

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



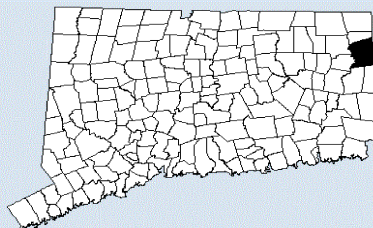
## Killingly School District

Ms. Lynne Pierson, Superintendent • 860-779-6600 • <http://www.killingly.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,550
Per Pupil Expenditures <sup>1</sup>	\$17,108
Total Expenditures <sup>1</sup>	\$44,565,352

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](http://edsight.ct.gov).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,282	50.3	48.4
Male	1,268	49.7	51.6
American Indian or Alaska Native	34	1.3	0.3
Asian	74	2.9	5.1
Black or African American	71	2.8	12.9
Hispanic or Latino	452	17.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	113	4.4	2.9
White	1,806	70.8	54.8
English Learners	59	2.3	6.8
Eligible for Free or Reduced-Price Meals	1,091	42.8	35.9
Students with Disabilities <sup>1</sup>	391	15.3	14.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	177	14.9	51	4.0
Male	172	15.0	143	11.4
Black or African American	18	29.0	*	*
Hispanic or Latino	70	16.3	57	13.6
White	233	14.1	114	6.3
English Learners	11	20.4	*	*
Eligible for Free or Reduced-Price Meals	218	22.2	114	10.0
Students with Disabilities	82	23.2	62	14.4
District	349	14.9	194	7.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 125

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	173.7
Paraprofessional Instructional Assistants	39.5
<b>Special Education</b>	
Teachers and Instructors	32.4
Paraprofessional Instructional Assistants	68.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.5
School Level	13.1
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	18.9
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	151.5

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.8	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	1	0.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	252	98.8	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.2	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	46	62.2	59	83.1
White	70	74.5	94	72.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	41	62.1	44	62.9
Students with Disabilities	20	55.6	19	41.3
District	129	70.1	160	74.4
State		63.6		77.5

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	26	52.0
Emotional Disturbance	13	24.5
Intellectual Disability	*	*
Learning Disability	82	84.5
Other Health Impairment	55	63.2
Other Disabilities	*	*
Speech/Language Impairment	46	95.8
District	234	62.9
State		68.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	50	2.2	1.7
Emotional Disturbance	53	2.4	1.0
Intellectual Disability	19	0.8	0.5
Learning Disability	98	4.3	4.9
Other Health Impairment	87	3.9	2.9
Other Disabilities	28	1.2	1.1
Speech/Language Impairment	54	2.4	1.8
All Disabilities	389	17.3	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,185,813	8,010	9,663
Instructional Supplies and Equipment	638,693	253	321
Improvement of Instruction and Educational Media Services	2,454,446	974	578
Student Support Services	2,370,946	941	1,103
Administration and Support Services	4,779,303	1,897	1,861
Plant Operation and Maintenance	4,462,234	1,771	1,637
Transportation	3,149,546	1,246	877
Costs of Students Tuitioned Out	6,520,268	N/A	N/A
Other	4,103	2	201
Total	44,565,352	17,108	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,934,689	768	1,749
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,130,613	21.8	34.6
Noncertified Personnel	2,123,149	14.8	14.6
Purchased Services	73,991	0.5	5.8
Tuition to Other Schools	6,304,534	44.0	21.8
Special Ed. Transportation	656,495	4.6	8.5
Other Expenditures	2,045,416	14.3	14.7
Total Expenditures	14,334,198	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	47.4	49.9
State	43.5	40.6
Federal	3.4	3.5
Tuition & Other	5.7	6.0

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	15	*	15	*	*	*
Asian	40	68.6	40	61.8	11	*
Black or African American	21	55.2	21	48.5	10	*
Hispanic or Latino	197	61.8	195	50.8	163	54.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	67	68.2	67	57.9	31	49.8
White	802	65.6	797	56.7	312	52.0
English Learners	52	62.2	51	56.3	12	*
Non-English Learners	1090	65.1	1084	55.7	519	52.3
Eligible for Free or Reduced-Price Meals	490	60.7	485	52.0	210	48.9
Not Eligible for Free or Reduced-Price Meals	652	68.1	650	58.5	321	54.1
Students with Disabilities	172	45.4	169	38.3	67	39.8
Students without Disabilities	970	68.4	966	58.8	464	53.8
High Needs	580	59.2	574	50.9	242	48.0
Non-High Needs	562	70.9	561	60.7	289	55.4
District	1142	64.9	1135	55.7	531	52.1

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	63.0	73.1	57.2	89.4	653	70.8
Curl Up	64.3	88.5	43.9	98.8	653	73.7
Push Up	48.7	70.5	39.9	74.1	653	58.2
Mile Run/PACER	49.4	25.6	9.8	48.2	653	32.9
All Tests - District	17.5	7.7	7.5	39.4	653	18.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	108	65.7
Students with Disabilities	37	40.5
District	210	79.5
State		87.4

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	49	23.6
Male	93.7	49	25.7
Black or African American	*	*	*
Hispanic or Latino	96.6	40	27.6
White	93.8	51	22.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	89.7	17	12.5
Students with Disabilities	79.3	0	0.0
District	94.7	98	24.6
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	70.6	87.9
Male	63.6	74.4
Black or African American	*	*
Hispanic or Latino	*	*
White	65.8	81.2
English Learners	65.8	*
Eligible for Free or Reduced-Price Meals	52.6	80.6
Students with Disabilities	*	*
District	67.1	82.5
State	72.0	88.5

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.9	75	43.3	50	86.6	67.1
	High Needs Students	59.2	75	39.4	50	78.9	55.9
Math Performance Index	All Students	55.7	75	37.1	50	74.3	62.2
	High Needs Students	50.9	75	33.9	50	67.8	50.5
Science Performance	All Students	52.1	75	34.7	50	69.4	55.3
	High Needs Students	48.0	75	32.0	50	64.1	45.2
ELA Academic Growth	All Students	49.3%	100%	49.3	100	49.3	55.4%
	High Needs Students	47.5%	100%	47.5	100	47.5	49.8%
Math Academic Growth	All Students	42.4%	100%	42.4	100	42.4	61.7%
	High Needs Students	42.2%	100%	42.2	100	42.2	53.7%
Chronic Absenteeism	All Students	14.9%	<=5%	30.1	50	60.3	9.9%
	High Needs Students	21.2%	<=5%	17.6	50	35.2	15.8%
Preparation for CCR	% Taking Courses	72.4%	75%	48.3	50	96.6	70.7%
	% Passing Exams	24.6%	75%	16.4	50	32.7	43.5%
On-track to High School Graduation		85.1%	94%	45.3	50	90.6	87.8%
4-year Graduation All Students (2016 Cohort)		79.5%	94%	84.6	100	84.6	87.4%
6-year Graduation - High Needs Students (2014)		76.3%	94%	81.2	100	81.2	82.0%
Postsecondary Entrance (Class of 2016)		67.1%	75%	89.4	100	89.4	72.0%
Physical Fitness (estimated part rate) and (fitness)		90.7%   18.2%	75%	12.1	50	24.3	92.0%   51.6%
Arts Access		57.6%	60%	48.0	50	96.0	50.5%
<b>Accountability Index</b>				<b>875.0</b>	<b>1350</b>	<b>64.8</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.9	59.2	11.7	16.7	
Math Performance Index Gap	60.7	50.9	9.8	18.7	
Science Performance Index Gap	55.4	48.0	7.4	16.6	
Graduation Rate Gap	94.0%	76.3%	17.7%	12.0%	Y

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.2
	High Needs Students	97.3
Math	All Students	97.7
	High Needs Students	96.5
Science	All Students	96.8
	High Needs Students	95.8

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Killingly Public Schools developed a three-year District Improvement Plan aimed at increasing student achievement, to be implemented from 2017-2020. The plan was developed by administrators and focused on prioritized needs in the areas of talent, academics, climate and operations. To guide this plan, KPS had adopted the following core values; Positive Relationships Matter, Adult and Student Empowerment Matters, Clear and High Expectations Matter, Continuous Improvement Matters, Shared Responsibility Matters, and Focused Collaboration Matters. To support these core values, Killingly Public Schools has developed the following Theories of Action: 1. If KPS administration and curriculum leaders conduct frequent classroom observations, provide feedback, and foster collaboration that links to job embedded professional development, then instruction will improve and student achievement will increase. 2. If KPS students have access to high quality instruction, guaranteed viable curriculum, and engaging student-centered, inquiry-based student experiences then student achievement will increase. 3. If KPS empowers faculty and students and fosters positive relationships, then KPS will establish a supportive community of learners. 4. If KPS purposefully invests and evaluates district resources, then we will have the necessary talent, technologies, infrastructure and finances to promote student achievement.

All members of a Professional Learning Community collaborate to integrate and adjust needs based instruction to meet the academic, social, and emotional needs of every student. Specifically the entire district has moved to a full-inclusion model whereby the vast majority of special education students have been integrated into regular education classes. This is supported through the implementation of Co-Teaching in Core Classes. Each school in the district has created a School Improvement Plan that aligns with the areas identified in the District Improvement Plan.

Additionally, the district has a comprehensive action plan to address attendance and truancy issues. The district's current initiative to deal with truancy identifies student's that meet the following criteria: 1) cumulative excused absences, 2) unexcused absences, 3) academic difficulty or academic failure, and 4) discipline issues. Student data are consistently reviewed and strategies are recommended through the "Student Success Program" or SSP. The district, in all of the four areas of concern listed above, is required to respond and implement a continuum of intervention services in an effort to improve the student behavior and performance, such as, KSST, SARB, PPT, parent meetings, student meetings, school counseling meetings, course credit recovery meetings, school and community based evaluations, administrative intervention, court referrals, DCF referrals, and special education referrals.

Killingly Public Schools continuously engage in activities and initiatives to involve parents in their student's education. Each school holds evening events, such as, Family Nights, Curriculum Updates, Fitness Nights, and Recognition Nights. Our board of education held a Common Core Community Forum to elicit input from families and community members.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Killingly Public Schools have provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity in a community that has a limited diverse population. The entire district is moving in the direction of a full-inclusion model. To help all students be successful in the regular education program, pyramids of intervention have been strategically developed in all buildings throughout the district. This has given all schools in the district a great foundation for implementing SRBI systems and ongoing interventions such as, after school support programs, during-the-day support labs, tutors, and homework programs have been created. The high school AB Block Schedule has been modified to incorporate an Advisory/Intervention period every day. One of the goals of the Advisory is to "build community and a sense of belonging." Grant dollars continue to assist the district in providing opportunities for students to increase awareness of differences through inter-district activities and after-school programs. Club activities at KHS have been designed to support inclusiveness, including an active GSA chapter. The two elementary schools and the middle school will continue to participate in the Positive Behavioral Supports (PBS). Additionally our middle school and high school faculty have participated in professional development called Capturing Kid's Hearts, which focuses on improving peer-peer, adult-students, and adult-adult relationships. Killingly High School students have the opportunity to enroll in the Art Magnet School in Willimantic and EASTCONN's Quinebaug Middle College High School at QVCC.

Interested students (grades 5-8) from the Killingly Intermediate School and Windham Middle School participate in a unique one-on-one multicultural mentoring program, Kids & UConn Bridging Education (KUBE). The goals of the program are to reduce racial, ethnic and economic isolation and to help students achieve academic success in science, writing, and 21st century skills. The UConn students consist of two program coordinators, ten group leaders, and approximately 75 mentors.

# District Profile and Performance Report for School Year 2016-17

## Killingly School District

### **Equitable Allocation of Resources among District Schools**

Killingly Public Schools allocate resources to ensure equity and address needs each year. Annually, during the budget process our principals and program directors work with staff and school site teams to create a financial plan for the following year. Our programs are allocated funds per teachers for instructional supplies. Separately, each department articulates their specific needs for additional instructional and equipment supplies. As part of this process, principals and directors present their total budget to the business office and the Superintendent of Schools. Also, as part of the budget-development process, “decision packages” representing requests for new staff, programs, and/or equipment may be submitted to the Superintendent for review. Decision packages are compiled and presented to the entire administrative team to be prioritized before they are sent to the Fiscal Subcommittee of the Killingly Board of Education.