

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



Natchaug School Windham School District

860-465-2380 • <http://http://nat.windham.k12.ct.us/>

School Information

Grade Range **K-5**
Enrollment **344**

Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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 [EdSight](#).

For district totals, please see the district profile.

* 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, 2013 Enrollment

| | School | | District |
|------------------------------------------|--------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 163 | 47.4 | 47.2 |
| Male | 181 | 52.6 | 52.8 |
| American Indian | * | * | 0.5 |
| Asian | * | * | 0.9 |
| Black or African American | 21 | 6.1 | 4.4 |
| Hispanic or Latino | 248 | 72.1 | 66.4 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| White | 63 | 18.3 | 25.5 |
| Two or More Races | 9 | 2.6 | 2.3 |
| English Language Learners | 114 | 33.1 | 23.8 |
| Eligible for Free or Reduced-Price Meals | 301 | 87.5 | 76.0 |
| Students with Disabilities ¹ | 46 | 13.4 | 15.6 |

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 | 30 | 19.0 | * | * |
| Male | 41 | 22.4 | * | * |
| Black or African American | 7 | 31.8 | * | * |
| Hispanic or Latino | 53 | 21.7 | 32 | 13.0 |
| White | 11 | 17.7 | 6 | 9.6 |
| English Language Learners | 23 | 19.8 | 18 | 15.5 |
| Eligible for Free or Reduced-Price Meals | 65 | 21.6 | 38 | 12.5 |
| Students with Disabilities | 19 | 32.8 | 16 | 27.1 |
| School | 71 | 20.8 | 41 | 11.9 |
| District | | 17.7 | | 17.3 |

Number of students in 2012-13 qualified as truant under state statute: 94

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.

School Profile and Performance Report for School Year 2013-14

Natchaug School

Windham School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|-----------------------------------------------------------|------|
| General Education | |
| Teachers and Instructors | 29.7 |
| Paraprofessional Instructional Assistants | 3.0 |
| Special Education | |
| Teachers and Instructors | 4.3 |
| Paraprofessional Instructional Assistants | 6.0 |
| Administrators, Coordinators and Department Chairs | |
| School Level | 1.0 |
| Library/Media | |
| Specialists (Certified) | 0.0 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 2.8 |
| Counselors, Social Workers and School Psychologists | 3.0 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 6.0 |

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 | School Percent of Total (%) | District Percent of Total (%) |
|---------------------------|-------|-----------------------------------|-------------------------------------|
| Asian | 0 | 0.0 | 3.1 |
| Black or African American | 0 | 0.0 | 0.9 |
| Hispanic | 5 | 11.6 | 8.5 |
| Native American | 0 | 0.0 | 0.0 |
| White | 38 | 88.4 | 87.5 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| School | 86.1 |
| School Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2012-13

| | School | District |
|--------------------------------------------------------------|--------|----------|
| Average # of FTE Days Absent Due to Illness or Personal Time | 12.9 | 13.5 |

Instruction and Resources

School Schedule

| | |
|---------------------------------------|------|
| Days of Instruction | 180 |
| Hours of Instruction Per Year | |
| Grades 1-12 and Full-Day Kindergarten | 1125 |
| Half/Extended Day Kindergarten | N/A |

| | |
|---------------------------|----------|
| School Hours for Students | |
| Start Time | 08:15 AM |
| End Time | 03:15 PM |

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | N/A | N/A |
| Learning Disability | 6 | * |
| Other Health Impairment | * | * |
| Other Disabilities | 0 | 0.0 |
| Speech/Language Impairment | 10 | * |
| School | 20 | 47.6 |
| District | | 67.8 |

³Ages 6-21

School Profile and Performance Report for School Year 2013-14

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Performance

School Performance Index (SPI)

A School Performance Index (SPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The SPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a SPI is 88 because in a district with a SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | SPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|------------------------------------------|---------|---------|---------|---------|---------|-----|--------|----------|-------------------------------------------------------------------------------------------------------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | SPI | Target | Achieved | |
| Black or African American | . | . | . | . | . | . | . | . | |
| Hispanic or Latino | 36.0 | 47.7 | 58.2 | 52.5 | . | . | . | . | |
| English Language Learners | 29.7 | 38.8 | . | 37.8 | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 37.1 | 50.5 | 62.3 | 55.0 | . | . | . | . | |
| Students with Disabilities | 19.8 | 40.1 | . | 34.1 | . | . | . | . | |
| High Needs | 36.8 | 50.5 | 62.8 | 53.8 | . | . | . | . | |
| School | 41.3 | 53.9 | 66.2 | 56.2 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|-----------------------------------------------|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 90.2 | . | . | . | 61 | 90.2 |
| Curl Up | 60.7 | . | . | . | 61 | 60.7 |
| Push Up | 98.4 | . | . | . | 61 | 98.4 |
| Mile Run/PACER | 62.3 | . | . | . | 61 | 62.3 |
| All Tests - School | 37.7 | . | . | . | 61 | 37.7 |
| All Tests - District | 45.6 | 47.3 | 27.0 | 67.5 | | 41.7 |

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.