.4
Total Minority	559	61.6

Percent of Minority Professional Staff: 8.9

Non-English Home Language: 26.6% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4.

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 High School this year will be in the second year of implementation of the full 9th grade academy structure. Students are heterogeneously grouped on a team. This structure offers opportunities for all 9th graders through team activities and inter-disciplinary units to interact with students with various ethnic, socio-economic and academic backgrounds. WHS is also involved in a number of inter-district grant programs supervised by EASTCONN. These initiatives bring students from WHS together with students from various districts to enrich the curriculum in Science (Forensics), Social Studies (Pathways to History, Mosaics, and Peer Mediation) and English (Writing on the World Wide Web). Windham High School students may choose a variety of options for their high school career. These options include the Capital Theater School, Quinebaug Valley Middle College High School, and the Hartford Academy for the Performing Arts. The WHS students who attend these magnet schools interact with students from neighboring districts.

WHS is in its first year of implementation of the Career Academy program. A two year grant from AT&T will support our efforts to connect our existing curriculum to the community and possible career pathways. All 10th grade students have been assigned to career academies that link to their Student Success Plans (SSP). The Bi-lingual ELL department is involved with UCONN in an action research project which will assist teachers in meeting the academic needs of our Latino students. A cohort of ELL/bilingual teachers are completing a sixth year degree program sponsored by UCONN. In the future additional programs related to the career pathways identified by the SSP's will be developed to best meet the needs of every student. We are partnered with ESCU through the Bridges program which brings teachers from neighboring districts together to align their Math curricula to better prepare students for the Math college placement exam. ECSU and UCONN provide on-going tutoring services through a mentoring program.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	30.7	39.9	34.6

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	8	10.0
% of Grade 12 Students Tested	10.3	21.2
% of Exams Scored 3 or More*	47.2	72.8

*A score of three or higher is generally required for earning college credit.

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 scoreable 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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	24.0	47.4	21.0
Writing Across the Disciplines	33.0	55.0	21.5
Mathematics	26.7	47.8	21.9
Science	20.0	42.8	22.7

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	485	507	44.2
Critical Reading	480	503	42.0
Writing	488	506	45.3
% of Graduates Tested	47.3	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	83.0	92.1	11.5
Cumulative Four-Year Dropout Rate for Class of 2008	11.8	6.6	13.2
2007-08 Annual Dropout Rate for Grade 9 through 12	4.1	2.5	10.5

Activities of Graduates	School	State
% Pursuing Higher Education	84.4	84.1
% Employed, Civilian and Military	14.0	11.0

Student Attendance	School	State High Schools
% Present on October 1	93.2	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 373 students were responsible for these incidents. These students represent 36.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	3	0
Sexually Related Behavior	7	0
Personally Threatening Behavior	105	0
Theft	6	0
Physical/Verbal Confrontation	73	0
Fighting/Battery	52	0
Property Damage	31	0
Weapons	9	0
Drugs/Alcohol/Tobacco	31	0
School Policy Violations	1,417	4
Total	1,734	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

During the past three years, we have embarked on a restructuring plan that encompasses improving literacy instruction and personalizing the educational experience for all students. The focus on literacy started with the development of a comprehensive supplemental reading program. This program provides reading instruction to all 9th and 10th who are not performing at grade level. Three reading teachers provide instruction for the regular education students, while Special Education and Bilingual Education teachers support the remainder of the identified students. Additionally, “before, during, and after reading strategies” are being taught in all content areas. This year focus is on developing our Data Teams to best meet the needs of our students in closing the achievement gap. Our Professional Development Plan includes extensive work with identifying priority standards, creating and implementing four Common Formative Assessments.

The high school restructuring plan started with the development of a committee consisting of Parents, Students, Teacher, Administrators, Board of Education Members, and community Members. This committee met for over a year, which resulted in the piloting of a 9th Grade Transition Academy two years ago. The data was so impressive that we are presently fully implementing the 9th Grade Transition Academy for all 9th grade students. The Career Academy Design Team (CADT)) has developed a three year implementation plan for three vertical Career Academies for 10th, 11th, and 12th grade students. These academies will be aligned with the 16 identified state career clusters. We are implementing the Career Academy redesign to all 10th grade students starting this year. Parents have also become involved through the Parents Advisory Council (PAC) in an annual activity, Battle of the Bands, which has contributed to the school culture in several ways. The Battle of the Bands has given a segment of our student population a connection with the school not available in the past. Additionally, parents have utilized the funds from this activity to support teachers in the classroom with mini grants and several beautification projects. The most recent involved the combined efforts of administration, parents, and students over the summers improving the entrance to the Gymnasium and Athletic Fields. Another group of parents and community members organized as a Booster Club have supported these projects financially.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Windham High School, with a focus on respect, readiness, and responsibility, will continue our partnership with the University of Connecticut and the Positive Behavior Support model.

Windham High School continues to follow the Connecticut State Department of Education’s Connecticut Accountability for Learning Initiative (CALI) model to drive curriculum, instruction, and assessment work in our school. Our model for these processes is constantly tuned and revised for our student’s needs with the Data Driven Decision Making (DDDM) model. Common Formative Assessments (CFA) are created and tailored specifically for our students identified and prioritized learning needs. Extensive professional development continues to be provided to faculty in both Effective Teaching Strategies and Reciprocal Teaching Strategies.

All WHS teachers have several systemic structures which allow them to participate in professional learning communities. Teachers also have an additional three after school meetings a month for collaborative course specific, and PBS data team meetings.

The school employs a bi-monthly mentoring program, this Advisory program is meant to reduce student isolation and pair a student with a four year faculty advocate. All graduating WHS seniors must complete a character education, community service based Senior project as a mandatory graduation requirement. This project is coordinated within the aforementioned Advisory group and supervised with a faculty mentor.

Windham High school students have access to a state of the art career center and distance learning center. The career center works in conjunction with a mandatory ninth grade course requirement called Career Exploration. WHS students also have the ability to take online classes in the Distance Learning Center including college credit courses. Windham High School continues our Early College Experience partnership with the University of Connecticut adding three new for college credit ECE courses to our this year.
