

STRATEGIC SCHOOL PROFILE 2012-13

Elementary School K-6 Edition

Keeney School**Manchester School District**

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Location: 179 Keeney St.
Manchester,
Connecticut

Website: 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: K - 5

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 346
5-Year Enrollment Change: -17.0%

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	113	32.7	53.5	41.3
K-12 Students Who Are Not Fluent in English	7	2.0	6.7	8.1
Students with Disabilities	44	12.7	12.1	11.2
Students Identified as Gifted and/or Talented	0	0.0	0.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	55	80.9	72.1	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	269	96.8	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	16.8	19.3	18.9
Grade 2	17.3	18.1	19.8
Grade 5	21.3	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	2.0	6.7	8.1
% 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	86.4	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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	2.3	2.7
% of Computers with Internet Access	100.0	99.9	98.1
% of Computers that are High or Moderate Power	100.0	97.7	93.5
# of Print Volumes Per Student*	37.5	30.3	29.7
# of Print Periodical Subscriptions	11	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

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		24.63
	Paraprofessional Instructional Assistants		10.00
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		5.00
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)			1.00
Counselors, Social Workers, and School Psychologists			1.40
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		13.00	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.0	12.0	13.7
% with Master's Degree or Above	63.3	52.5	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.8	10.2	9.1
% Assigned to Same School the Previous Year	66.7	70.1	84.2

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.

Keeney Street School is committed to creating and maintaining a strong partnership between home and school. With the active support of our Parent Teacher Association, we provide students and families many opportunities to increase communication, build relationships, and become involved in the school lives of our students. In addition to this, classroom teachers send home regular newsletters to families, the school sends home a school-wide newsletter with updates and important information and PTA meetings are well attended by parents as well as staff members. The home-school connection is further supported by the frequent communication teachers provide to parents regarding individual student progress and celebrations of growth. These communications are in both written and oral form with either teacher or parent requesting meetings on individual student progress. During the 2012-2013 school year, Keeney Street School began utilizing technology as a more efficient way of communicating with parents. Postings on our school website as well as email blasts to parents served to increase communication between home and school. Keeney Street School supports parents working at home with their children on school or homework by providing them with links on our website to student games and activities, communicating regularly with families about upcoming curricular topics and conferencing with parents about how to support students who are struggling with academics.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	28	8.1
Black	48	13.9
Hispanic	63	18.2
Pacific Islander	0	0.0
White	184	53.2
Two or more races	23	6.6
Total Minority	162	46.8

Percent of Minority Professional Staff: 2.8%

Non-English Home Language :

10.1% 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 14.

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 School served students in Kindergarten through 5th grade for the 2012-2013 school year. Our student and family population is integrated racially, ethnically, and economically. Throughout the day, students have opportunities to interact with students and staff members of diverse backgrounds. In addition to this daily interaction students have with each other and staff, students have the opportunity to participate in school-wide assemblies that highlight our pledge to respect yourself, respect others, and respect the world around you. Included in classroom and school libraries are books that reflect diverse cultures and customs. Additionally, students participate in events that celebrate Black History Month and conduct research on influential figures of this community. Each spring Keeney Street School 5th graders attend Discover Camp for a week with another Manchester Public School. This experience provides our students with an opportunity to build a stronger understanding of how to learn from and with people from a different school and often times a different cultural background. With the help of our PTA, students and families have many opportunities to meet, work with, and engage with school families they may otherwise not know. PTA sponsored events include but are not limited to; Breakfast with a Buddy, Lutz Museum experiences for students during PTA meetings, Spring Dance, and participation in a variety of town sports events.

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	46.4	60.5	52.0	39.2
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	60.8	46.4	56.9	54.2
Writing	76.5	53.7	60.0	79.8
Mathematics	52.9	53.8	61.4	35.4
Grade 4 Reading	64.5	55.3	62.6	52.1
Writing	64.2	45.6	63.0	49.3
Mathematics	71.9	55.6	65.1	59.4
Grade 5 Reading	70.4	59.9	66.9	54.1
Writing	61.7	52.7	65.6	42.8
Mathematics	69.8	66.0	69.2	48.3
Science	66.7	55.0	62.3	56.2
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.

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	96.8	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, 5 students were responsible for these incidents. These students represent 1.5% 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, 20 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	0	1
Theft	1	0
Physical/Verbal Confrontation	2	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	4	2
Total	7	3

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Keeney Street School's Instructional Leadership Team met to develop our School Improvement Plan during the 2012-2013 school year. This plan supports district-wide efforts toward improvement with a focus on literacy, numeracy, and school climate. During the 2012-2013 school year, teachers in grades kindergarten to grade participation in ongoing training in our reading program, MONDO. Our literacy coach supported teachers throughout the year in implementation of this program as it relates to the Common Core State Standards. Additionally, teachers were trained by the district numeracy trainer in the district curriculum, as it supports the Common Core State Standards. Grade level teams met weekly with curriculum coaches and administration to participate in collaborative planning sessions around this new curriculum. In an effort to support students who are struggling either academically or socially/emotionally, Keeney Street School began to develop a Student Assistance Team (SAT) process during the spring of 2013. A student who is entered into this process is interviewed, along with staff members and parents, to clarify areas of concern and areas of strength. The SAT team then meets to design strategies that work with both strengths and concerns. During the 2012-2013 school year, members of the Keeney Street School Climate Team participated in the state Climate Trainings. During these trainings, team members were given the skills and behaviors to provide ongoing training to the staff as a whole. Our climate focus during this school year shifted away from external rewards and toward building positive and authentic relationships with children that ensure that each child has a strong connection with a school adult.

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 School is a community that celebrates student and adult strengths and honors the diversity of learners within our community. Through a newly developed Student Assistance Team, we have an intentional focus on identifying the strengths of our struggling learners or students who are struggling socially, and matching those strengths to identified areas of need to develop strategies of support. Additionally, we are intentional about recognizing and praising effort and hard work with a diminished focus on external rewards. Adults work diligently to build positive relationships and connections with our students to ensure that every child is connected with an adult at school. We believe this connection is essential if we are to promote high levels of academic achievement among our students.
