

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Buckley School**Manchester School District**

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Location: 250 Vernon Street
 Manchester,
 Connecticut

Website: buckley.ci.manchester.ct.us/index.htm

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, 2011: 438
 5-Year Enrollment Change: 7.1%*
 *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	129	29.5	55.1	39.4
K-12 Students Who Are Not Fluent in English	20	4.6	7.3	7.8
Students with Disabilities	44	10.0	13.0	10.9
Students Identified as Gifted and/or Talented	4	0.9	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	22	29.3	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	361	99.4	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,076	993

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	21.0	18.6	18.5
Grade 2	21.0	17.8	19.7
Grade 5	22.0	19.3	21.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	32
Computer Education **	20	21
English Language Arts **	475	430
Family and Consumer Science	0	1
Health **	13	21
Library Media Skills **	18	19
Mathematics **	203	200
Music **	39	34
Physical Education	39	43
Science **	108	97
Social Studies **	72	87
Technology Education	0	3
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 20 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	4.6	7.3	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	86.4	69.3	78.8

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	3.0	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	95.3	95.4	94.2
# of Print Volumes Per Student*	30.2	31.0	29.7
# of Print Periodical Subscriptions	21	13	11

*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		29.22
	Paraprofessional Instructional Assistants		9.00
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		10.00
Library/Media Specialists and/or Assistants			3.00
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			2.10
School Nurses		1.20	
Other Staff Providing Non-Instructional Services and Support		16.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.7	13.0	13.7
% with Master's Degree or Above	50.0	55.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	14.2	9.7	8.7
% Assigned to Same School the Previous Year	55.6	73.1	85.0

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 Buckley Elementary School, we are strongly committed to supporting home and school communication and our parent community is also committed to the success of all students. This partnership has resulted in a strong and positive relationship between the school and our parents/community. At Buckley, we have achieved this home and school communication through a variety of ways. First, a monthly parent newsletter is published to keep parents informed of events and activities at school. This school generated newsletter also has PTA information available. Lastly, Buckley School has improved the school web page in order to make it a working web site that parents can visit to obtain school related and PTA related information. Second, many teachers send home newsletters to facilitate ongoing communication with parents/guardians. In a Parent Survey that was distributed to Buckley parents a few years ago, the results revealed that the Buckley parent community was interested in family events connected to and sponsored by the school. With this information, Buckley has sponsored a number of activities including PE Fun Night, Math Family Night as well as an evening at Borders and Books. In addition, a recent survey conducted in the spring of 2012 clearly revealed that the parent community has a strong positive relationship with Buckley School. Third, Parent volunteers play a large role at Buckley. These parent volunteers are welcome and invited to school as visiting readers, support classroom instruction and chaperone field trips. Also, Buckley School held parent/teacher conferences during the school year. This enabled parents to sit with their child's classroom teacher and discuss the progress that their child was showing during the school year. In addition, Buckley School community is very fortunate to have an active PTA that assists in building a bridge between the school and home. Working collaboratively with Buckley School, the PTA has sponsored numerous programs that have been highly successful. These programs and events include; a cook out/picnic, the Scholastic Book Fair, Book Bingo, and a Make a Difference Day. Moreover, the PTA has created a few additional events that had a tremendous amount of success. This included dine-out nights at area restaurants as well as sponsoring school wide assemblies.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.5
Asian American	36	8.2
Black	30	6.8
Hispanic	63	14.4
Pacific Islander	0	0.0
White	277	63.2
Two or more races	30	6.8
Total Minority	161	36.8

Percent of Minority Professional Staff: 4.4%

Non-English Home Language :

9.8% 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 19.

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 for the 2011-2012 school year included students ranging from kindergarten to grade five. In addition, Buckley School was home to many students from Highland Park School as Highland Park School went through a building renovation for the 2011-2012 school year. During the school day, students have daily opportunities to interact with children, teachers and staff from diverse racial, ethnic and economic backgrounds; these interactions occur in classrooms, hallways, lunch and recess. Several activities are offered to reduce racial, ethnic and economic isolation; include full day kindergarten classrooms, a daily breakfast program and school wide assemblies that focus on diversity. These assemblies include music and dance from around the world. Moreover, our fourth grade classrooms were engaged in working with our district Equity Trainer in providing culturally responsive teaching and lesson planning. Buckley School students have participated in a district-wide summer school program that brings together students of different ethnic, social and economic backgrounds. In addition, Buckley School held several programs that focused on reducing racial and ethnic isolation. This included celebrating Black History Month both as a school and in classrooms. Also, Buckley School participated in the town wide Martin Luther King, Jr. essay contest. Moreover, our students coordinated a hat drive in order to support those less fortunate. Also, the third grade classrooms studied and took field trips to Manchester as well as Hartford, CT.

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	71.2	52.0	50.9	85.7
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	74.2	52.8	59.2	77.3
Writing	71.8	56.0	62.7	64.9
Mathematics	90.0	61.7	66.5	92.0
Grade 4 Reading	80.0	64.2	64.1	77.7
Writing	81.7	64.6	65.3	77.8
Mathematics	83.6	68.5	68.0	76.2
Grade 5 Reading	84.6	65.4	67.6	81.2
Writing	76.2	56.2	68.1	63.9
Mathematics	97.4	66.8	71.6	99.0
Science	90.2	56.1	63.9	93.5
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	96.6	96.2	95.9

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 2010-11 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 13 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
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	2	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As Buckley staff continues to seek the best achievement possible for each student, our school improvement plan continues to address literacy, numeracy and parent involvement. Our school improvement planning involves all staff, including administrators, teachers, paraprofessionals and tutors. As indicated above one of the major area of focus continues to be literacy. Teachers received on-going training for our new reading program, MONDO a highly structured kindergarten to grade three reading program that provide teachers with a clear focus on students' progress. Our teachers also received training on the new ELA and math curriculum. Buckley School continues to organize, track and analyze student benchmark data. This practice assists teachers to design and implement effective lessons in order to meet the needs of all students. Working with SERC through the Analyzing Literacy Data program, Buckley began its data team training. Teachers worked with SERC staff to create CFAs and rubrics. The data collected revealed student progress as teachers adjusted their teaching and created not only common formative assessments but also clear rubrics. Buckley has implemented the practice of Scientific Researched Based Interventions (SRBI). The 2011-2012 school year saw Buckley participate in training and incorporate the three tier intervention approach. Buckley teachers identified students for tier intervention and tracked their progress through weekly progress monitoring, graphing data and meeting every six (6) weeks to review student progress. Furthermore, Buckley has an active Early Intervention Process (EIP)/SRBI team that meets at least twice a month to analyze student progress and offer support to those students who may benefit. Buckley school also conducted training in two areas; guided reading and DRA2 scoring. Both proved to be very beneficial as evidenced by teacher feedback. Buckley continued to implement the Positive Behavior Intervention Supports (PBIS) program. This program plays a vital role at Buckley. Three major school-wide rules are emphasized: Safe, Respectful and Responsible. Lessons are taught at each grade level to establish clear guidelines for how to be safe, respectful and responsible across all areas of the school. Monthly pep rallies are held to recognize students who have demonstrated exemplary behavior. Moreover, additional incentives are offered to students through a monthly "prize cart" and our Thank You Thursday. Buckley School will continue to work with families in order to reduce truancy. On a monthly basis, staff, including the principal, meets to review attendance for all students. Various interventions occur including sending letters to parents outlining attendance (both absences and tardies), conducting parent meetings and conducting home visits. In addition, Buckley School will connect families to the school social worker, if appropriate.

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 Elementary School is proud of the accomplishments of students, staff and families. Strong volunteerism and community support continue to strengthen our school. The following were of particular interest during the 2011-2012 school year: Active parent volunteers who assisted the classroom teachers with reading assignments. An active Early Intervention Program/SRBI team worked with teachers and students who potentially need an intervention or strategy in order to have continued success. Buckley School worked closely with SERC to analyze literacy data. This data drove teacher instruction. Buckley School refined its SRBI practice and held six (6) week reviews on identified students in order to track progress. A high percentage of students participated in the Governors Summer Reading Challenge. A strong PTA assisted Buckley in implementing numerous activities including a cook out, Scholastic Book Fair and a Father/Daughter dance. The PTA also supported the transportation cost for curriculum-based field trips. The PTA sponsored a school wide assembly that focused on music and dance. 5th grade students continue to earn awards for physical fitness, Presidential Awards for Educational excellence and Education Achievement. In addition, Buckley students can earn awards for a Fire Safety Poster and the town-wide Martin Luther King Day essay and poster contest. Book buddies continues to be a strong part of our school. DRA2 training for all classroom teachers as well as a training on guided reading.
