Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Killingly School District

Mr. Steven Rioux, Superintendent • 860-779-6600 • http://www.killingly.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,490
Per Pupil Expenditures[1]	$18,060
Total Expenditures[1]	$46,918,632

[1] *Expenditure data reflect the 2018-19 school year.*
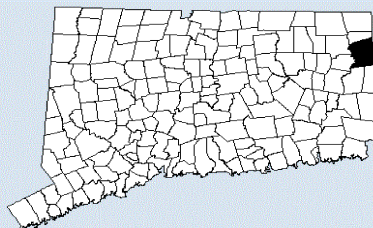
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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.](#)

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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,270	51.0	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	59	2.4	5.2
Black or African American	47	1.9	12.7
Hispanic or Latino of any race	237	9.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	153	6.1	3.8
White	1,974	79.3	51.1
English Learners	58	2.3	8.3
Eligible for Free or Reduced-Price Meals	1,257	50.5	43.3
Students with Disabilities[3]	426	17.1	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	170	14.2	*	*
Male	*	*	137	10.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	47	21.3	20	7.9
White	248	13.5	136	6.7
English Learners	11	18.6	0	0.0
Eligible for Free or Reduced-Price Meals	239	19.9	127	9.3
Students with Disabilities	85	22.2	50	10.4
District	337	14.5	177	6.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 301

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	171.5
Paraprofessional Instructional Assistants	37.6
Special Education	
Teachers and Instructors	29.4
Paraprofessional Instructional Assistants	82.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	11.8
Library/Media	
Specialists (Certified)	3.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.5
Counselors, Social Workers and School Psychologists	20.0
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	154.9

[1] 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

	District Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	0.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	249	99.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	11	*	14	*
White	119	86.9	147	87.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	54	84.4	78	90.7
Students with Disabilities	25	92.6	32	88.9
District	152	86.4	178	89.0
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	28	60.9
Emotional Disturbance	15	39.5
Intellectual Disability	7	*
Learning Disability	100	94.3
Other Health Impairment	66	68.8
Other Disabilities	12	48.0
Speech/Language Impairment	48	96.0
District	276	73.8
State		67.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2019-20
Killingly School District

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	48	2.2	2.0
Emotional Disturbance	38	1.7	1.1
Intellectual Disability	13	0.6	0.5
Learning Disability	106	4.8	5.7
Other Health Impairment	97	4.4	3.3
Other Disabilities	41	1.9	1.1
Speech/Language Impairment	65	3.0	1.8
All Disabilities	408	18.5	15.6

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	54	13.2	8.2
Private Schools or Other Settings	28	6.9	5.0

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$28,215,711	$10,861	$10,923
Support services - students	$3,077,796	$1,250	$1,277
Support services - instruction	$920,702	$374	$682
Support services - general administration	$2,025,880	$823	$467
Support services - school based administration	$2,429,393	$986	$1,021
Central and other support services	$1,403,427	$570	$679
Operation and maintenance of plant	$5,075,187	$2,061	$1,718
Student transportation services	$3,000,863	$1,210	$1,288
Food services	.	.	$12
Enterprise operations	.	.	$163
Minor school construction	$769,674	$312	$59
Total	$46,918,632	$18,060	$17,629

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,867,128	19.9	28.5
Instructional Aide Salaries	$1,605,416	11.1	10.1
Other Salaries	$848,215	5.9	11.1
Employee Benefits	$1,709,211	11.9	13.0
Purchased Services Other Than Transportation	$939,348	6.5	5.7
Special Education Tuition	$5,589,623	38.8	22.5
Supplies	$101,214	0.7	0.6
Property Services	$52,161	0.4	0.3
Purchased Services For Transportation	$686,114	4.8	8.0
Equipment	$11,677	0.1	0.2
All Other Expenditures	$445	0.0	0.1
Total	$14,410,553	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.7	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	52.4
State	38.3
Federal	3.7
Tuition & Other	5.7

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	113	74.3
Students with Disabilities	39	64.1
District	214	83.2
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	73.9	80.6
Male	53.7	82.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	62.5	80.8
English Learners	62.5	*
Eligible for Free or Reduced-Price Meals	62.1	81.3
Students with Disabilities	33.3	*
District	63.4	81.2
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	59.4%	100%	60.4%
	Oral	73.1%	100%	57.6%
Chronic Absenteeism	All Students	14.5%	<=5%	12.2%
	High Needs Students	19.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.8%	75%	80.4%
On-track to High School Graduation		87.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		83.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		63.3%	75%	71.5%
Arts Access		58.7%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	91.3%	86.8%	4.5%	10.9%	N

[1] 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.
[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Killingly Public Schools annually adjusts out a three-year Continuous Improvement Plan (CIP) aimed at increasing student achievement. In 2018-2019, KPS engaged our full community of parents, educators and students in the development of our 2019-2022 Continuous Improvement Plan. The 2019-2022 CIP focuses on 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 implemented programs which support our Theories of Action. As part of our Continuous Improvement Plan, Killingly Public Schools has partnered with KnowledgeWorks and the League of Innovative Schools, to ensure a cohesive student-centered learning environment at all schools which places a focus on proficiency based instruction and assessment.

In the Killingly community all schools have implemented structures to allow our Professional Learning Communities to collaborate, to integrate and to adjust needs-based instruction to meet the academic, social, and emotional needs of every student. Additionally, the district has a comprehensive action plan to address attendance and truancy issues. Student data is consistently reviewed and strategies are recommended through the "Student Success Program" or SSP. As a district KPS is committed to do whatever it takes to make a positive difference in the lives of our students in an effort to keep them connected, engaged and earning credit towards graduation. Killingly Public Schools continuously engages 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 forum to elicit input from families and community members. Three of our five schools have School Governance Councils where families take an active role in the planning and improvement of school programs. Additionally, schools engage families through electronic means via webpages, email, text messaging, social medial, and automated phone services.

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.

In 2019 and 2020, all Killingly Public Schools faculty completed training in diversity awareness. Additionally, Killingly incorporates many programs focused on building a community where all students feel safe and respected. These include: Club activities at KHS and KIS which have been designed to support inclusiveness, including an active GSA chapter. A partnership between Killingly High School and the Anti-Defamation League to provide community learning through the "Names Can Really Hurt Us" program.

To ensure instructional and equitable responses to student behaviors, our middle school and high school faculty have participated in professional development on Restorative Practices which focus on improving peer-peer, adult-students, and adult-adult relationships. The elementary schools and middle school will continue to participate in responsive classroom to support all learners. Interested students from the Killingly Intermediate 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 that meet monthly with the 75 middle school students in Storrs.

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 Advisor

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 teacher 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.