

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Buckley School****Manchester School District**

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Location: 250 Vernon St.  
Manchester,  
Connecticut

Website: [buckley.ci.manchester.ct.us/index.htm](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: PK - 5

**STUDENT ENROLLMENT**

Enrollment on October 1, 2012: 332  
5-Year Enrollment Change: -10.5%

**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	101	30.4	53.5	41.3
K-12 Students Who Are Not Fluent in English	14	4.9	6.7	8.1
Students with Disabilities	78	23.5	12.1	11.2
Students Identified as Gifted and/or Talented	2	0.6	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	33	89.2	72.1	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	246	98.8	96.1	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	183	181
Total Hours per Year	1,026	999

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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	18.5	19.3	18.9
Grade 2	18.0	18.1	19.8
Grade 5	22.0	19.5	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	39	33
Computer Education **	20	19
English Language Arts **	475	429
Family and Consumer Science	0	0
Health **	13	20
Library Media Skills **	18	20
Mathematics **	203	201
Music **	39	35
Physical Education	39	43
Science **	108	99
Social Studies **	72	90
Technology Education	0	3
World Languages	0	15

**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	4.9	6.7	8.1
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	52.6	76.7	79.2

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	2.3	2.7
% of Computers with Internet Access	98.4	99.9	98.1
% of Computers that are High or Moderate Power	98.4	97.7	93.5
# of Print Volumes Per Student*	41.5	30.3	29.7
# of Print Periodical Subscriptions	21	11	10

\*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**

<b>Full-Time Equivalent Count of School Staff</b>		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	20.65	
Paraprofessional Instructional Assistants	8.00	
Special Education: Teachers and Instructors	5.00	
Paraprofessional Instructional Assistants	12.00	
Library/Media Specialists and/or Assistants	1.60	
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	1.50	
School Nurses	1.00	
Other Staff Providing Non-Instructional Services and Support	8.80	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.2	12.0	13.7
% with Master's Degree or Above	58.6	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	13.3	10.2	9.1
% Assigned to Same School the Previous Year	79.3	70.1	84.2

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**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.

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

Buckley School is proudly committed to supporting home and school communication. Moreover, our parent/guardian community is also committed to this partnership. Because of this partnership, there is a strong and positive relationship between the school and home. Buckley School has made it a priority to connect school and home. We have accomplished this through a variety of ways. First, we have a monthly newsletter that is distributed to all parents/guardians. In this newsletter, we provide an overview of what occurs in all grade levels, specials area (music, art and PE), as well as the media center and cafeteria. This is an ideal way to communicate to our parent/guardians. Furthermore, we have made it a priority to have an active website that also generates information about Buckley School for our families. In addition, 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. Third, the 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, the Scholastic Book Fair, Book Bingo, Father/Daughter night and Mother/Son night.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.6
Asian American	34	10.2
Black	29	8.7
Hispanic	50	15.1
Pacific Islander	0	0.0
White	197	59.3
Two or more races	20	6.0
Total Minority	135	40.7

**Percent of Minority Professional Staff:** 5.4%

**Non-English Home Language :**

10.5% 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 12.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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 2012-2013 school year ranged from pre-school through grade five. During the school day, students encounter daily opportunities to interact with peers, 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. Many Buckley School students participated in a district-wide summer school program that brought together students of different ethnic, social and economic backgrounds. Included in this was a new summer school initiative that brought students from the entire district together for both academic support as well as social enrichment. In addition to the above, 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. Students and staff conducted research based activities that supported black history month, participated in the town wide Martin Luther King, Jr. essay contest and our third grade classrooms studied and took field trips to historical Manchester, as well as, Hartford, CT.

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### 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	52.8	60.5	52.0	52.5
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	69.2	46.4	56.9	68.9
Writing	76.9	53.7	60.0	81.1
Mathematics	83.0	53.8	61.4	83.9
Grade 4 Reading	85.7	55.3	62.6	89.0
Writing	65.9	45.6	63.0	52.0
Mathematics	84.6	55.6	65.1	82.3
Grade 5 Reading	64.5	59.9	66.9	46.3
Writing	41.2	52.7	65.6	18.3
Mathematics	75.0	66.0	69.2	58.2
Science	67.6	55.0	62.3	57.2
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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.7	96.7	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. In the 2011-12 school year, 10 students were responsible for these incidents. These students represent 2.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

### Truancy

During the 2011-12 school year, 28 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	1	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	20	0
Total	22	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

At Buckley School, our school improvement planning involves all certified staff. Buckley School focuses on literacy, numeracy and school climate. During the 2012-2013 school year, teachers in grade kindergarten to grade three received training in our reading program, MONDO. This reading program is aligned to the common core. In addition, they also received training in implementing the Common Core in ELA. In math, teachers also received training in implementing the common core specific to math. As outlined in our school improvement plan, 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. To begin with, Buckley has implemented the practice of Scientific Researched Based Interventions (SRBI). The 2012-2013 school year saw Buckley continue to 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. This proved to be very successful as many students grew academically. Secondly, Buckley School has an active instructional data team that meets regularly. Staff worked throughout the school year in creating 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 an active Student Assistance Team (SAT) that meets at least twice a month to analyze student progress and offer support to those students who may benefit. Buckley worked with the district equity facilitator in beginning to design and implement culturally responsive classrooms. 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 throughout the school year 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. During the 2012-2013 school year, our school climate committee initiated a change to recognizing students and grade levels. This change incorporated recognizing students in areas such as the cafeteria and playground! Grade levels who demonstrated positive behavior in the cafeteria and playground received the "golden award". With this award, grade levels were able to choose an award from the "prize cart".

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**SUPPLEMENTAL SCHOOL INFORMATION**

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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. Buckley School was particularly proud of our continued active parent volunteers who assisted the classroom teachers with reading assignments as well as numeracy activities. During the course of the school year, Buckley continued its focus on building an effective instructional data team. This data team focused on identifying areas in literacy and numeracy and designing effective CFAs. We were also proud of our work with building a school that is centered on Professional Learning Communities. Reading Rick DuFour's work, Buckley became engaged in Professional Learning Communities with a focus on collaboration. During the school year, we developed a new Mission Statement. Buckley School continued to have a high percentage of students participate in the Governors Summer Reading Challenge, our summer math packets. Our 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. Buckley School and its PTA continued to work together in order to bring the school and home connection to fruition. There were many activities that were well attended including Book Bingo night, back to school cook out, movie night, Scholastic Book Fair and a Variety Show.

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