

STRATEGIC SCHOOL PROFILE 2010-11

Elementary School K-3 Edition

**Memorial School
East Hampton School District**

KAREN L. FITZSIMMONS, Principal
 MARYSSA B. EDELE, Asst. Principal
 Telephone: (860) 365-4020

Location: 20 Smith Street
 East Hampton,
 Connecticut

Website: www.easthamptonct.org

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: PK - 3

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 610
 5-Year Enrollment Change: -10.4%

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	67	11.0	11.2	38.3
K-12 Students Who Are Not Fluent in English	8	1.4	0.9	7.7
Students with Disabilities	37	6.1	6.3	10.8
Students Identified as Gifted and/or Talented	0	0.0	0.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	117	86.0	86.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	419	94.6	95.1	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,002	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 and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.0	17.0	18.4
Grade 2	20.0	20.0	19.9

Required Hours of Instruction Per Year in Selected Subject Areas

Grade 2	School	State
Art **	26	30
Computer Education **	3	15
English Language Arts **	565	491
Health **	18	18
Library Media Skills	0	19
Mathematics **	185	199
Music **	26	31
Physical Education **	55	37
Science **	62	72
Social Studies **	62	68
World Languages	0	8

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 25 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	1.4	0.9	7.5
% 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.	94.6	94.7	81.3

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	6.0	5.0	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	30.8	26.8	29.5
# of Print Periodical Subscriptions	3	11	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	34.90
	Paraprofessional Instructional Assistants	6.60
Special Education:	Teachers and Instructors	8.00
	Paraprofessional Instructional Assistants	17.50
Library/Media Specialists and/or Assistants		0.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		1.60
School Nurses		2.00
Other Staff Providing Non-Instructional Services and Support		13.15

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	16.1	17.0	13.7
% with Master's Degree or Above	75.6	81.8	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	7.7	7.4	8.7
% Assigned to Same School the Previous Year	88.9	92.5	83.9

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.

Memorial Elementary School believes that a strong home-school communication is crucial to a child's success in our school. The school communicates on a daily, weekly and bi monthly basis. Communication occurs through Open Houses, phone calls to parents, classroom newsletters, our school website, and parent/teacher conferences. On our website is our bi-monthly newsletter, The Bulletin, to keep parents up to date on current school events, academic programs and PTO events. Special notices go out regularly to keep parents abreast. Memorial Elementary School has The Management Team. The team is made up of 2 administrators, 3 certified staff and 4 parents. They meet formally once every other month. Their mission statement: "To act as a liaison among school administrations, students, staff, parents, and the community, in order to foster positive communication and a strong support system for the betterment of MES." The team communicates concerns and successes at the meeting. The minutes are published in the Bulletin. This year the teachers will be using Edline to communicate with parents. Before the second week of school all teachers contact parents, either by a letter, e-mail or phone call. Throughout the year, teachers send home newsletters to keep the parents apprised of the curriculum, activities and events. Teachers meet formally with parents to discuss students' progress twice a year and more often if there are concerns. Parents are informed if their child is receiving services through our Scientific Researched Based Interventions, which is a regular education initiative. The PTO, Memorial Elementary School and the language arts department have the annual Writing Celebration with story tellers and authors. Parents spent an evening at school reading with their children's stories. The music room during the month of March is full of talented family and community members sharing their musical talents. There are over 300 parent/community volunteers helping the staff and students. Parents and children are invited back to school at night. In kindergarten, they are invited to an ice-cream social, and in all the grades, they are invited to attend educational programs, the Pasta Dinner and PTO meetings. The Memorial School community will continue to learn together to help the children be successful.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	14	2.3
Black	2	0.3
Hispanic	24	3.9
Pacific Islander	0	0.0
White	562	92.1
Two or more races	8	1.3
Total Minority	48	7.9

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

2.6% 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 7.

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.

In an effort to increase and expand our students' exposure to different cultures and to help students and teachers gain a greater sensitivity to differences, our students were involved in a variety of activities over the year. Memorial Elementary School (MES) focused on acknowledging and respecting the many varying backgrounds of American people and the world. Mr. Paws, our large stuffed bear greets everyone as they come into the school. He helps to remind the children of the school rules, Respect, Responsibility and Safety First. Our school has the Positive Behavior Intervention and Support, PBIS, which focuses on student behavior. The school day begins each morning recognizing and celebrating the diversity in the classroom, school, community and country through morning meetings. There are lessons that the students become a classroom and school member. There are school-wide activities that help to foster a family community. The programs address student differences and enable MES to build a classroom and school community, while acknowledging our differences. During the 2010-2011 school year teachers taught units that emphasized different cultures. Classes developed partnerships with schools in Connecticut, Florida, Haiti and Iraq. An American Flag hangs in the Cafetorium which was given to the school from the 325th Combat Support Hospital as a token of thanks for letters sent to service men/women overseas. We continue to write to our service people. Students and staff participated in a number of service projects. Students collected for UNICEF, sent mittens, gloves, food and money to our local food bank and to other countries. Teachers gave to Caring For Kids, a school program that helps the children and their parents during difficult times. The Parent Teacher Organization helped Memorial School provide a variety of multicultural events for students and parents. We will continue to find ways to expose the students to the diverse world around them.

STUDENT PERFORMANCE AND BEHAVIOR

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	70.6	70.6	58.4	69.8
Writing	73.8	73.8	61.1	71.5
Mathematics	68.8	68.8	63.0	56.6

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	94.6	95.3	95.0

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.

Truancy

During the 2009-10 school year, No 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, 2009-10		
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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The major focus at Memorial Elementary School (MES) continued to be reading. Data Teams enabled teachers to provide students an intervention that addressed specific skills and provided students to be challenged. MES continues to have a focus on reading and writing, while addressing math concerns. Teachers' goals last year were to increase students reading levels so all students would be reading at the appropriate level by June and improve math facts. There was almost 11 percent increase in students meeting goal in reading over 2010 CMT. Teachers continuously assessed students throughout the year and made sure the students were being taught on their instructional level in a guided reading group. Additional reading and writing services were provided by classroom teachers and our support staff for any student needing intervention. Over 86 percent of third grade students reached proficiency or better in reading and writing. Kindergarten and first grade teachers used materials from LiteracyHow. Second and third grade teachers received professional development in literacy from a consultant. Scientific Research Based Interventions (SRBI) is a program that emphasizes the central role of the classroom teacher in the intervention process. It transformed our school so that we are able to provide effective, preventive lessons/services to address students' needs. Teachers were given additional time to meet as a data team to discuss academics and continue to work on being a professional learning community. Memorial Elementary School is in its second year of full implementation of Positive Behavior Intervention and Supports (PBIS). This positive discipline initiative aims at reaching all students and meeting their individual needs.

SUPPLEMENTAL SCHOOL INFORMATION

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

Memorial Elementary School (MES) is a child-oriented, pre-kindergarten through grade 3 school with an enrollment of approximately 630 children. The blue roof against the blue sky is the beautiful country setting for Memorial Elementary School. Students in pre-kindergarten through grade 3 walk through the doors into a mosaic art world. Students and staff work in an environment that embraces positive behavior with the three school rules of Respect, Responsibility, and Safety First. Mr. PAWS, our large stuffed bear continues to greet the children as they bounce into the school. Parents and community members are very involved at Memorial Elementary School with over 300 volunteering. Stephanie Starr, Ann White and Nancy Zimmer were honored at the CAS Volunteer Recognition Dinner for the 2009-2010 school year. The PTO has generously funded fine arts programs, guest authors, parent and children activities, Friday Afternoon Club and other special events throughout the year. The PTO purchased an Epson for Memorial Elementary School. Memorial Elementary School is a wonderful place for children to explore the world. We celebrate the accomplishments and strive to be a community of learners.
