

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



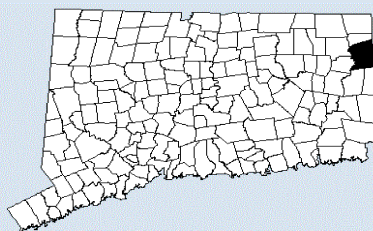
## Killingly School District

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	2,523
Per Pupil Expenditures <sup>1</sup>	\$17,610
Total Expenditures <sup>1</sup>	\$45,432,642

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,286	51.0	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	67	2.7	5.1
Black or African American	66	2.6	12.8
Hispanic or Latino	217	8.6	24.8
Pacific Islander	*	*	0.1
Two or More Races	118	4.7	3.3
White	2,020	80.1	53.6
English Learners	50	2.0	7.2
Eligible for Free or Reduced-Price Meals	990	39.2	36.7
Students with Disabilities <sup>1</sup>	378	15.0	14.8

<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	144	12.3	72	5.7
Male	173	15.0	152	12.1
Black or African American	10	18.9	8	13.6
Hispanic or Latino	39	19.0	22	10.0
White	239	12.7	172	8.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	220	19.2	141	11.3
Students with Disabilities	90	25.1	53	12.0
District	317	13.6	224	8.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 93

Number of school-based arrests: 11

<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 2017-18

## Killingly School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	167.5
Paraprofessional Instructional Assistants	42.5
<b>Special Education</b>	
Teachers and Instructors	28.4
Paraprofessional Instructional Assistants	69.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	11.1
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	5.5
Counselors, Social Workers and School Psychologists	19.4
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	150.5

<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	1	0.4	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	241	99.2	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino	7	*	16	*
White	141	89.2	140	89.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	56	81.2	60	82.2
Students with Disabilities	12	60.0	42	80.8
District	160	86.5	175	88.8
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	30	56.6
Emotional Disturbance	20	39.2
Intellectual Disability	10	*
Learning Disability	92	92.0
Other Health Impairment	56	71.8
Other Disabilities	7	35.0
Speech/Language Impairment	39	100.0
District	254	70.9
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Killingly School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	55	2.5	1.8
Emotional Disturbance	51	2.3	1.1
Intellectual Disability	17	0.8	0.5
Learning Disability	100	4.5	5.2
Other Health Impairment	78	3.5	3.1
Other Disabilities	37	1.7	1.1
Speech/Language Impairment	48	2.2	1.8
All Disabilities	386	17.3	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	72	18.7	8.3
Private Schools or Other Settings	28	7.3	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,622,793	8,180	9,847
Instructional Supplies and Equipment	653,746	259	287
Improvement of Instruction and Educational Media Services	2,558,300	1,015	589
Student Support Services	2,154,066	854	1,120
Administration and Support Services	4,760,158	1,888	1,905
Plant Operation and Maintenance	5,158,239	2,046	1,648
Transportation	2,800,112	1,088	904
Costs of Students Tuitioned Out	6,600,228	N/A	N/A
Other	125,000	50	208
Total	45,432,642	17,610	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	2,555,513	1,014	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,119,886	22.2	33.8
Noncertified Personnel	1,696,932	12.1	14.5
Purchased Services	108,431	0.8	5.5
Tuition to Other Schools	6,380,579	45.4	23.4
Special Ed. Transportation	1,210,421	8.6	8.7
Other Expenditures	1,541,618	11.0	14.1
Total Expenditures	14,057,867	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	52.8	50.3
State	37.8	39.8
Federal	3.8	4.0
Tuition & Other	5.6	5.9

<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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	8	*	8	*
Asian	31	75.8	31	68.7
Black or African American	21	73.2	21	63.6
Hispanic or Latino	88	61.8	88	54.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	57	61.4	56	55.0
White	934	67.1	934	59.6
English Learners	42	63.4	42	58.1
Non-English Learners	1100	66.8	1099	59.2
Eligible for Free or Reduced-Price Meals	560	63.4	559	55.8
Not Eligible for Free or Reduced-Price Meals	582	69.8	582	62.4
Students with Disabilities	150	47.9	150	40.6
Students without Disabilities	992	69.5	991	62.0
High Needs	634	62.2	633	54.9
Non-High Needs	508	72.2	508	64.6
District	1142	66.7	1141	59.2

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	61.9	86.1	74.7	86.1	650	77.2
Curl Up	68.1	88.9	77.1	96.1	650	82.8
Push Up	48.8	95.1	70.5	72.8	650	71.2
Mile Run/PACER	53.1	54.2	23.5	66.1	650	49.4
All Tests - District	23.8	43.8	19.9	55.0	650	35.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Killingly School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	109	79.8
Students with Disabilities	46	76.1
District	226	84.5
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.8	61	32.3
Male	91.2	53	27.5
Black or African American	*	*	*
Hispanic or Latino	92.9	*	*
White	94.6	101	32.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.0	23	16.2
Students with Disabilities	73.6	0	0.0
District	94.0	114	29.8
State	96.3		44.8

<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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	71.6	91.7
Male	47.3	82.1
Black or African American	*	*
Hispanic or Latino	*	*
White	59.3	88.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	44.8	82.5
Students with Disabilities	39.4	*
District	60.1	87.1
State	70.9	88.3

<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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.7	75	44.4	50	88.9	67.6
	High Needs Students	62.2	75	41.5	50	82.9	57.5
Math Performance Index	All Students	59.2	75	39.5	50	78.9	62.7
	High Needs Students	54.9	75	36.6	50	73.2	52.0
ELA Academic Growth	All Students	60.3%	100%	60.3	100	60.3	60.7%
	High Needs Students	58.0%	100%	58.0	100	58.0	55.6%
Math Academic Growth	All Students	63.7%	100%	63.7	100	63.7	61.9%
	High Needs Students	60.5%	100%	60.5	100	60.5	55.4%
Chronic Absenteeism	All Students	13.6%	<=5%	32.8	50	65.6	10.7%
	High Needs Students	19.2%	<=5%	21.6	50	43.1	16.6%
Preparation for CCR	% Taking Courses	87.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	29.8%	75%	19.9	50	39.8	44.8%
On-track to High School Graduation		86.4%	94%	45.9	50	91.9	87.5%
4-year Graduation All Students (2017 Cohort)		84.5%	94%	89.9	100	89.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		73.8%	94%	78.5	100	78.5	81.8%
Postsecondary Entrance (Class of 2017)		60.1%	75%	80.1	100	80.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.7%   35.8%	75%	23.9	50	47.8	96.6%   50.1%
Arts Access		62.7%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>897.2</b>	<b>1250</b>	<b>71.8</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	72.2	62.2	10.0	15.9	
Math Performance Index Gap	64.6	54.9	9.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	73.8%	20.2%	12.7%	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	98.5
	High Needs Students	97.8
Math	All Students	98.5
	High Needs Students	97.8
Science	All Students	97.4
	High Needs Students	96.2

<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: 51.5**

#### 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 2017-18

## 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 2018-2021. 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 implemented programs which support our four 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.

Each school in the district has created a School Improvement Plan that aligns with the areas identified in the District Improvement Plan. Furthermore, 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 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 Forum to elicit input from families and community members. Three of our five schools have School Governance Council 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 media, 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. 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 and KIS have been designed to support inclusiveness, including an active GSA chapter.

In 2018-2019 Killingly is partnering with the Anti-Defamation League to provide community learning through the "Names Can Really Hurt Us" program. 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.

# District Profile and Performance Report for School Year 2017-18

## 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 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.