

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



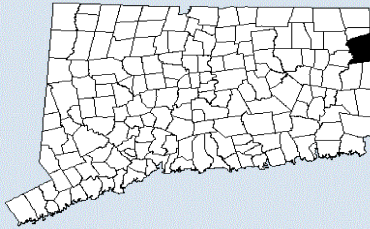
Killingly School District

Mr. Kevin Farr, Superintendent • 860-779-6600 • <http://www.killingly.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,596
Per Pupil Expenditures ¹	\$16,925
Total Expenditures ¹	\$43,294,503

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,271	49.0	48.3
Male	1,325	51.0	51.6
American Indian or Alaska Native	50	1.9	0.2
Asian	84	3.2	4.9
Black or African American	100	3.9	12.8
Hispanic or Latino	193	7.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	6	0.2	2.7
White	2,163	83.3	55.9
English Learners	72	2.8	6.4
Eligible for Free or Reduced-Price Meals	1,174	45.2	38.0
Students with Disabilities ¹	419	16.1	13.7

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	134	11.2	46	3.6
Male	139	11.4	129	9.7
Black or African American	13	20.6	10	12.8
Hispanic or Latino	43	9.6	36	7.9
White	201	11.7	121	6.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	154	14.9	112	9.2
Students with Disabilities	48	12.5	38	8.3
District	273	11.3	175	6.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 197

Number of school-based arrests: 0

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	164.1
Paraprofessional Instructional Assistants	46.5
Special Education	
Teachers and Instructors	28.0
Paraprofessional Instructional Assistants	66.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	12.9
Library/Media	
Specialists (Certified)	2.5
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	17.5
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	148.5

¹In 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	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	236	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	97.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	30	42.3	8	*
White	65	57.5	124	67.4
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	24	39.3	37	52.1
Students with Disabilities	7	20.0	15	40.5
District	98	50.3	139	66.8
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	31	55.4
Emotional Disturbance	12	23.1
Intellectual Disability	*	*
Learning Disability	73	80.2
Other Health Impairment	55	60.4
Other Disabilities	*	*
Speech/Language Impairment	39	92.9
District	219	59.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	57	2.5	1.6
Emotional Disturbance	52	2.3	1.0
Intellectual Disability	18	0.8	0.5
Learning Disability	91	4.0	4.6
Other Health Impairment	92	4.0	2.8
Other Disabilities	30	1.3	1.0
Speech/Language Impairment	52	2.3	1.9
All Disabilities	392	17.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,311,837	8,112	9,387
Instructional Supplies and Equipment	420,966	168	318
Improvement of Instruction and Educational Media Services	2,280,771	911	541
Student Support Services	2,157,515	862	1,048
Administration and Support Services	4,548,733	1,817	1,790
Plant Operation and Maintenance	4,513,885	1,803	1,608
Transportation	3,179,496	1,309	845
Costs of Students Tuitioned Out	5,881,300	N/A	N/A
Other	0	0	194
Total	43,294,503	16,925	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,880,977	751	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,390,789	24.6	35.1
Noncertified Personnel	1,908,496	13.8	14.5
Purchased Services	99,968	0.7	5.5
Tuition to Other Schools	5,731,431	41.6	21.6
Special Ed. Transportation	601,680	4.4	8.3
Other Expenditures	2,058,425	14.9	15.0
Total Expenditures	13,790,789	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	46.4	49.7
State	45.3	41.6
Federal	2.5	2.6
Tuition & Other	5.9	6.1

⁴Revenue 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).

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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	*	*	*	*	*	*
Asian	53	72.1	53	63.4	14	*
Black or African American	41	69.8	41	57.0	20	51.4
Hispanic or Latino	82	63.8	81	54.6	39	49.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	936	68.3	931	58.7	417	55.4
English Learners	45	62.5	44	57.7	15	*
Non-English Learners	1091	68.3	1086	58.4	489	54.9
Eligible for Free or Reduced-Price Meals	504	65.1	502	55.7	210	50.8
Not Eligible for Free or Reduced-Price Meals	632	70.5	628	60.6	294	57.3
Students with Disabilities	186	50.4	181	44.1	92	41.9
Students without Disabilities	950	71.6	949	61.1	412	57.4
High Needs	602	63.4	597	54.4	257	49.8
Non-High Needs	534	73.4	533	62.9	247	59.5
District	1136	68.1	1130	58.4	504	54.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	63.6	65.6	75.0	85.0	658	72.8
Curl Up	44.8	83.1	90.2	95.6	658	79.3
Push Up	57.8	60.0	57.3	76.1	658	63.2
Mile Run/PACER	55.8	37.5	15.2	56.7	658	41.5
All Tests - District	18.8	31.9	14.0	48.9	658	29.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	0	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	98	59.2	64.6	No	68.3
Students with Disabilities	33	42.4	58.4	No	62.9
District	203	76.8	78.4	No	80.4
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.9	47	23.7
Male	88.8	49	23.9
Black or African American	*	*	*
Hispanic or Latino	92.9	17	20.2
White	91.6	72	24.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	83.3	16	12.1
Students with Disabilities	*	0	*
District	91.3	96	23.8
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.7	83.3
Male	52.0	81.3
Black or African American	*	*
Hispanic or Latino	*	*
White	58.6	82.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.7	67.6
Students with Disabilities	*	*
District	59.9	82.5
State	71.9	88.3

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.1	75	45.4	50	90.8	67.7
	High Needs Students	63.4	75	42.2	50	84.5	56.7
Math Performance Index	All Students	58.4	75	38.9	50	77.9	61.4
	High Needs Students	54.4	75	36.3	50	72.5	49.9
Science Performance Index	All Students	54.6	75	36.4	50	72.8	57.5
	High Needs Students	49.8	75	33.2	50	66.4	47.0
ELA Academic Growth	All Students	70.1%	100%	70.1	100	70.1	63.8%
	High Needs Students	68.5%	100%	68.5	100	68.5	58.3%
Math Academic Growth	All Students	63.7%	100%	63.7	100	63.7	65.0%
	High Needs Students	63.6%	100%	63.6	100	63.6	57.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.7	9.6%
	High Needs Students	13.8%	<=5%	32.4	50	64.8	15.6%
Preparation for CCR	% Taking Courses	58.8%	75%	39.2	50	78.4	67.6%
	% Passing Exams	23.8%	75%	15.9	50	31.8	40.7%
On-track to High School Graduation		83.0%	94%	44.2	50	88.3	85.1%
4-year Graduation All Students (2015 Cohort)		76.8%	94%	81.8	100	81.8	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		70.9%	94%	75.4	100	75.4	78.6%
Postsecondary Entrance (Class of 2015)		59.9%	75%	79.8	100	79.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.4% 29.0%	75%	9.7	50	19.4	89.2% 50.5%
Arts Access		55.1%	60%	45.9	50	91.8	47.5%
Accountability Index				959.8	1350	71.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	73.4	63.4	10.1	16.5	
Math Performance Index Gap	62.9	54.4	8.5	18.9	
Science Performance Index Gap	59.5	49.8	9.7	17.2	
Graduation Rate Gap	91.7%	70.9%	20.8%	15.3%	Y

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.1
	High Needs Students	93.8
Math	All Students	95.6
	High Needs Students	93.0
Science	All Students	95.6
	High Needs Students	92.8

³Minimum 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: 45.1

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The District Improvement Plan is aimed at increasing student achievement. The plan was developed by administrators and focused on three prioritized needs: 1) Students across all grade levels will be engaged in a high quality curriculum/assessment(s) that align with Common Core State Standards, 2) The district will provide opportunities for high quality professional development to ensure the implementation of effective instructional strategies aligned to the CCT in order to improve student achievement, and 3) 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. Professional development for all three of these areas is ongoing. Each school in the district has created a School Improvement Plan that aligns with the areas identified in the District Improvement Plan.

Each elementary school has participated in the State Personnel Development Grant in an effort to build staff skills to partner effectively with all families. Our middle schools and high school engaged in a three-day training called Capturing Kid's Hearts that provides faculty the skills to build positive, productive, trusting relationships — among themselves and with their students. This training has transformed the classroom and school climate environment, paving the way for high performance.

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. We 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. 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, READ 180, during-the-day support labs, tutors, and homework programs have been created. The high school A/B 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. 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 ACT Magnet School in Willimantic and EASTCONN's Quinebaug Middle College High School at QVCC.

Interested students (grades 5-8) 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 at the Storrs campus.

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Equitable Allocation of Resources among District Schools

Killingly Public Schools allocate resources to ensure equity and address needs each year, primarily during the budget process. Principals and program directors work with staff and school site teams to create a financial plan for the following year. Principals 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. .