

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



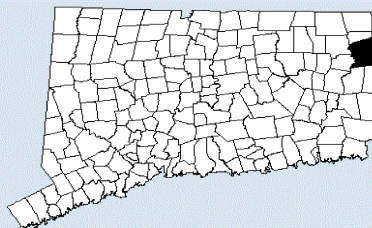
## Killingly School District

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

### District Information

Grade Range	PK-12
Number of Schools	6
Enrollment	2,671
Per Pupil Expenditures <sup>1</sup>	\$14,953
Total Expenditures <sup>1</sup>	\$40,253,172

<sup>1</sup>Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,325	49.6	48.3
Male	1,346	50.4	51.6
American Indian	30	1.1	0.2
Asian	52	1.9	4.6
Black or African American	43	1.6	12.9
Hispanic or Latino	108	4.0	21.2
Pacific Islander	0	0.0	0.0
White	2,307	86.4	58.4
Two or More Races	131	4.9	2.3
English Language Learners	68	2.5	5.7
Eligible for Free or Reduced-Price Meals	1,096	41.0	37.3
Students with Disabilities <sup>1</sup>	403	15.1	12.8

<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	149	11.9	78	5.9
Male	167	13.6	171	12.9
Black or African American	*	*	8	21.0
Hispanic or Latino	23	21.7	15	13.1
White	271	12.7	211	9.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	211	18.9	151	12.5
Students with Disabilities	67	17.8	47	10.1
District	316	12.8	249	9.4
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 306**

<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 2013-14

## Killingly School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	166.4
Paraprofessional Instructional Assistants	17.5
<b>Special Education</b>	
Teachers and Instructors	27.0
Paraprofessional Instructional Assistants	69.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	10.8
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	6.8
Counselors, Social Workers and School Psychologists	17.6
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	140.0

<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 (%)
Asian	2	0.8	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	236	99.2	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	13	8.2	18	10.2
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	13	7.3	22	10.8
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	23	45.1
Emotional Disturbance	9	20.0
Intellectual Disability	7	*
Learning Disability	72	86.7
Other Health Impairment	54	62.1
Other Disabilities	7	35.0
Speech/Language Impairment	54	96.4
District	226	62.8
State		69.2

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

# District Profile and Performance Report for School Year 2013-14

## Killingly School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	2.2	1.4
Emotional Disturbance	46	1.9	1.0
Intellectual Disability	18	0.8	0.4
Learning Disability	83	3.5	4.2
Other Health Impairment	89	3.7	2.5
Other Disabilities	29	1.2	1.0
Speech/Language Impairment	61	2.6	1.9
All Disabilities	378	15.8	12.4

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.5	2.8
Private Schools or Other Settings	58	15.3	8.1

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

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,676,105	7,738	8,769
Instructional Supplies and Equipment	342,476	128	275
Improvement of Instruction and Educational Media Services	2,194,989	821	487
Student Support Services	2,328,321	871	965
Administration and Support Services	4,173,176	1,562	1,600
Plant Operation and Maintenance	4,021,469	1,505	1,472
Transportation	2,566,617	974	786
Costs of Students Tuitioned Out	3,950,019	N/A	N/A
Other	0	0	178
Total	40,253,172	14,953	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	1,863,112	697	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,230,386	29.4	35.6
Noncertified Personnel	1,563,848	14.2	14.5
Purchased Services	160,829	1.5	5.0
Tuition to Other Schools	3,874,547	35.3	21.4
Special Ed. Transportation	313,250	2.9	8.5
Other Expenditures	1,837,756	16.7	14.9
Total Expenditures	10,980,616	100.0	100.0
PK-12 Expenditures Used for Special Education		27.3	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	55.7	53.6
State	41.7	43.7
Federal	2.4	2.5
Tuition & Other	0.2	0.2

<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 2013-14

## Killingly School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	68.3	67.7	71.6	58.1	.	.	.	.	
Hispanic or Latino	72.7	63.8	66.3	68.6	.	.	.	.	
English Language Learners	83.3	72.3	68.1	60.7	.	.	.	.	
Eligible for Free or Reduced-Price Meals	72.4	70.1	68.7	68.3	.	.	.	.	
Students with Disabilities	47.2	44.2	35.4	33.9	.	.	.	.	
High Needs	69.7	67.6	64.9	64.5	.	.	.	.	
District	78.5	76.7	75.3	73.9	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	59.8	65.1	54.4	63.0	.	.	.	.	
Students with Disabilities	31.4	28.2	25.0	33.9	.	.	.	.	
High Needs	55.4	59.8	49.9	58.7	.	.	.	.	
District	65.2	69.1	65.4	69.1	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.0	83.1	77.4	83.4	709	81.0
Curl Up	83.5	83.1	87.1	94.8	709	87.4
Push Up	67.6	77.5	77.4	78.2	709	75.3
Mile Run/PACER	58.8	53.8	52.2	58.5	709	55.9
All Tests - District	41.2	38.8	38.7	47.2	709	41.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

<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 2013-14

## Killingly School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	110	70	57.3	Yes	61.0
Students with Disabilities	33	48.5	49.6	No	54.0
District	223	74.9	74.5	Yes	76.5
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

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

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	62.4	54	26.7
Male	48.3	38	21.1
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	57.3	86	25.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	49.1	18	16.1
Students with Disabilities	*	*	*
District	55.8	92	24.1
State	72.9		37.6

<sup>5</sup>College 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

<sup>6</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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	68.5	81.5
Male	50.6	78.7
Black or African American	*	*
Hispanic or Latino	*	*
White	60.8	80.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	48.2	73.0
Students with Disabilities	*	*
District	60.1	80.2
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Killingly School District

### Narratives

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

During the 2013-14 school year, Killingly Public Schools developed 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 AB 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 (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 had the opportunity to enroll in the ACT Magnet School in Willimantic (3 students) and EASTCONN's Quinebaug Middle College High School at QVCC (33 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 (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.

# District Profile and Performance Report for School Year 2013-14

## Killingly School District

### **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.