

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Nathan Hale School
Manchester School District**KATHLEEN E. ENGLAND, Principal
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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: K- 5

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 311

5-Year Enrollment Change: -2.5%

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	235	75.6	44.7	34.2
K-12 Students Who Are Not Fluent in English	32	10.3	5.7	7.0
Students with Disabilities	26	8.4	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	34	65.4	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	183	70.7	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	988

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.3	18.9	18.3
Grade 2	18.3	18.9	19.3
Grade 5	20.7	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education ¹	15	17
English Language Arts ¹	460	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills	20	18
Mathematics	190	198
Music	40	32
Physical Education	40	40
Science ¹	108	98
Social Studies ¹	65	91
Technology Education	0	2
World Languages	45	12

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 2 in this school. Statewide, 10.7% of elementary and middle schools that serve Grade 2 start world language instruction by this grade.

Lunch

An average of 35 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	10.3	5.7	7.0
% 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	84.6	80.7	80.3

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	2.8	2.9	3.3
% of Computers with Internet Access	99.1	99.9	99.0
% of Computers that are High or Moderate Power	60.0	76.4	94.6
# of Print Volumes Per Student*	31.5	23.9	28.2
# of Print Periodical Subscriptions	11	12	13

*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	
General Education: Teachers and Instructors	21.39
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	2.04
Paraprofessional Instructional Assistants	3.00
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)	2.00
Counselors, Social Workers, and School Psychologists	1.70
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.90

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.2	13.9	13.3
% with Master's Degree or Above	76.9	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	3.9	7.7	8.6
% Assigned to Same School the Previous Year	80.8	71.1	83.3

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.

Nathan Hale School staff members are committed to improving our students' school success by actively engaging parents in the school community. 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.

During the 2008-2009 school year, PTA continued to focus on increasing meeting attendance. Additionally, PTA Executive Board members made a commitment to increase diversity on the Board and achieved that goal by appointing a Black President for the 2008-2009 school year. The PTA has demonstrated 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	1.3
Asian American	7	2.3
Black	116	37.3
Hispanic	112	36.0
White	72	23.2
Total Minority	239	76.8

Percent of Minority Professional Staff: 6.1%

Non-English Home Language: 10.6% 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 3.

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.

Nathan Hale School students have daily opportunities to interact with other children and teachers from diverse racial, ethnic and economic backgrounds. These interactions occur in classrooms, hallways, at lunch and recess. Nathan Hale School has several students, families and staff members who speak at least two languages. Nathan Hale School is 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.

Progress was noted in closing the school's racial achievement gap through employing culturally relevant pedagogy and using Title I resources to provide intensive academic tutorial assistance within the regular classroom setting and also in a pull out format during daily Language Arts and Mathematics blocks. Additionally, during the summer of 2009, children from Nathan Hale entering second through fifth grades attended a four-week program, which was part of the PRIMES summer school initiative.

In addition to the summer school program, Title 1 Program, and Parent/Community/Business Partnership initiatives, several other activities are offered to reduce racial, ethnic and economic isolation; including a full day kindergarten program, daily breakfast program, EIP (Early Intervention Project), DARE and Seasonal Sharing. A variety of multi-cultural learning opportunities including celebration of World Language Month are featured in our K-5 World Language program. For the past eighteen years, Nathan Hale has offered a choice program known as the Special Focus Program. Students have voluntarily transferred from their neighborhood schools to participate in world language and technology programs.

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	25.0	38.1	33.6	36.1
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	34.6	49.5	54.6	24.5
Writing	48.1	62.6	62.5	26.1
Mathematics	40.4	63.8	62.8	20.3
Grade 4 Reading	29.8	58.8	60.7	14.7
Writing	38.5	63.8	64.2	14.8
Mathematics	33.3	56.6	63.6	15.4
Grade 5 Reading	39.3	58.1	66.0	17.6
Writing	42.4	60.8	66.5	18.1
Mathematics	51.8	65.6	68.8	24.0
Science	35.6	52.3	58.1	26.3
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	98.1	95.9	96.2

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, 31 students were responsible for these incidents. These students represent 8.7% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	1
Theft	4	0
Physical/Verbal Confrontation	9	0
Fighting/Battery	2	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	21	0
Total	40	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Nathan Hale School's CMT data continued to evidence the significant impact new programs and instructional techniques have had on the school's functioning. While Nathan Hale School is still a school in Need of Improvement, its designation was "holding at Year 1".

School improvement planning involves all staff, including administrators, teachers, paraprofessionals and tutors. Additionally, parents are involved in the school improvement planning process and the plan itself. 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 the racial achievement gap. In order to meet the goals of our plan, Nathan Hale School staff will continue its work on issues of equity through participation in Courageous Conversations About Race and 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 greatly expanded work with Data Teams and Effective Teaching Strategies. Grade level teams will continue to 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 students' progress as well as achievement gap data.

Along with our school improvement plan's student achievement related goals, Nathan Hale School's equity team took on a significant leadership role in the building. The equity team was comprised of teachers, administrators and staff members. The equity team led the school in refining and expanding culturally relevant pedagogy and environment. Additionally, the equity team facilitated ongoing "courageous conversations" about race, and held as its goal the elimination of Nathan Hale School's racial achievement gap.

SUPPLEMENTAL SCHOOL INFORMATION

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

Nathan Hale Elementary School is proud of the accomplishments of students, staff and families. Strong volunteerism and community support strengthen our school. The following projects were of particular note during the 2009-2010 school year:

Full implementation of Positive Behavior Support (PBS). This school-wide implementation of positive behavior techniques is already evident in our school climate. Students follow the 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.

Continuation of Enrichment Clusters. Enrichment Clusters take place monthly and are a school-wide celebration of interests and talents. Based on Renzulli and Reis's Talented and Gifted pedagogy, Enrichment Clusters allow students to select an interest or talent and work with students in other grade levels who have the same interests. All staff members teach an Enrichment Cluster, allowing students to see a different aspect of staff members.
