

**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Samuel Huntington School****Norwich School District**

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Location: 80 West Town Street  
Norwich,  
Connecticut

Website: [www.norwichschools.org/huntington/index.html](http://www.norwichschools.org/huntington/index.html)

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 411  
5-Year Enrollment Change: 6.8%

**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	199	48.4	66.7	36.7
K-12 Students Who Are Not Fluent in English	45	11.8	12.4	7.4
Students with Disabilities	56	13.6	12.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	88.3	73.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	261	86.1	87.1	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	955	992

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	20.3	18.4	18.5
Grade 2	22.0	18.1	19.7
Grade 5	21.7	21.2	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education	0	18
English Language Arts **	503	422
Family and Consumer Science	0	1
Health **	19	22
Library Media Skills **	24	19
Mathematics **	181	199
Music **	24	33
Physical Education **	24	41
Science **	78	97
Social Studies **	78	88
Technology Education	0	2
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 25 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	11.3	12.1	7.4
% 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	57.1	57.0	80.9

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.5	2.9	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	23.1	22.7	89.9
# of Print Volumes Per Student*	26.3	31.8	28.9
# of Print Periodical Subscriptions	10	1	12

\*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**

<b>Full-Time Equivalent Count of School Staff</b>		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	19.70	
Paraprofessional Instructional Assistants	2.00	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	13.00	
Library/Media Specialists and/or Assistants	1.70	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.50	
Counselors, Social Workers, and School Psychologists	1.60	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	7.30	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.5	12.0	13.6
% with Master's Degree or Above	76.9	77.8	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.8	6.3	8.2
% Assigned to Same School the Previous Year	88.5	89.8	86.9

**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 website is devoted to homepages.

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

At Samuel Huntington School we are committed to supporting the family's role in the education of our students. We begin the year with an open house before school opens to acquaint parents and guardians with their children's teachers. Parent-teacher conferences are held in the fall to ensure that any concerns or questions are addressed early on. Parents are encouraged to contact teachers by e-mail or by phone for additional conferences as needed. Teachers often phone or e-mail parents throughout the year both to share good news and to express concerns and/or request parental input and support. Translation services are available for non-English-speaking parents. Parent communication is enhanced through school newsletters and our website to keep parents informed of events and activities at the school. In addition, fifth graders have created their own newspaper highlighting activities of interest within the school community. An information session regarding literacy instruction and ways to strengthen reading skills at home was held for parents of students receiving reading intervention services. Members of the community and parent volunteers also meet with individual students to build reading skills. Math skills are highlighted during our annual math night. Families are invited for an evening of math games involving probability, geometry, computational skills, and reasoning skills; informational handouts with suggestions for reinforcing math concepts at home through a game format are distributed. Additional community involvement takes place through our SPROUTS program, which links caring adult mentors with at-risk students. This year Huntington School began a "Brown Bag" program to invite parents to come to lunch with their children throughout the year. The home-school partnership is also supported through the efforts of our Parent Teacher Organization, which is highly active. The PTO provides enrichment activities for all Huntington students, including multiple field trips to live performances, hands-on science programs, assemblies to celebrate reading and to promote character education, twice yearly book fairs, as well as many other activities. Family Fun Nights bring students, families and staff together at other times during the school year as well.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.2
Asian American	28	6.8
Black	71	17.3
Hispanic	60	14.6
White	247	60.1
Total Minority	164	39.9

**Percent of Minority Professional Staff:** 9.4%

**Non-English Home Language :**

16.3% 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 13.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Samuel Huntington School is home to diverse student population of approximately 415 students. It houses grades pre K to 5, a Bilingual Center, a special education kindergarten, and two ABA classes. Minority students make up 46% of our student population, 51% of our students are eligible for free or reduced lunch, and 11% of our students are eligible for English as a Second Language (ESL) services. This diversity helps fuel the social, emotional, and academic development of all of our students. Huntington School seeks opportunities both within and outside the school itself to further reduce racial, ethnic and economic isolation. Students in grades 2, 3, 4 and 5 participated in LEARN interdistrict programs with peers from East Lyme, Ledyard, Sprague, Waterford, and Montville. These interdistrict programs enhanced the district curriculums in math, science, social studies, writing, and technology. Additionally, grade 4 students participated in Robotics and were part of a partnership with Millstone, which provided hands on experiments and inquiry based activities with electricity. They received a grant from Target for a field trip to the Connecticut Science Center. To continue district efforts to further reduce racial, ethnic, and economic isolation, Huntington School will continue to house one of the district's elementary-level Bilingual Centers. (This center also services other non-English-speaking new arrivals.) Children in need of this valuable resource work closely in a small group setting to develop their new language skills. They practice their language skills as they interface with their grade-level peers for portions of the academic day.

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### 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	36.4	34.6	50.3	25.1
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	46.8	42.7	57.0	35.7
Writing	28.1	33.6	58.3	11.1
Mathematics	47.7	47.9	62.4	25.6
Grade 4 Reading	48.0	40.9	59.9	32.9
Writing	44.2	39.9	63.6	21.6
Mathematics	56.0	42.0	67.0	31.2
Grade 5 Reading	41.3	44.1	61.8	23.5
Writing	53.1	49.1	68.2	27.2
Mathematics	61.2	53.4	72.4	31.3
Science	42.4	31.5	59.4	30.5
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.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.4	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 2008-09 school year, 6 students were responsible for these incidents. These students represent 1.5% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	6	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Huntington School was judged as being poised for improvement and was selected as a CSDE Demonstration School. An executive coach and data team facilitator were assigned to work with building leadership and grade-level data teams several times each month. The data team process was emphasized at all grade levels with the primary focus on strengthening reading achievement. Each grade-level data team, as well as the school-wide data team, participated fully in every step of the five-step process (data collection, analysis of strengths and obstacles, establishment of SMART goals, identification of effective instructional strategies, and determination of results indicators). The School Wide Data Team looked at areas of strengths and areas in need of improvement with a building focus. Grade level teams developed 4- to 6-week instructional cycles using this process. Student learning was measured through common formative assessments and instructional strategies were modified as appropriate to maximize learning. To further enhance our teaching of reading, an intervention/enrichment period focused on providing extra support and time for reading was scheduled for 45 minutes 4 days per week. It provides all students with extra support in reading and responding to both fiction and non-fiction text. Measurements of student learning through CFAs and district benchmark assessments showed increased student learning. CMT results indicated continued gains in student achievement. Huntington made growth in reading, however it is still an area of focus. Adequate yearly progress (AYP) was achieved in all other areas by all identified groups, and the writing and participation targets were met as well.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

Samuel Huntington Elementary School has a total enrollment of approximately 415 students in pre-school through grade 5. Because of the faculty's commitment to excellence, it is a true learning environment for both children and adults. Our Character Education program includes recognition of individual students for exemplifying the character traits of responsibility, respect, caring, cooperation, and honesty with BUG awards. (Being Unusually Good) These awards are sent home and displayed on the walls of our cafeteria/gymnasium. Character Rallies are celebrated monthly with grade level students performing and addressing the monthly character trait. Huntington parents support our efforts on a daily basis through volunteerism and their commitment to work as partners with faculty and administration. In addition, our PTO sponsors and coordinates many school-wide enrichment activities and field trips. As a school of choice in the district, new students were welcomed into our school community. Samuel Huntington Elementary School remains dedicated to continuing its long tradition of academic excellence while meeting the changing needs of our students as they develop into contributing members of our global society.

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