

DRAFT

STRATEGIC SCHOOL PROFILE 2010-11

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

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, 2010: 384
5-Year Enrollment Change: -0.3%

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	202	52.6	70.7	38.3
K-12 Students Who Are Not Fluent in English	26	7.3	13.0	7.7
Students with Disabilities	51	13.3	12.5	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	55	93.2	77.2	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	248	83.8	86.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	956	987

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	15.3	18.5	18.4
Grade 2	17.3	19.4	19.9
Grade 5	26.0	20.3	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	24	31
Computer Education	0	19
English Language Arts **	501	426
Family and Consumer Science	0	1
Health **	19	21
Library Media Skills **	24	19
Mathematics **	184	198
Music **	24	33
Physical Education **	24	41
Science **	78	95
Social Studies **	78	86
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. German Italian Latin 8

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	7.0	12.7	7.7
% 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	56.9	62.4	81.3

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	4.3	3.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	33.3	27.5	92.9
# of Print Volumes Per Student*	28.1	25.9	29.5
# of Print Periodical Subscriptions	0	0	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

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	19.00	
Paraprofessional Instructional Assistants	3.00	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	9.00	
Library/Media Specialists and/or Assistants	0.90	
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	6.70	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	16.6	12.0	13.7
% with Master's Degree or Above	76.0	75.5	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.2	7.7	8.7
% Assigned to Same School the Previous Year	68.0	64.8	83.9

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 that is held before school opens to acquaint parents and guardians with their children's teachers. Parent-teacher conferences are held in the fall and in March. Parents are encouraged to contact teachers by e-mail or phone for additional conferences as needed. Teachers often phone or e-mail parents throughout the year 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. Huntington School's PTO is very active; students are featured at each meeting along with student awards being presented at each grade level. An informational session regarding literacy instruction and ways to strengthen reading skills at home is 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. Huntington School features a "Brown Bag" program which invites parents and guardians to come to school and have lunch with their children throughout the year. The home-school partnership is also supported through the efforts of our very active Parent Teacher Organization. The PTO provides enrichment activities for all Huntington students, including field trips, live performances, hands-on science programs, assemblies to celebrate reading and to promote character education, and two annual book fairs. 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	0	0.0
Asian American	20	5.2
Black	49	12.8
Hispanic	59	15.4
White	224	58.3
Total Minority	160	41.7

Percent of Minority Professional Staff: 6.5%

Non-English Home Language :

12.4% 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 11.

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.

Samuel Huntington School is home to a diverse student population of approximately 400 students. It is comprised of 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, 52% 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 to further reduce racial, ethnic and economic isolation. Students in grades 2, 3, and 4 participate in LEARN interdistrict programs with peers from surrounding southeastern CT towns which have fewer minority students. These inter-district programs enhance the district curricula in the following subject areas: math, science, social studies, writing, and technology. To continue district efforts to further reduce racial, ethnic, and economic isolation, Huntington School houses 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. Huntington School's Bilingual Center also hosts "Confident Conversations," an evening program for "New Arrival" parents who want to become more familiar and comfortable in using the English language. This program is partially funded by the Norwich Sunrise Rotary Club, a respected community partner.

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	53.2	33.0	50.9	55.4
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	58.3	37.2	58.4	46.8
Writing	55.1	37.5	61.1	39.1
Mathematics	72.0	46.2	63.0	64.2
Grade 4 Reading	50.0	40.8	62.5	30.6
Writing	51.6	39.4	65.5	28.7
Mathematics	57.1	44.1	67.0	32.7
Grade 5 Reading	57.4	41.4	61.4	43.0
Writing	66.7	46.4	66.8	49.2
Mathematics	66.7	49.5	72.5	40.0
Science	39.7	31.9	59.9	28.9
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.

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	97.7	96.6	94.8

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 2009-10 school year, 6 students were responsible for these incidents. These students represent 1.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	2	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	1
Total	6	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Grade level objectives were developed at the start of the school year which focused on reading. The data team process is 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, participates 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 looks at areas of strengths and areas in need of improvement with a building focus. Grade level teams develop 4 to 6 week instructional cycles using this process. Student learning is measured through common formative assessments and instructional strategies are modified as appropriate to maximize learning. To further enhance our teaching of reading, an intervention/enrichment period focuses on providing extra support and time for reading which is scheduled for forty-five minutes, four 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 common formative assessments and district benchmark assessments show increased student learning. Fluency is a major area of focus at each grade level. In relation to CT Mastery Test results, Adequate Yearly Progress (AYP) was achieved in math and writing in all categories; AYP was not met in reading, whole school and in the economically disadvantaged category.

SUPPLEMENTAL SCHOOL INFORMATION

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 400 students in grades 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 displayed on the walls throughout the building. The school is in its first year of the Positive Behavior Intervention Support Program; a team was established and members received intensive training. The team, in turn, started the process of implementing the program within the school. 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 are 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. Come visit Huntington School – a community of learning with a shared purpose, good communication, and a climate with justice, discipline, caring, and occasions for celebration.
