

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Keeney School
Manchester School District**SCOTT W. GAGNON, Principal
Telephone: (860) 647-3354Location: 179 Keeney Street
Manchester,
ConnecticutWebsite: keeney.ci.manchester.ct.us/

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: 395

5-Year Enrollment Change: -3.2%*

*Between 2002 and 2007, was redistricted, 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	88	22.3	44.7	34.2
K-12 Students Who Are Not Fluent in English	15	4.1	5.7	7.0
Students with Disabilities	64	16.2	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	45	77.6	65.8	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	253	82.1	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 kindergarten.

Average Class Size	School	District	State
Kindergarten	17.3	18.9	18.3
Grade 2	21.7	18.9	19.3
Grade 5	21.3	19.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	40	30
Computer Education ¹	20	17
English Language Arts ¹	475	427
Family and Consumer Science	0	1
Health	15	22
Library Media Skills ¹	20	18
Mathematics ¹	203	198
Music ¹	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	4.1	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	67.2	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	4.0	2.9	3.3
% of Computers with Internet Access	100.0	99.9	99.0
% of Computers that are High or Moderate Power	70.7	76.4	94.6
# of Print Volumes Per Student*	27.0	23.9	28.2
# of Print Periodical Subscriptions	N/A	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	21.10
Paraprofessional Instructional Assistants	6.70
Special Education: Teachers and Instructors	4.04
Paraprofessional Instructional Assistants	15.38
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.90
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.70

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	17.1	13.9	13.3
% with Master's Degree or Above	67.9	59.6	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.7	7.7	8.6
% Assigned to Same School the Previous Year	85.7	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.

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.

Keeney Street School has a variety of interactive and educational opportunities for children and families. The school maintains an extensive website and sends a monthly newsletter to parents. Annual activities for families include, but are not limited to, incoming kindergarten visitation, evening meetings for kindergarten children and their families, vocal and instrumental performances, the annual Open House and parent-teacher conferences. Informal conferences are held when requested by parents. The Family Math Night allowed children and families to experience aspects of the Math Curriculum in a new format. Keeney Street School houses a before and after school care for children.

The Keeney PTA is an active and supportive organization. There are PTA sponsored movie nights, monthly PTA meetings, the annual Fun Fair, Breakfast with a Buddy and numerous other family oriented events. The PTA sponsors Enrichment Clusters for all children. The interaction between and among families and faculty at Keeney is vibrant. The New England Association of Schools and Colleges commended Keeney Street School for the number of community organizations that collaborate with the school. This type of complementary learning is a keystone of the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	24	6.1
Black	61	15.4
Hispanic	49	12.4
White	259	65.6
Total Minority	136	34.4

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 4.1% 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 5.

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.

Keeney Street Elementary School houses a community of enthusiastic learners. The school has a variety of interactive and educational opportunities for children. Families are included in educational experiences at Keeney. These activities include, but are not limited to evening meetings for kindergarten children and their families, vocal and instrumental performances, PTA sponsored movie nights, monthly PTA meetings, and parent conferences. Children at all grade levels interact with thematic projects that enable them to understand and experience diverse cultures. These projects include school assemblies, field trips and guest speakers. Children have opportunities to interact with senior citizens within the community. Children have opportunities to interact with texts designed to provide discussion of current events in all parts of the world. A conscious effort is made to develop book collections that focus on diversity. Within the fine arts program, children experience multicultural songs, dances, and instruments. They learn about the works of renowned artists from around the world. Field trips at each grade level are designed to promote an understanding of the global community the students inhabit. Respect for differences and similarities among students is an integral component of education at Keeney and of the Keeney Equity Plan. The school based plan provides an action plan for ensuring that the diverse needs of students are addressed. The New England Association of Schools and Colleges commended the school for its inclusionary practices and for addressing the individual needs of students. All members of the Keeney community recognize and accept their responsibility in ensuring that all children and cultures are respected.

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	21.2	38.1	33.6	28.2
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	54.2	49.5	54.6	48.5
Writing	61.0	62.6	62.5	44.9
Mathematics	72.9	63.8	62.8	64.6
Grade 4 Reading	64.7	58.8	60.7	54.2
Writing	80.4	63.8	64.2	79.4
Mathematics	70.6	56.6	63.6	60.0
Grade 5 Reading	75.4	58.1	66.0	65.0
Writing	71.0	60.8	66.5	56.3
Mathematics	77.0	65.6	68.8	63.9
Science	74.2	52.3	58.1	76.4
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	94.7	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, 7 students were responsible for these incidents. These students represent 1.6% 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	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	0
Total	7	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Keeney Street Elementary School faculty, parents and students work collaboratively to set high standards for student performance. For the 2008-09 school year, student growth continued to be monitored through the use of the data driven decision making process. District benchmark assessments were used as indicators for student growth during the academic year. Areas of academic focus were based on data analysis. Data were used to inform instruction. Pedagogical practice was adjusted to ensure sustained growth in student performance. The School Improvement Plan, developed collaboratively by the faculty, outlines the expectations as well as the strategies needed to ensure that students continue to make gains in student achievement.

The Keeney Data Team monitored the growth of individual students and adjusted instructional practice as appropriate. Data collected throughout the school year indicate that student progress was being made. The alignment of data analysis and school-wide areas of instructional focus facilitated student progress. The district curricula are well written and provide consistency. They are enhanced by professional development opportunities and administrative support. Keeney Street School implements differentiated instruction and implements effective instructional practices in an inclusionary setting.

SUPPLEMENTAL SCHOOL INFORMATION

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

Keeney Street Elementary School is a school of approximately 400 students that focuses on providing a wide range of educational opportunities for all students. This year the school was involved in a most successful New England Association of Schools and Colleges (NEASC) accreditation visit. Keeney Street School has been accredited by NEASC since 1988. This rigorous self-study allowed the stakeholders to examine practice and pedagogy in a reflective manner.

The NEASC self-study provided an examination of the school's mission and expectations, of curriculum and instruction, of assessment, of leadership and community and school resources for learning. The school received commendations in all areas. The school's mission is clearly articulated. The curricula are updated and applied with fidelity. Instruction is inclusionary and differentiated. Assessment is ongoing and data are used to inform instruction. The school is closely aligned with the community.
