

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-3 Edition

**Hurlbutt Elementary School
Weston School District**

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Location: 9 School Road
 Weston,
 Connecticut

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- 2

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 579
 5-Year Enrollment Change: -40.0%*
 *Between 2003 and 2008, grades changed

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	3	0.5	0.6	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.3	7.0
Students with Disabilities	50	8.6	7.7	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	154	92.8	92.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	351	93.1	94.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	980	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	19.4	19.4	18.3
Grade 2	17.1	17.1	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	27	29
Computer Education ¹	18	14
English Language Arts ¹	484	496
Health	18	19
Library Media Skills ¹	18	18
Mathematics	225	198
Music	36	30
Physical Education	48	36
Science ¹	45	70
Social Studies ¹	45	68
World Languages	18	6

¹Interdisciplinary approach

World Language

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

Lunch

An average of 30 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	0.0	0.3	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	54.0	58.2	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	2.2	2.2	3.3
% of Computers with Internet Access	98.1	99.1	99.0
% of Computers that are High or Moderate Power	98.1	99.1	94.6
# of Print Volumes Per Student*	30.3	28.7	28.2
# of Print Periodical Subscriptions	43	37	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	36.19
Paraprofessional Instructional Assistants	13.50
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	9.05
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.85

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	9.2	10.4	13.3
% with Master's Degree or Above	78.3	83.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.9	7.8	8.6
% Assigned to Same School the Previous Year	87.0	88.7	83.3

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's website is devoted to homework pages.

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

At Hurlbutt Elementary School, we are committed to involving the community in the education of our students. Through our district website not only do parents have access to district wide information but they also have access to individual teacher web pages. The web pages provide parents with classroom information regarding homework, special programs, field trips, upcoming events and curriculum information. A new addition to the website is progress report rubrics. During the 2008-2009 school year, Hurlbutt began using a standards based reporting system. Rubrics have been developed and are accessible to the parents via the website during reporting months. Teachers post messages and homework on their websites weekly. In addition to informal conferences with parents, formal parent teacher conferences are held in the fall and spring. Hurlbutt has an extensive parent volunteer program and a very supportive and involved PTO. On any given school day there can be as many as twenty to thirty volunteer parents in the school participating in a wide assortment of school functions. Our PTO is also instrumental in providing enriching cultural programs through the "Talent on Tap" program for our children through funding guest artists, and storytellers, dance, and other creative arts experiences to our school. Each year the PTO hosts our annual book fair. They have also provided resources for several of our staff development programs and resource materials to support the Responsive Classroom Philosophy at our school. In addition, parents are invited into our classrooms as guest readers, and to work with children at various learning centers. The Hurlbutt Elementary School "Scoop" is our school newspaper. It is prepared by the PTO and sent out to our school community on a weekly basis. It contains information about school and community programs including a column written by our school nurse, counselors and/or administration (known as the CORE Team) called "HES Parenting Partnership".

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	27	4.7
Black	9	1.6
Hispanic	16	2.8
White	526	90.8
Total Minority	53	9.2

Percent of Minority Professional Staff: 3.5%

Open Choice: 3 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 2.4% 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 7.

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.

Hurlbutt is committed to developing kindness, respect, and acceptance of others in each of our students. We follow the Responsive Classroom® model along with guidance lessons to promote these values. Our teachers encourage all families to actively participate in their classrooms to share diverse cultural and ethnic experiences. Our standards-based curriculum supports these efforts. Kindergarteners and first-graders learn about themselves, families and communities. They discover how they are the same and different from others within the school community and other cultures like India, Japan and China. Second graders explore agents of change from other communities such as Cesar Chavez, Susan B. Anthony, Martin Luther King, Jr., and Gandhi, among others. All students participate in Spanish classes in which they not only learn the language, but are exposed to a variety of Spanish-speaking cultures and experiences, including traditions and celebrations. The second grade students present a culminating performance of Mexican songs, dance and artwork which reflect their learning. To celebrate Black History Month, Hurlbutt students participate in a variety of Library Media Center activities which begin with reading a picture book biography about a famous African American. Our kindergarten teachers teach the children songs about each African American individual they learned about. Second grade children write a bio-poem about the famous African American they read about. In addition, teachers develop age appropriate classroom activities and projects involving African American historical figures and important events in African American history.

STUDENT PERFORMANCE AND BEHAVIOR

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	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	88.4	91.9	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. 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	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

* Counts by category may be suppressed to protect student privacy.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our focus was committed to the continuous improvement of student learning in the area of literacy and numeracy at all grade levels. Through the use of a universal screen, Developmental Reading Assessments, Running Records and Spelling inventories, progress monitoring has enabled us to implement a comprehensive Response to Intervention program. The universal screening began in the fall at all levels, including kindergarten with the use of The Early Literacy Survey. Benchmark data was collected every four to six weeks, after which an RTI team reviewed and analyzed the data to monitor progress. A literacy consultant worked with our entire kindergarten team, reading professionals and special education professionals in the area of balanced literacy. The consultant modeled lessons, aided in curriculum development, provided coaching and mentoring for the teachers, and developed a focus for the next school year. We were able to transition from a more traditional theme based program to one which is literacy rich and balanced including a read aloud, shared reading experiences, independent reading and paired reading. Guided reading is part of the literacy block, which is an uninterrupted 120 minute period at all grade levels, where teachers are consistently using data to guide their instruction. Using the State Frameworks and grade level expectations as our curriculum, mathematics is taught through a workshop model. Teachers regularly monitor student progress through the use of the Every Day Mathematics End of Unit assessments, Exemplars and guided math observations. As with reading, at the beginning of each year the teachers receive the previous year's data on students as a baseline guide. In addition, a universal screen is given in the fall at the first and second grade levels allowing for a comprehensive intervention program to be put in place.

SUPPLEMENTAL SCHOOL INFORMATION

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

Our Early Learning Center continues to be an inspiring and dynamic pre-school program for children with diagnosed special needs. As part of this unique program, children without special needs are also invited to attend the ELC as part of a Hand-In-Hand Learning Program. We run a 3's, 4's and transitional 4/5 year-old program which is aligned to the state Preschool frameworks and GLE's. Hurlbutt provides a modified full-day kindergarten program where students attend two full days of school and three extended days of school. Response to Intervention (RTI) is designed to support struggling learners in literacy and numeracy. The program is staffed with three certified teachers, one math and two reading, and includes three instructional aides for either direct or in-classroom program support. The thrust of the RTI model is research-based classroom instruction, a tiered intervention approach and close monitoring of student progress. Hurlbutt continues to formally integrate social competency skills into the curriculum by school-wide mentoring in the Responsive Classroom Model. The Early Intervention Process (EIP), which supports all teachers and students, is designed to serve students who are at-risk of not reaching academic grade level goals. The purpose of the Early Intervention Program is to provide additional instructional strategies to help students who are performing below grade level.
