

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Hatton School**Southington School District**

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Location: 50 Spring Lake Road
Southington,
Connecticut

Website: www.southingtonschools.org/our_schools/hatton/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, 2009: 439
5-Year Enrollment Change: 1.4%*
*Between 2002 and 2007, was redistricted

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	40	9.1	10.2	36.7
K-12 Students Who Are Not Fluent in English	9	2.5	2.7	7.4
Students with Disabilities	79	18.0	9.9	10.9
Students Identified as Gifted and/or Talented	2	0.5	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	47	83.9	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	284	94.7	94.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	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	18.3	16.2	18.5
Grade 2	17.0	18.1	19.7
Grade 5	21.0	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	22	31
Computer Education	0	18
English Language Arts	430	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	18	19
Mathematics	196	199
Music	18	33
Physical Education	22	41
Science	120	97
Social Studies	120	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 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	2.5	2.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	70.9	84.8	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.3	3.0	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	21.6	21.4	28.9
# of Print Periodical Subscriptions	10	10	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	
General Education: Teachers and Instructors	21.20
Paraprofessional Instructional Assistants	1.22
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	22.88
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.34

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	14.8	13.0	13.6
% with Master's Degree or Above	57.6	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.9	8.1	8.2
% Assigned to Same School the Previous Year	84.8	88.5	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.

Hatton School is committed to supporting the family's role in the education of our students. Our Parent Teacher Organization meets on a regular basis. Guest speakers are provided at each meeting to address topics of interest to parents. A monthly Hatton newsletter is published to inform parents of upcoming events. We have an Open House inviting parents to learn about our programs and meet our teachers. Our parent classroom volunteer program is continually growing. Our PTO sponsors a Book Fair, supports our summer reading program and offers several cultural arts programs throughout the year. We are part of a town wide Preschool/Daycare group that shares ideas and questions several times a year.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	8	1.8
Black	12	2.7
Hispanic	25	5.7
White	393	89.5
Total Minority	46	10.5

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

5.6% 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 9.

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.

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through interdistrict or interschool programs, distance learning, or other experiences. Below is a description of how this school provides such experiences. Our curriculum includes many materials on other cultures. We have a Native American storyteller come to our school to share the history of our country. We hosted a Cultural Arts Day where each class was actively involved with the arts, music and history of countries from around the world.

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	61.8	61.8	50.3	73.5
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	78.3	70.1	57.0	87.1
Writing	93.3	68.0	58.3	99.1
Mathematics	100.0	86.5	62.4	100.0
Grade 4 Reading	86.2	74.9	59.9	94.5
Writing	86.2	76.8	63.6	92.3
Mathematics	94.8	87.8	67.0	97.7
Grade 5 Reading	57.1	72.8	61.8	44.3
Writing	81.0	76.3	68.2	74.5
Mathematics	95.3	91.3	72.4	96.1
Science	67.2	77.5	59.4	61.0
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	95.7	96.8	96.5

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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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.

Submitted by this school is a summary of the major trends in student performance and accomplishments that indicate sustained improvement over time. Areas of need are identified and plans to address these needs are presented. Hatton School has exhibited growth in several areas. Students are periodically assessed on math skills and the results are used to drive instruction. Students have learned to holistically score writing to enable them to self assess their own work. Literacy specialists teach staff, students and parents how to use Critical Stance and Writing Applications in the classroom and home. Our Young Authors Program boasts 100% participation. Our grade 5 students write their own newspaper. Math Specialists support our efforts with our new math program. Our School Improvement Plan reflects our District Plan. We're focused on Reading, Math Applications and Writing Scores, as they relate to the CMT. Benchmark Assessments are given to drive instruction. We will continue our school wide Holistic Writing Days. We are looking for consistency in our educational plan and our teaching.

SUPPLEMENTAL SCHOOL INFORMATION

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

William Hatton School is located on 12 acres of property in the eastern section of Southington. The school, which was built in 1954, has been remodeled and an addition was added and completed in 2004. Hatton houses a Pre K-5 program and a self-contained class for language impaired children. We have a computer lab and several computers in each classroom. During the year, several cultural arts programs and field trips are provided to enrich the curricular offerings for students. Students participated in several food drives, clothing drives, and Jump Rope for Heart. Donations are collected for UNICEF. Hatton's program entitled "Hatton Helps" assists needy families within the school. We hosted a Cultural Arts Day where every grade was involved with the arts for an entire day. Other notable activities students are involved in included Presidential Academic Fitness Program, D.A.R.E. Program, Young Authors Program, Newspaper in Education Program, and numerous contests such as the Connecticut Fire Prevention Poster Contest, Elks Drug Awareness Contest and Disability Awareness Contest. The "Wee Deliver" Program, an in school postal service, is a popular program. We hosted a school wide Science Fair this spring and have a Hatton Loves to Read & Write celebration in February which involves all of our students and staff, and guest readers from Southington High School. We hosted a Grandparents' Day, where grandparents joined us for lunch and a tour.. We have a student and staff walking club, ski club, homework club and a talent show. Our pre K students are involved in unified sports and all of the events of our school. Hatton School fosters a family atmosphere, through our caring staff, parents and students.
