

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Urbin T. Kelley School**Southington School District**

ELIZABETH V. LUTZ, Principal
Telephone: (860) 628-3310

Location: 501 Ridgewood Road
Southington,
Connecticut

Website: www.southingtonschools.org/our_schools/kelley/index.html

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, 2009: 405
5-Year Enrollment Change: -8.0%*
*Between 2002 and 2007, was redistricted

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	9	2.2	10.2	36.7
K-12 Students Who Are Not Fluent in English	9	2.2	2.7	7.4
Students with Disabilities	28	6.9	9.9	10.9
Students Identified as Gifted and/or Talented	8	2.0	1.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	100.0	77.9	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	338	97.4	94.7	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	992

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	16.2	18.5
Grade 2	17.3	18.1	19.7
Grade 5	24.0	20.4	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	22	31
Computer Education	0	18
English Language Arts	430	422
Family and Consumer Science	0	1
Health	30	22
Library Media Skills	18	19
Mathematics	196	199
Music	18	33
Physical Education	22	41
Science	120	97
Social Studies	120	88
Technology Education	0	2
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 30 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	2.2	2.7	7.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.1	84.8	80.9

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	3.6	3.0	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	17.5	21.4	28.9
# of Print Periodical Subscriptions	9	10	12

*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	22.50
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	2.00
	Paraprofessional Instructional Assistants	6.83
Library/Media Specialists and/or Assistants		1.10
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		1.40
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		8.02

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	15.0	13.0	13.6
% with Master's Degree or Above	69.2	62.1	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.8	8.1	8.2
% Assigned to Same School the Previous Year*	88.5	88.5	86.9

*In 2009, school was redistricted

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 Kelley School we believe in strong parent participation in the education of children. The PTO works with school personnel on our school goals which focus on student achievement. Parent volunteers work in classrooms with teachers and students every day. They assist with instruction in learning stations and often can be seen listening to children read. A newsletter goes out to parents each month explaining important events at our school. This newsletter contains information written by parents and the school jointly. Workshops are given by teachers for parents each year. Teachers attend monthly PTO meetings and give mini lessons about curricular grade level topics. The PTO has sponsored our Governor's Reading Challenge celebration as well as our Read Across America program and a school-wide Read-a-Thon. In addition, this past summer we initiated a Summer Slide reading program where parents could bring students into school during the summer to select "just right" reading books. We believe in working as a TEAM (Together Everyone Achieves More).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	25	6.2
Black	5	1.2
Hispanic	9	2.2
White	366	90.4
Total Minority	39	9.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

3.2% 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.

The Urbin T. Kelley School has provided a variety of programs and opportunities for their students designed to promote diversity awareness, make connections to different cultures and understand common feelings and experiences. Some current programs involving the community at large are visits to a nearby university, visits to Kelley by community members as classroom volunteers and readers, and exchange visits to a nearby high school. Our curriculum addresses art from around the world, the incorporation of music from different countries and composers and the celebration of a variety of cultural events. We also focus on multicultural communities and holidays as well as math from many cultures. A talent show was used as a vehicle to make connections to diverse backgrounds and to promote unique abilities. We collected food for the community food bank and funds for social services. Our students also participated in a Math-a-thon fundraiser to benefit St. Jude's Children's Hospital, raised funds for Relay for Life, the Southington Education Foundation and the Haiti Relief Fund and students participated in projects for cancer patients.

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	56.7	61.8	50.3	62.4
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	70.3	70.1	57.0	71.8
Writing	56.7	68.0	58.3	46.1
Mathematics	84.6	86.5	62.4	88.1
Grade 4 Reading	85.7	74.9	59.9	94.2
Writing	77.3	76.8	63.6	73.3
Mathematics	91.7	87.8	67.0	93.1
Grade 5 Reading	80.3	72.8	61.8	82.2
Writing	79.5	76.3	68.2	69.5
Mathematics	98.6	91.3	72.4	99.4
Science	87.7	77.5	59.4	94.8
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	99.5	96.8	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 2008-09 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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	1	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Our focus has been to increase student achievement through our Continuous Improvement Plan. During parent conferences teachers discuss student progress in order to demonstrate growth over the year. All district benchmark tests and evaluations are discussed at PTO meetings so parents are aware of what we are using to best instruct their child at their level. Our EIP/SRBI process is vital for parents and teachers to have important, focused discussions about children. This look at individual children is important to each child's achievement. We provide appropriate interventions to help children achieve. IEP goals for our special education children are focused on state and national standards as well as CMT objectives. This improvement in goal writing has proven beneficial to student growth. Students are fully included and all teachers work together with all students.

SUPPLEMENTAL SCHOOL INFORMATION

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

Urbin T. Kelley School is located on approximately 25 acres in the northwestern section of Southington. The school was built in 1966, has twenty-two classrooms, a library media center, a cafetorium, art room, music room, speech room, guidance room and gymnasium. We have a dedicated staff, a strong parent organization and community support. Programs and field trips are supported by the PTO and enhance curriculum. We have two concerts yearly, both vocal and instrumental. Our physical education program this year included a staff/student volleyball game. Children participate in a Young Authors program. We annually raise funds for special causes. Guidance counselors teach lessons to further our goal of respect for one another. All classrooms have computers and all rooms are wired for internet capability. The integration of technology with the curriculum is made possible by this set up. Our focus on the child through a rigorous curriculum and caring relationships is our key to success.
