

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Buckley School
Manchester School District**HOLLIS MAIORANO, Principal
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Manchester,
Connecticut

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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, 2008: 313

5-Year Enrollment Change: -4.9%*

*Between 2002 and 2007, 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	67	21.4	44.7	34.2
K-12 Students Who Are Not Fluent in English	1	0.4	5.7	7.0
Students with Disabilities	46	14.7	12.9	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	24	80.0	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	186	82.7	79.5	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,038	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 half-day and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.0	18.9	18.3
Grade 2	20.5	18.9	19.3
Grade 5	20.5	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	40	30
Computer Education	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health ¹	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music	40	32
Physical Education	40	40
Science ¹	110	98
Social Studies ¹	75	91
Technology Education	0	2
World Languages	0	12

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 20 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	0.4	5.7	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	73.9	80.7	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	3.3	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	77.7	76.4	94.6
# of Print Volumes Per Student*	32.0	23.9	28.2
# of Print Periodical Subscriptions	17	12	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	18.80
Paraprofessional Instructional Assistants	2.10
Special Education: Teachers and Instructors	3.61
Paraprofessional Instructional Assistants	8.10
Library/Media Specialists and/or Assistants	1.60
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.20
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.52

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	20.3	13.9	13.3
% with Master's Degree or Above	74.1	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.7	7.7	8.6
% Assigned to Same School the Previous Year	85.2	71.1	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

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

At Buckley Elementary School, we are committed to supporting the family's role in the education of our students. Monthly parent newsletters are published to keep parents informed of events and activities. Informational articles are included to address topics of interest to parents and to provide strategies to support learning at home. In addition, many teachers send home weekly classroom newsletters to facilitate ongoing communication with parents. In the fall, a Parent Survey was distributed to Buckley parents and the results analyzed. The results indicate that our parents have an interest in family events connected to and sponsored by the school. During 2008-09, the school sponsored a Math Family Night and four PE Fun Evenings. Parents were encouraged to participate along with their children. Numerous annual PTA sponsored events are widely attended by parents, students and staff. Parent volunteers are welcome and invited to come to school as visiting readers, to conduct book talks with students, to assist in the Media Center, to support classroom instruction and to chaperone field trips.

To maintain ongoing two-way communication, classroom teachers are in frequent contact with parents. Report card conferences are held in the fall and the spring. Daily or weekly assignment sheets are utilized to keep parents informed of their child's work responsibilities. Classroom and homework assignments are checked and maintained in a portfolio and/or sent home for parent review.

The Buckley School community is very fortunate to have an active Parent Teacher Association. Our PTA sponsors the following annual events: an Ice Cream Social, the School Fair, an Academic Fair, Family Movie Night, Bingo Night and a Variety Show. New events this year included Breakfast with the Big Guy, Muffins with Mom, and dine-out nights at area restaurants. The PTA also sponsored two very successful Book Fairs, one of which enabled parents to buy books at a two-for-one price. Through PTA fund raising activities, various enrichment opportunities are sponsored including fine arts and cultural programs and curriculum-related field trips.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	26	8.3
Black	42	13.4
Hispanic	54	17.3
White	190	60.7
Total Minority	123	39.3

Percent of Minority Professional Staff: 5.6%

Non-English Home Language: 0.4% 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 1.

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.

Buckley School's student population during the 2008-09 school year included students ranging from pre-school through fifth grade. Two primary classrooms have been developed as Culturally Responsive Classrooms. Teachers have received training and instructional materials that reflect many racial and ethnic groups. In addition, the school has continued to increase instructional materials for the media center and other classrooms that celebrate and foster an appreciation of diversity.

During the summer, Buckley students participated in a district-wide summer school program that brings together students of different ethnic, social and economic backgrounds. Professional development for staff included training in Beyond Diversity. Several members of the Buckley staff, along with members of the Bowers staff, have continued to participate in a group called Courageous Conversations. This group met throughout the school year to talk about race and refine the school's equity plan. This plan was implemented during 2008-09 in our ongoing efforts to reduce the racial achievement gap in the district.

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	57.7	38.1	33.6	91.2
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	86.4	49.5	54.6	98.4
Writing	95.5	62.6	62.5	100.0
Mathematics	90.9	63.8	62.8	96.7
Grade 4 Reading	68.8	58.8	60.7	61.4
Writing	73.1	63.8	64.2	62.5
Mathematics	62.0	56.6	63.6	45.0
Grade 5 Reading	83.7	58.1	66.0	83.9
Writing	81.8	60.8	66.5	78.4
Mathematics	88.4	65.6	68.8	88.6
Science	79.1	52.3	58.1	83.6
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	96.5	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 2007-08 school year, 32 students were responsible for these incidents. These students represent 8.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. 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	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	0
Theft	4	0
Physical/Verbal Confrontation	22	0
Fighting/Battery	9	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	21	0
Total	61	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our school's 2008-09 school improvement plan included goals to address the areas of literacy, numeracy, and parent involvement. A major area of focus continues to be the integration of writing across all content areas. Teachers model strategies to encourage the students to respond to open-ended questions using supportive details and elaboration. Collaborative review of student work is conducted to foster instructional practices to support students performing below proficient levels on the Connecticut Mastery Tests. Math journals are utilized to guide the students to problem solve and to explain their thinking in writing. Written responses in social studies and science are structured to require students to find supportive information within nonfiction passages to justify their answers. As part of the school's character education program, ten character traits are incorporated into a monthly bulletin board display. Student-generated bulletin boards portray the identified traits and themes for each month. Weekly and monthly intercom announcements support the character education initiative. These traits are also supported through poems, songs, and recitations at a monthly pep rally. Information about each of the ten traits is shared with parents via the monthly parent newsletter.

During 2008-09, Buckley School has continued to implement the Positive Behavior Supports program. Three major school-wide rules are emphasized: Be Safe, Be Respectful, and Be Responsible. Explicit lessons are taught to each grade level to establish clear guidelines for how to be safe, respectful and responsible across all areas of the school environment. Monthly pep rallies recognize and reward students demonstrating exemplary behaviors. Additional incentives are offered to students through a monthly prize cart and special Thank You Thursday activities. A Connecticut Mastery Tests incentive program was designed and implemented. Students signed a pledge indicating their commitment to perfect attendance, best efforts, and exemplary behavior. With the support and sponsorship of numerous area businesses, rewards and incentives were provided to students at the end of each week of mastery testing.

SUPPLEMENTAL SCHOOL INFORMATION

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

Buckley School is proud of the accomplishments of its students, staff and families. Strong volunteer and parent involvement strengthen our school. Programs and activities are developed to meet the needs of all students. Two district-wide Early Childhood Special Education Programs integrate non-disabled peer models into classrooms with special education students. The needs of "at risk" students are addressed through the Early Intervention Program, reading tutorials for first graders, and tutorial support for English language learners. A high percentage of Buckley students participate in the Governor's Summer Reading Challenge. A Multicultural Spring Festival involves the total student population. Older and younger students are paired as Book Buddies for weekly classroom visits. Students in grade 5 are involved in Math Olympiads and our yearbook production.

There is consistent parent and staff participation in PTA activities. The Buckley PTA is extremely active and supportive in raising funds to enrich the school programs. Through their efforts, the school has been able to purchase homework planners for students in grade five. The PTA has also supported the cost of transportation for curriculum-based field trips and enabled classroom teachers to purchase "wish list" items.

Buckley School has a strong focus on academic achievement. This is evidenced by our students' consistently strong performance on the Connecticut Mastery Tests. Fifth grade students earn awards in the Presidential Academic Fitness program, and the Presidential Awards Program for Educational Excellence and Educational Achievement. Each year, Buckley students participate and receive recognition for their accomplishments in the Fire Safety Poster Contest and the town-wide Martin Luther King Day essay and poster contest. Buckley students participated in activities to raise funds for the American Heart Association.
