

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Killingly Memorial School
Killingly School District**

MARILYN L. OAT, Principal
 STEVEN R. RIOUX, Asst. Principal
 Telephone: (860) 779-6680
 Website: www.killingly.k12.ct.us/newkms/Default.htm

Location: 339 Main Street
 Danielson,
 Connecticut

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, 2008: 531

5-Year Enrollment Change: -0.4%

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	232	43.7	40.6	34.2
K-12 Students Who Are Not Fluent in English	22	4.1	3.4	7.0
Students with Disabilities	52	9.8	12.4	10.9
Students Identified as Gifted and/or Talented	11	2.1	7.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	71	68.9	64.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	347	81.1	85.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	185	181
Total Hours per Year	1,020	988

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 and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.2	15.4	18.3
Grade 2	16.1	17.3	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	29
Computer Education ¹	17	14
English Language Arts ¹	540	496
Health I	20	19
Library Media Skills	27	18
Mathematics	215	198
Music	27	30
Physical Education	27	36
Science ¹	60	70
Social Studies ¹	60	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

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.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.1	3.4	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	98.1	80.6	80.3

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	4.0	3.8	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	97.0	97.4	94.6
# of Print Volumes Per Student*	28.0	25.0	28.2
# of Print Periodical Subscriptions	20	18	13

*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	35.00
Paraprofessional Instructional Assistants	8.50
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	11.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.58
Counselors, Social Workers, and School Psychologists	2.10
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	8.00

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	13.5	14.6	13.3
% with Master's Degree or Above	75.0	77.3	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.0	9.3	8.6
% Assigned to Same School the Previous Year	85.0	84.0	83.3

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 Killingly Memorial School both our mission statement and shared vision call us to "demonstrate a commitment to a parent and community partnership to enhance a child's learning." This partnership offers a variety of opportunities at KMS.

We have a very active and involved Parent Teacher Community Association (PTCA). They have been instrumental in providing enrichment experiences for our students through field trips, cultural programs, and specific school projects. Our PTCA meets monthly and also invites speakers to address our parent population according to their needs and interests. Our KMS PTCA participates in our Reading is Fundamental Program, and actively participates in our Literacy Week program, as well as our Book Nook Publishing Center.

Communication with parents is considered so essential that our first two report cards are given to parents at Parent Teacher Conferences. We make every attempt to meet with parents to mutually discuss the progress of our children. Technology has increased our ability to communicate fluently with our families; email allows parents the opportunity to communicate at their convenience. Weekly folders go home every Friday that contain all school announcements, letters, information and student work. This is another important vehicle in our home school partnership.

Our P.A.C.T. (Parents and Children Together) learning program is one that we are most proud since it originated at K.M.S. Classroom teachers and parents work together observing the reading behaviors of their children. Lessons are designed based on ongoing assessments. Parents are in-serviced by the classroom teacher prior to beginning the program with their children. Parents make a commitment to work with their child 15-20 minutes a day. Weekly packets are sent home with trade books at the child's instructional level. Parents are provided with specific questions and strategies to utilize while reading with their child. Parents record the story read, along with their observations. Parents are also given sight words and word cards to review with their child. It has proven to be a success and has formed a successful home/school partnership for learning.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	1.3
Asian American	11	2.1
Black	23	4.3
Hispanic	27	5.1
White	463	87.2
Total Minority	68	12.8

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 4.1% 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 10.

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 KMS, 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 over 500 students together in celebration. Our assemblies focus on international folktales celebrating the similarities and differences of our global community.

Outreach projects at KMS have included a variety of student/ staff fundraisers and collections. We participated in the Relay for Life, and assisted others in our community through our Holiday Food Collections, as well as sock, hat, and mitten collections throughout the winter. We expanded our mentoring program with Killingly High School students, continued an Intergenerational Partnership with a local healthcare center, offered an after school enrichment program featuring drama classes, health and fitness classes, language classes, sculpting classes, technology classes, and many other opportunities for exploration.

Students at K.M.S have had the opportunity to participate in the Big Brother/ Big Sister Program which includes Saturday activities and field trips facilitated through UCONN. Many opportunities to come together as a school family are offered through activities such as our Family Holiday Workshop, Grandparents Day, Family Math/Science Night, Fun Day, Awards Assemblies, Musical Assemblies and an Evening of Reading. K.M.S. is committed to creating a greater sensitivity and awareness of the diverse world in which our students will be better prepared as responsible global citizens.

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	28.1	33.9	33.6	41.7
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	45.6	45.2	54.6	35.3
Writing	50.0	50.2	62.5	29.7
Mathematics	49.1	49.0	62.8	28.6
Grade 4 Reading	51.0	57.1	60.7	34.3
Writing	45.0	51.7	64.2	22.6
Mathematics	34.4	46.5	63.6	15.5
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.

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	97.2	98.3	96.2

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 2007-08 school year, 88 students were responsible for these incidents. These students represent 16.1% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	29	0
Theft	6	0
Physical/Verbal Confrontation	16	0
Fighting/Battery	56	0
Property Damage	8	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	158	0
Total	274	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The 2008 - 2009 school year was one of explicit focus for KMS. Our focus was on Language Arts and Math instruction. We also put into place a new schedule in which dedicated instructional blocks were assigned to all grade levels, as well as instructional support blocks to address all learners.

Our Early Intervention process is an integral component in our Response to Intervention and our reading program. This, coupled with our commitment to assessment driven instruction and results, focused our attention to diagnostic interventions and strategies that have proven results. 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 also adopted the Positive Behavior Support Program, which has been coupled with Responsive Classroom. It is a complete system of ideas and methods designed to help students achieve social and learning success. The main idea of PBS is to examine all the antecedents of poor behavior and work in a focused and collaborative manner to solve behavior problems before they happen. Clear and consistent expectations are modeled, taught, practiced and reinforced.

A team of KMS teachers and administration received a grant through SERC to participate in a year of professional development – “Decision Making In a Three-Tiered Approach: School-based Literacy Teams and Coaches in Action.” All teachers were trained in Data Driven Decision Making. Professional development focused on best practice in support of teaching the five components of reading in a comprehensive reading program, using release of responsibility. To this end, our district also supported the addition of a full-time Instructional Coach to the KMS staff. We continue to reflect and examine our practices, as we develop new approaches to meet the needs of all our 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.

Great things happen at KMS! The mission of Killingly Memorial School is to create an environment where all children learn and achieve academic and social success. KMS offers a variety of opportunities to its students. Our focus on reading begins in the summer. KMS attained 100% participation in The Governor’s Summer Reading Challenge. Our students read 4,768 books! This year we offered our students four RIF free 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, Character Day, Instant Theatricals, and Literacy Week brought smiles to both students and staff! Our entire school community, including parents, custodians, and bus drivers, participated in our “One School/ One Book” initiative. Also, as part of our social curriculum, our students and staff put together over 26 food baskets to distribute to families in our community.

For the 10th year, KMS proudly received the competitive Early Reading Success Grant. Enhancing our reading program was the work done with SERC in “Decision Making through the Three Tiered Approach.” Thanks to the generosity of our Parent Teacher Community Organization, our students benefit from many educational and cultural programs, such as Ragged Hill Woods. Our WKMS morning TV broadcast, using our Grade 4 students as “anchors” and technicians, met with a high degree of success in our community. KMS also offered an after school enrichment program with drama, art, digital technology, physical fitness, and foreign language opportunities. 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.
