

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Nathan Hale School New Haven School District

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### School Information

Grade Range PK-8  
Enrollment 524

### 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 2015-16 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.ct.gov](http://edsight.ct.gov).

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, 2015 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	254	48.5	49.4
Male	270	51.5	50.6
American Indian or Alaska Native	*	*	0.2
Asian	13	2.5	2.4
Black or African American	50	9.5	40.4
Hispanic or Latino	196	37.4	41.8
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	0.8
White	259	49.4	14.3
English Language Learners	45	8.6	14.6
Eligible for Free or Reduced-Price Meals	153	29.2	57.2
Students with Disabilities <sup>1</sup>	55	10.5	13.0

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	23	10.0	*	*
Male	22	9.5	*	*
Black or African American	*	*	6	11.1
Hispanic or Latino	22	12.2	13	6.2
White	*	*	9	3.5
English Language Learners	6	12.5	0	0.0
Eligible for Free or Reduced-Price Meals	19	13.6	6	3.9
Students with Disabilities	7	11.1	8	10.8
School	45	9.7	28	5.2
District		19.9		8.2

Number of students in 2014-15 qualified as truant under state statute: 184

Number of school-based arrests: 0

<sup>2</sup>A 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.

<sup>3</sup>The 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 2015-16

## Nathan Hale School

### New Haven School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	26.7
Paraprofessional Instructional Assistants	4.0
<b>Special Education</b>	
Teachers and Instructors	5.2
Paraprofessional Instructional Assistants	1.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.1
Counselors, Social Workers and School Psychologists	1.9
School Nurses	0.3
Other Staff Providing Non-Instructional Services/Support	9.6

<sup>1</sup>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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	2.3	0.2
Asian	1	2.3	1.9
Black or African American	3	7.0	14.5
Hispanic or Latino	0	0.0	7.3
Pacific Islander	0	0.0	0.3
Two or More Races	0	0.0	0.0
White	38	88.4	75.9

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
School	100.0
School Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

### Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	10.2	10.7

## Instruction and Resources

### School Schedule

<b>Days of Instruction</b>	182
<b>Hours of Instruction Per Year</b>	
Grades 1-12 and Full-Day Kindergarten	1000
Half/Extended Day Kindergarten	N/A

<b>School Hours for Students</b>	
Start Time	07:45 AM
End Time	02:00 PM

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	25	100.0
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	48	98.0
District		66.4

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2015-16

## Nathan Hale School

### New Haven School District

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	28	60.2	28	48.7	13	*
Hispanic or Latino	107	64.4	107	57.5	37	46.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	148	68.5	148	60.4	51	52.5
English Language Learners	31	51.9	31	47.2	9	*
Non-English Language Learners	262	67.7	262	59.6	96	50.0
Eligible for Free or Reduced-Price Meals	82	60.8	82	51.0	32	41.7
Not Eligible for Free or Reduced-Price Meals	211	68.0	211	61.1	73	51.9
Students with Disabilities	48	49.0	48	41.1	23	35.9
Students without Disabilities	245	69.3	245	61.6	82	52.4
High Needs	124	58.2	124	50.3	47	41.3
Non-High Needs	169	71.7	169	64.1	58	54.8
School	293	66.0	293	58.3	105	48.8

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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. To view student subgroup performance on NAEP, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	52.1	62.7	77.8	N/A	135	63.0
Curl Up	100.0	100.0	97.2	N/A	135	99.3
Push Up	72.9	70.6	75.0	N/A	135	72.6
Mile Run/PACER	64.6	88.2	50.0	N/A	135	69.6
All Tests - School	37.5	39.2	41.7	N/A	135	39.3
All Tests - District	37.4	39.6	35.2	30.7		36.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

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#### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.0	75	44.0	50	88.0	67.7
	High Needs Students	58.2	75	38.8	50	77.6	56.7
Math Performance Index	All Students	58.3	75	38.9	50	77.7	61.4
	High Needs Students	50.3	75	33.5	50	67.1	49.9
Science Performance Index	All Students	48.8	75	32.5	50	65.1	57.5
	High Needs Students	41.3	75	27.6	50	55.1	47.0
ELA Academic Growth	All Students	65.0%	100%	65.0	100	65.0	63.8%
	High Needs Students	64.0%	100%	64.0	100	64.0	58.3%
Math Academic Growth	All Students	63.8%	100%	63.8	100	63.8	65.0%
	High Needs Students	58.9%	100%	58.9	100	58.9	57.4%
Chronic Absenteeism	All Students	9.7%	<=5%	40.6	50	81.1	9.6%
	High Needs Students	11.7%	<=5%	36.5	50	73.1	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		95.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		84.4%   39.3%	75%	13.1	50	26.2	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>607.2</b>	<b>900</b>	<b>67.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.7	58.2	13.5	16.6	
Math Performance Index Gap	64.1	50.3	13.8	19.1	
Science Performance Index Gap	54.8	41.3	13.5	17.3	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.8
	High Needs Students	97.0
Math	All Students	96.5
	High Needs Students	96.3
Science	All Students	100.0
	High Needs Students	100.0

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

<sup>3</sup>Minimum participation standard is 95%.