

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



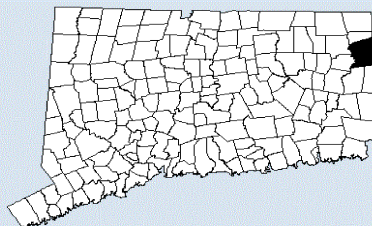
Killingly School District

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	2,577
Per Pupil Expenditures ¹	\$15,958
Total Expenditures ¹	\$42,303,470

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,259	48.9	48.3
Male	1,318	51.1	51.6
American Indian or Alaska Native	28	1.1	0.2
Asian	46	1.8	4.7
Black or African American	34	1.3	12.9
Hispanic or Latino	129	5.0	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	104	4.0	2.5
White	2,236	86.8	57.2
English Language Learners	76	2.9	6.3
Eligible for Free or Reduced-Price Meals	1,141	44.3	37.6
Students with Disabilities ¹	413	16.0	13.3

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	116	9.7	60	4.7
Male	120	9.8	165	12.4
Black or African American	7	8.2	11	11.9
Hispanic or Latino	13	7.9	15	7.9
White	202	10.0	191	8.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	151	14.0	138	11.7
Students with Disabilities	42	11.2	54	11.7
District	236	9.7	225	8.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 238

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	169.6
Paraprofessional Instructional Assistants	35.0
Special Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	76.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	12.1
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.1
Counselors, Social Workers and School Psychologists	16.8
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	149.5

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	0.0
White	235	98.3	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.2

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	0	0.0	*	*
Hispanic or Latino	*	*	0	0.0
White	53	30.3	90	53.9
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	13	17.8	27	44.3
Students with Disabilities	*	*	*	*
District	55	28.8	101	52.6
State		58.4		73.8

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	59.6
Emotional Disturbance	12	22.6
Intellectual Disability	*	*
Learning Disability	72	79.1
Other Health Impairment	58	62.4
Other Disabilities	*	*
Speech/Language Impairment	39	88.6
District	222	60.2
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	54	2.4	1.5
Emotional Disturbance	54	2.4	1.0
Intellectual Disability	20	0.9	0.5
Learning Disability	91	4.0	4.4
Other Health Impairment	93	4.1	2.6
Other Disabilities	30	1.3	1.0
Speech/Language Impairment	56	2.4	1.9
All Disabilities	398	17.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	44	11.1	8.1
Private Schools or Other Settings	69	17.3	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,077,602	7,981	9,134
Instructional Supplies and Equipment	615,294	233	334
Improvement of Instruction and Educational Media Services	2,307,317	874	498
Student Support Services	2,146,123	813	1,001
Administration and Support Services	4,035,883	1,528	1,694
Plant Operation and Maintenance	4,288,657	1,624	1,572
Transportation	2,255,686	867	813
Costs of Students Tuitioned Out	5,576,908	N/A	N/A
Other	0	0	186
Total	42,303,470	15,958	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,914,397	725	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,286,038	26.5	35.1
Noncertified Personnel	1,318,659	10.6	14.2
Purchased Services	188,240	1.5	5.2
Tuition to Other Schools	5,502,012	44.4	22.0
Special Ed. Transportation	273,878	2.2	8.6
Other Expenditures	1,827,401	14.7	14.9
Total Expenditures	12,396,228	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.1	48.9
State	40.9	42.7
Federal	2.4	2.5
Tuition & Other	5.6	5.9

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	10	*	10	*	9	*
Asian	25	68.0	25	60.0	18	*
Black or African American	18	*	18	*	14	*
Hispanic or Latino	43	63.7	43	54.3	27	48.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	74	70.6	74	57.2	33	54.0
White	1015	66.0	1010	55.5	477	53.9
English Language Learners	34	60.4	34	54.0	14	*
Non-English Language Learners	1151	66.4	1146	55.6	564	53.8
Eligible for Free or Reduced-Price Meals	531	62.8	527	52.8	257	51.2
Not Eligible for Free or Reduced-Price Meals	654	68.9	653	57.8	321	55.2
Students with Disabilities	179	49.6	179	40.4	98	40.2
Students without Disabilities	1006	69.1	1001	58.3	480	56.1
High Needs	625	61.3	621	51.3	308	49.7
Non-High Needs	560	71.7	559	60.3	270	57.7
District	1185	66.2	1180	55.6	578	53.4

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	76.5	84.0	78.7	86.0	779	81.4
Curl Up	70.4	97.1	93.8	67.7	779	83.6
Push Up	61.7	77.7	75.1	92.5	779	77.2
Mile Run/PACER	52.5	34.0	12.4	51.1	779	35.7
All Tests - District	28.4	29.6	10.7	43.5	779	27.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	93	72.0	61.0	Yes	64.6
Students with Disabilities	33	66.7	54.0	Yes	58.4
District	218	80.7	76.5	Yes	78.4
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	53.5	47	25.1
Male	45.9	44	22.4
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	49.4	86	25.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	33.6	17	12.7
Students with Disabilities	*	0	*
District	49.6	91	23.8
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	67.3	87.3
Male	59.3	68.3
Black or African American	*	*
Hispanic or Latino	*	*
White	64.6	78.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	49.4	70.7
Students with Disabilities	38.5	*
District	63.7	79.8
State	72.6	88.8

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 first 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	66.2	75	88.2	100	88.2	67.9
	High Needs Students	61.3	75	81.7	100	81.7	56.7
Math Performance Index	All Students	55.6	75	74.1	100	74.1	59.3
	High Needs Students	51.3	75	68.4	100	68.4	47.8
Science Performance Index	All Students	53.4	75	71.3	100	71.3	56.5
	High Needs Students	49.7	75	66.3	100	66.3	45.9
Chronic Absenteeism	All Students	9.7%	<=5%	40.5	50	81.0	10.6%
	High Needs Students	13.0%	<=5%	33.9	50	67.9	17.3%
Preparation for CCR	% Taking Courses	40.7%	75%	27.2	50	54.3	66.1%
	% Passing Exams	23.8%	75%	15.8	50	31.7	37.3%
On-track to High School Graduation		61.4%	94%	32.7	50	65.3	85.6%
4-year Graduation All Students (2014 Cohort)		80.7%	94%	85.9	100	85.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		78.2%	94%	83.2	100	83.2	77.6%
Postsecondary Entrance (Class of 2014)		63.7%	75%	84.9	100	84.9	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		102.1% 27.2%	75%	18.1	50	36.3	87.6% 51.0%
Arts Access		13.8%	60%	11.5	50	23.0	45.7%
Accountability Index				883.8	1250	70.7	

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	71.7	61.3	10.4	17.3	
Math Performance Index Gap	60.3	51.3	9.0	19.6	
Science Performance Index Gap	57.7	49.7	7.9	17.2	
Graduation Rate Gap	92.9%	78.2%	14.6%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.6
	High Needs Students	98.5
Math	All Students	98.1
	High Needs Students	97.9
Science	All Students	98.6
	High Needs Students	98.4

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: 49.6 State: 50.1

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

During the 2014-15 school year, Killingly Public Schools revised a three-year District Improvement Plan 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. Our board of education held a Common Core Community 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, 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 other 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. 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 (4 students) and EASTCONN's Quinebaug Middle College High School at QVCC (38 students).

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. 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.