

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Killingly Memorial School**Killingly School District**

MARILYN L. OAT, Principal
 JOSEPH C. MUSUMECI, Asst. Principal
 Telephone: (860) 779-6680

Location: 339 Main Street
 Danielson,
 Connecticut

Website: www.killingly.k12.ct.us/newkms/Default.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: K - 4

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 449
 5-Year Enrollment Change: -19.4%

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	221	49.2	46.3	39.4
K-12 Students Who Are Not Fluent in English	20	4.5	3.6	7.8
Students with Disabilities	54	12.0	11.8	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	70	70.0	83.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	322	92.3	93.0	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	984	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 full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.5	15.3	18.5
Grade 2	17.6	18.5	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	31
Computer Education **	18	16
English Language Arts	535	488
Health **	18	18
Library Media Skills	27	20
Mathematics	205	200
Music	27	32
Physical Education	27	39
Science	50	73
Social Studies	50	67
World Languages	0	7

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.

** 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	4.5	3.6	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	92.6	94.6	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	2.8	3.1	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	98.8	98.0	94.2
# of Print Volumes Per Student*	32.0	26.8	29.7
# of Print Periodical Subscriptions	0	2	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		25.00
	Paraprofessional Instructional Assistants		6.50
Special Education:	Teachers and Instructors		6.00
	Paraprofessional Instructional Assistants		13.00
Library/Media Specialists and/or Assistants			0.50
Administrators, Coordinators, and Department Chairs			1.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.25
Counselors, Social Workers, and School Psychologists			2.60
School Nurses			2.00
Other Staff Providing Non-Instructional Services and Support		10.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.0	18.0	13.7
% with Master's Degree or Above	77.4	80.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.5	10.4	8.7
% Assigned to Same School the Previous Year	90.3	90.3	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 Killingly Memorial School both our mission statement and shared vision call for us to “demonstrate a commitment to a parent and community partnership to enhance a child’s learning.” At K.M.S., this partnership is evidenced through a variety of venues. Our Parent Teacher Community Association (PTCA) has been instrumental in providing enrichment experiences for our students through field trips, cultural programs, and specific school projects. From the adult perspective, our PTCA invites speakers to their monthly meetings to address our parent population according to their needs and surveyed interests. Our K.M.S. PTCA participates in our Reading is Fundamental Program, and actively participates in our Literacy Week program, as well as our Book Nook Publishing Center. It also sponsors several popular family activities during the school year – Grandparent’s Day, Family Game Night, Family Bingo Night, and Fun Fitness Night. Our local school TV station, WKMS, is also aired twice daily. As newscasters, our Grade 4 students share with the community events currently happening at K.M.S. Communication with parents is considered so essential that our first two report cards are delivered to parents at Parent Teacher Conferences. Over 98% of our parents participate in this conference. The district has purchased “Alert Now”, which is a tool to immediately notify parents of events, and/or emergency situations. KMS created a Governance Council, composed of parents, community members and staff. We hold weekly Early Intervention (E.I.) meetings in which parents are routinely invited to attend. Email allows parents the opportunity to communicate at their convenience. Our district/school web page offers parents an opportunity to not only view the many opportunities offered throughout the district, but our school as well. Each teacher has their own web page informing parents of what is happening in their child’s classroom. Weekly folders containing all school announcements, letters, information and student work are sent home every Friday. Our home school partnership is a vital component in the work we do at K.M.S.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	1.3
Asian American	14	3.1
Black	21	4.7
Hispanic	28	6.2
Pacific Islander	0	0.0
White	378	84.2
Two or more races	2	0.4
Total Minority	71	15.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language :

5.1% 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 8.

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.

Killingly Memorial School continues to develop and implement programs designed to bring students from a variety of racial, ethnic, and economic backgrounds together through both its academic and its social curriculum. With ten languages represented at K.M.S., multiculturalism affords us an exciting opportunity to learn about our world. Our annual Evening of the Arts is an event that has proven successful – infusing multiculturalism into class projects, activities, and performances, as well as bringing the families of 445 students together in celebration. Our assemblies focus on Literacy, while celebrating the similarities and differences of our global community. Outreach projects at K.M.S. have included a variety of student/staff fundraisers and collections and have opened our eyes to the needs of a world beyond our school. We participate in a winter coat drive, assist others in our community through our Holiday Food Collections, as well as sock, hat, and mitten collections through the winter, and staff dress down days to support community charities and families in need in our school community. Our Intergenerational Partnership with a local healthcare center brings our elderly community into our school on a regular basis. Our students and staff have learned much about the needs of people in our community with activities such as our Family Fun Fitness Night, Family Bingo Night, and Grandparent’s Day, Family Game Night, Field Day, Awards Assemblies, Musical Assemblies and an Evening of Reading. Woven into all we do, at K.M.S. is the Positive Behavior Support (P.B.S.) initiative – assisting and teaching students to be more mindful, accepting and reflective of the world and the people around them and our inner-connectedness. K.M.S. is committed to creating a greater awareness of, and respect for the diverse world in which we live.

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	11.8	27.6	50.9	2.0
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	62.2	55.4	59.2	54.6
Writing	61.5	55.7	62.7	46.1
Mathematics	70.3	60.7	66.5	55.0
Grade 4 Reading	53.4	62.4	64.1	32.3
Writing	54.7	60.4	65.3	32.0
Mathematics	51.4	58.3	68.0	24.9
Grade 5 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
Science	N/A	N/A	N/A	N/A
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	95.1	96.1	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, 31 students were responsible for these incidents. These students represent 6.5% 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, 48 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	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	8	2
Theft	1	2
Physical/Verbal Confrontation	1	1
Fighting/Battery	13	6
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	27	11

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

KMS participates in the State Personnel Development Grant (SPDG), for our staff to work with SERC on Professional Development, student behaviors, and communication within our school and with our community. The 2011 – 2012 school year was one of explicit focus on literacy and math at K.M.S. With a combined focus on Reader’s Workshop and rigor, classroom instructional rounds were done by teams of teachers and administration on a regular basis. After completing rounds, the team of teachers and administration debrief looking at evidence of rigor, best practice as it pertained to Reader’s Workshop, and the next level of work. Our instructional rounds model continues to be a vital component in our school improvement plan. At KMS, our Early Intervention (EI) process is an integral component in our Response to Intervention. An EI team meets every Friday to review the progress of at-risk students. This, coupled with our commitment to the data driven decision making process, focuses our attention on diagnostic interventions and strategies as we monitor progress every 4 – 6 weeks. Our district has made a commitment to this model and has incorporated 14 Early Release Days into the school year, designating time for grade level teams to meet and discuss student work, develop common formative assessments and teaching strategies that focus on the needs of students. KMS adheres to the Positive Behavior Support Program in conjunction with Responsive Classroom and Second Step. These programs are designed to help students achieve social and learning success, honoring both the social and the academic curriculum. Coupled with these programs, a Behavior Intervention Team was created at KMS with the intention of examining the antecedents of poor behavior and developing methods of teaching new responses to students as part of the social learning curriculum. Clear, explicit and consistent expectations are modeled, taught, practiced and reinforced. The work of our grade level instructional data teams and our school data team is aligned and embedded in the work of our District Data Team. Our district team, consisting of school administrators and teachers, meets twice a month.

SUPPLEMENTAL SCHOOL INFORMATION

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

Great things happen at Killingly Memorial School! The mission of KMS is to create an environment where all children learn and achieve academic and social success. To this end, KMS offers a variety of opportunities to it’s students. Our focus on reading begins in the summer as our students participate in The Governor’s Summer Reading Challenge. One hundred percent of our students read over 4,000 books. This year, we offered our students three free RIF’s book distributions. Over 1,000 people attended our annual “Evening of the Arts” to not only view the art work of our students, but to watch their performances as well. Events such as Vocabulary Day, Family Fitness Night, Family Bingo, Character Day, Field Day, Instant Theatricals, and Literacy Week brought smiles to both students and staff. Also, as part of our social curriculum and outreach program, our students and staff put together over 26 food baskets to distribute to families in our community. In order to strengthen our reading program, the staff of K.M.S. worked with consultants from SERC for the fourth consecutive year. Working through a grant, “Analyzing Literacy Data for Tiers of Instruction,” KMS teachers met weekly with their grade level data teams analyzing student work and CFA’s. Thanks to the generosity of our Parent Teacher Community Organization, our students benefit from many educational and cultural programs and fieldtrips. Our WKMS morning TV broadcast, using our Grade 4 students as “anchors” and “technicians”, met with a high degree of acclaim in our community. We celebrate a student artist of the month, we honor academic achievement at every marking period, we recognize responsibility and effort, and we recognize KMS Star Students as part of our Positive Behavior Support program. Working collaboratively with our parents, Killingly Memorial School nurtures the whole child and the joy of learning.
