

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Robertson School**Manchester School District**

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Location: 65 North School Street
Manchester,
Connecticut

Website: robertson.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, 2011: 375
5-Year Enrollment Change: -10.9%

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	201	53.6	55.1	39.4
K-12 Students Who Are Not Fluent in English	31	8.8	7.3	7.8
Students with Disabilities	43	11.5	13.0	10.9
Students Identified as Gifted and/or Talented	0	0.0	0.9	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	39	66.1	68.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	261	89.4	97.7	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	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	14.8	18.6	18.5
Grade 2	18.3	17.8	19.7
Grade 5	17.0	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	8.8	7.3	7.8
% 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	100.0	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	2.5	2.2	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	100.0	95.4	94.2
# of Print Volumes Per Student*	22.3	31.0	29.7
# of Print Periodical Subscriptions	18	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	23.40	
Paraprofessional Instructional Assistants	9.00	
Special Education: Teachers and Instructors	3.00	
Paraprofessional Instructional Assistants	9.00	
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)	2.00	
Counselors, Social Workers, and School Psychologists	2.00	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	14.20	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.4	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	7.6	9.7	8.7
% Assigned to Same School the Previous Year	78.6	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.

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

At Robertson School we believe that family involvement in our students' education maximizes student opportunity to achieve to their fullest potential. Family involvement begins with our annual First Day Family Event. All extended family members receive an invitation to spend the first part of the day in their children's classroom, participating in a cooperative literacy activity. Parents have the opportunity to meet the teacher and parental presence in the classroom on this day sends a clear message to their children about the importance of school. A Community Service Fair is held for parents on this same day. Representatives from the Public Library, Registrar of Voters, Fire Dept., Police Dept., Husky Health Care, and others provide information and assistance to many. We provide regular opportunities for parents to join their children in school. "Lunch Bunch," "Breakfast Bunch" and "Raising Readers" are programs run by our Literacy Facilitator that provide free books and literacy activities for parents and children and model how parents can use the same and similar strategies and activities at home. Similar evening and free weekend fieldtrips and activities are designed to broaden student and parent experiences, and to provide parents with support in enhancing their children's education at home. Grade-level curriculum nights provide ideas and suggestions for math and literacy activities that can take place at home. The school newsletter provides a wide range of school and classroom information. PTA meetings are an interactive forum for the school principal to converse with parents about school programs, budgets, facilities and student achievement. Report card conferences allow each parent the opportunity to discuss their child's academic progress one-on-one with the classroom teacher. Parents receive updates on academic progress through the use of mid-term reports, individual reading plan updates, and email. We actively recruit and utilize volunteer parents, grandparents, community members and high school students. Volunteers hold student book conferences, supervise classroom literacy centers, provide tutoring and practice, and help in the library. Our Family Resource Center has the goal of enhancing home/school communication and support for families. The FRC held 14 different events this year covering a variety of topics including resume writing, meal planning and getting the most out of your parent/teacher conference.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	1.3
Asian American	85	22.7
Black	119	31.7
Hispanic	84	22.4
Pacific Islander	0	0.0
White	69	18.4
Two or more races	13	3.5
Total Minority	306	81.6

Percent of Minority Professional Staff: 11.1%

Non-English Home Language :

22.5% 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.

Robertson School enjoys the advantage of a multi-ethnic, multi-racial population, with a wide range of socioeconomic levels. One benefit of this diversity is that the children are accustomed to interacting on a daily basis with children of differing backgrounds, abilities and talents. In an effort to reduce racial, ethnic and economic isolation, students and teachers at Robertson School were involved in a variety of activities during the 2011/2012 school year. Among these activities are the following: Continued activities for staff to enhance their level of cultural competence. 31 of our students registered for the summer school program provided for children in grades 1-3. Our school is paired with Bowers School, providing for interaction between students and staff from both schools. Six (6) students from other Manchester districts attended Robertson through the BOE's school choice program. Language Arts and Social Studies curricula include numerous opportunities to increase student awareness of the diversity of individuals and cultures through books, discussions, projects and writing assignments. All teachers are working to create and maintain culturally relevant classrooms and provide culturally relevant instruction. Our PTA plans monthly family activities that draw participation from parents and students from all segments of our population. Childcare is provided for PTA meetings to make it easier for adults to attend. Two third grade classes maintained a pen-pal relationship with third grade classes from Martin School in Manchester. They joined each other for an end of the year day-long celebration activity. Our Family Resource Center planned and held a variety of activities designed to include all families.

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	37.3	52.0	50.9	27.9
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	55.6	52.8	59.2	42.3
Writing	69.4	56.0	62.7	60.0
Mathematics	71.4	61.7	66.5	57.4
Grade 4 Reading	60.5	64.2	64.1	41.0
Writing	70.8	64.6	65.3	55.0
Mathematics	61.2	68.5	68.0	36.5
Grade 5 Reading	67.9	65.4	67.6	49.5
Writing	71.9	56.2	68.1	55.4
Mathematics	62.5	66.8	71.6	35.3
Science	42.4	56.1	63.9	25.3
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.com.

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	98.7	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, 16 students were responsible for these incidents. These students represent 4% 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, 58 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	2	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	14	2
Total	19	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Improving reading comprehension for all students and eliminating the racial achievement gap continue to be our focus. Professional development continued to be provided in reading and writing instruction, culturally relevant instruction, SRBI and PBIS. A school Equity Plan has been established. The Wilson Foundations phonics program is yielding consistently positive results upon its full implementation in Kindergarten, first and second grades. LRI has been established as a Tier II reading intervention in grades K, 1 and 2. The Mondo Reading Program has been implemented in grades K and 1, and will be implemented in grades 2 and 3 in the 2012/2013 year. The percentage of time that the delivery of special education services takes place in the regular education setting continues to increase. SRBI and PBIS are both well-established school-wide, and the data collected demonstrates significant improvement in reading achievement. The school-wide PBIS Team and SRBI Team both continue to meet regularly to review procedures and make plans for ongoing improvement of both initiatives. "Making Reader-Text Connections" continues to be in need of improvement in all grades. Teacher Professional Growth Plans will be directly connected to Accountable Talk in the coming year. All staff members will receive professional development in School Climate. Classroom teachers will receive professional development in the district's new LA and Math curricula to better address the CCSS through their instruction. Grade 4 and 5 teachers will also receive training in Readers' and Writers' Workshop. CMT reading scores in recent years show a very positive trend. Over the past three years, 3rd grade reading scores improved from 66.7% to 84.4% proficiency, fourth grade reading scores improved from 76.3% to 83.7% proficiency, and fifth grade reading scores improved from 60.5% to 85.7% proficiency. Parent involvement increased through a variety of activities promoted by our parent resource center. The school principal uses PTA meetings as an opportunity to have open discussions about school programs and to receive feedback and recommendations for improvement of these programs.

SUPPLEMENTAL SCHOOL INFORMATION

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

School-wide data collection/analysis continues to inform instruction. Our grade level Data Team process is designed to improve teaching and student achievement. Parents/guardians/grandparents of 80% of our students participated in our school-wide "First Day" activity. Weekend and evening activities such as family field trips, literacy activities and entertainment opportunities continue to have increasing parent/family participation. Approximately 130 kindergarten, 1st and 2nd grade students and their parents participated in our "Lunch Bunch" activities. Early intervention efforts, including SRBI, and opportunities for grade level common planning, continue to support the success of all children. Robertson staff members serve as resources and trainers for teachers across the district in the areas of early intervention, reading and writing, culturally relevant classroom environments and instruction, and technology. Our PTA works diligently to remove financial and social barriers to full participation by all of our families in school events and activities, including field trips and book fairs. The Robertson School Equity Plan is aligned with the district's 3-year equity plan. Our Family Resource Center provides support for all families. Robertson students earned honors from Board of Education Awards, Presidential Academic Awards, and the Manchester Fire Prevention Poster Contest. Several had original artwork displayed in a local gallery. Utilizing the Scientific Research Based Intervention (SRBI) model assists us in better meeting the specific academic needs of all students. The Positive Behavior Intervention and Support (PBIS) model has been implemented school-wide and data indicates that it is having a positive effect on student behavior. Robertson School staff is committed to improve student success.
