

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Nathan Hale School**Manchester School District**

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Location: 160 Spruce Street
Manchester,
Connecticut

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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: PK - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 287
5-Year Enrollment Change: -13.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	229	79.8	55.1	39.4
K-12 Students Who Are Not Fluent in English	27	10.1	7.3	7.8
Students with Disabilities	57	19.9	13.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	34	77.3	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	210	94.2	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.5	18.6	18.5
Grade 2	15.0	17.8	19.7
Grade 5	22.0	19.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	32
Computer Education **	20	21
English Language Arts **	475	430
Family and Consumer Science	0	1
Health **	13	21
Library Media Skills **	18	19
Mathematics **	203	200
Music **	39	34
Physical Education	39	43
Science **	108	97
Social Studies **	72	87
Technology Education	0	3
World Languages	0	14

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 20 minutes is provided for lunch during full school days.

** Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	10.1	7.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	42.1	69.3	78.8

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	Elementary Schools	
		District	State
# of Students Per Computer	2.3	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	95.2	95.4	94.2
# of Print Volumes Per Student*	43.7	31.0	29.7
# of Print Periodical Subscriptions	14	13	11

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	18.89	
Paraprofessional Instructional Assistants	5.00	
Special Education: Teachers and Instructors	6.00	
Paraprofessional Instructional Assistants	10.00	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	0.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	15.40	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.2	13.0	13.7
% with Master's Degree or Above	74.1	55.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	11.8	9.7	8.7
% Assigned to Same School the Previous Year	59.3	73.1	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

During the 2011-2012 school year, the PTA continued to focus on increasing meeting attendance. Additionally, PTA Executive Board members made a commitment to increase diversity on the Board. The PTA continues to demonstrate its interest in continuing to enrich students' academic and cultural experiences by providing support for field trips, fine arts programs, guest authors/artists in residence and hands-on aquarium programs. Nathan Hale School staff members are committed to improving our students' school success by actively engaging parents in the school community. Data shows that each year since 2006-2007, parental participation at family events has increased. Our grant funded Literacy Facilitator has coordinated a comprehensive parent partnership program which is designed to assist all families to better support the academic experience and encourage literacy for all learners. In addition to offering targeted families a series of home visits, family field trips, Family Literacy Nights and related activities, several community/business partnerships have been formed which have sponsored parent/child workshops, and a literacy tutorial program for primary grade children. We are aware, given our large population of English Language Learners, that reaching out to families in their native language is crucial. Whenever possible, parent communication is translated into Spanish. Additionally, we have several bilingual staff members who are available to translate during school functions, meetings and during phone conversations as necessary. All teachers make frequent phone calls and send notes to inform parents about successes and concerns. Our school website contains updated information for parents about the School's functioning, teacher contact information and specific ideas for working with children at home. Parent-teacher conferences are conducted formally twice a year, but teachers also schedule frequent informal conference opportunities for parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.7
Asian American	8	2.8
Black	103	35.9
Hispanic	98	34.1
Pacific Islander	1	0.3
White	71	24.7
Two or more races	4	1.4
Total Minority	216	75.3

Percent of Minority Professional Staff: 2.9%

Non-English Home Language :

12.0% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

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.

Good progress was noted in the 2011-2012 school year in student achievement with the whole school and Black subgroup achieving AYP status in Math and the Economically Disadvantaged subgroup reaching Safe Harbor. In reading, the Black subgroup achieved AYP and the whole school and Economically Disadvantaged subgroup met Safe Harbor. For the second year in a row, Nathan Hale School moved into Safe Harbor status. Improvement in student achievement was due to continuing work in culturally relevant pedagogy and consistent use of the Data Team process. During the 2011-2012 school year, Nathan Hale School continued its work in the Title I Demonstration Site project. All staff has been trained in the data team process and grade level data teams met weekly to discuss student data and instructional practices. Title I resources have been used consistently to provide intensive academic assistance within the regular classroom setting and to provide SRBI Tier II and Tier III intervention as needed. Nathan Hale school students continue to have daily opportunities to interact with other children and teachers from diverse racial, ethnic and economic backgrounds. These interactions occur in the classrooms, hallways, at lunch and recess. Nathan Hale School has several students, families and staff members who speak at least two languages. They are fortunate to have a diverse student and staff population. Nathan Hale school staff is well balanced, with teachers in all career stages who bring a variety of life experiences to the classroom. Several activities continue to be offered to reduce racial, ethnic and economic isolation, which include a full-day kindergarten program, daily breakfast program and a "Seasonal Sharing" program.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	34.5	52.0	50.9	21.5
Grade 6	N/A	N/A	N/A	N/A

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

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	38.9	52.8	59.2	22.3
Writing	40.5	56.0	62.7	18.6
Mathematics	42.1	61.7	66.5	18.5
Grade 4 Reading	44.0	64.2	64.1	23.4
Writing	53.3	64.6	65.3	30.9
Mathematics	64.0	68.5	68.0	39.3
Grade 5 Reading	55.3	65.4	67.6	32.3
Writing	47.6	56.2	68.1	20.4
Mathematics	69.2	66.8	71.6	45.2
Science	38.1	56.1	63.9	22.4
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

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

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.4	96.2	95.9

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 2010-11 school year, 16 students were responsible for these incidents. These students represent 6.7% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 31 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	14	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	5	0
Total	27	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

School improvement planning involves parents and all staff, including administrators, teachers, paraprofessionals and tutors. As Nathan Hale staff continues to seek the best achievement possible for each student, our school improvement plan continues to address our constant mission to eliminate racial and socioeconomic achievement gap. In order to continue to meet the goals of our plan, Nathan Hale School will work in issues of equity through training in culturally relevant pedagogy. During the 2008-2009 school year, Nathan Hale School was selected as a Demonstration Site by CAS and the CSDE. The school has greatly expanded work with Data Teams and Effective Teaching Strategies during the past three years. Grade level teams will meet weekly with the principal and Demonstration Site Coaches to examine individual student data, group trends, and instructional implications. All staff members are implementing the district's data template, organized to track and analyze student benchmark data. Additionally, staff members in each grade level (K-5) conduct ongoing assessments designed to closely monitor individual student's progress, as well as achievement gap data. Nathan Hale School's CMT data continues to show evidence that research based programs have had a significant impact on instructional techniques. While Nathan Hale School moved from a "School In Need of Improvement" designation to Safe Harbor during the 2012 administration of the CMT, an accomplishment of which we are all quite proud. Furthermore, along with our school improvement plan's student achievement related goals, Nathan Hale School has focused specifically on improving student behavior through full implementation of Positive Behavior Interventions and Support (PBIS). Three major school-wide goals were emphasized: Be Respectful, Be Responsible, Be Safe. Each grade level and all specials areas taught explicit lessons to ensure that Nathan Hale students knew the correct behaviors to correspond to the rules. Additionally, a school wide "First Friday" assembly continues to be held monthly to reinforce PBIS expectations and to reward students exemplifying the expected behavior.

SUPPLEMENTAL SCHOOL INFORMATION

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

Over the years, Nathan Hale Elementary school has had several accomplishments celebrating students, staff and families. The schools boots of strong volunteerism and community support strengthens the school. The following project was of particular note during the 2011-2012 school year; Full implementation of Positive Behavior Intervention and Support (PBIS). The school-wide implementation of positive behavior techniques is already evident in our school climate. Students follow three simple rules, "Be Respectful, Be Responsible, Be Safe", and are awarded tickets for successful demonstration of these behaviors. Tickets can be turned in for various rewards, including lunch with the principal, extra library time, etc.
