

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



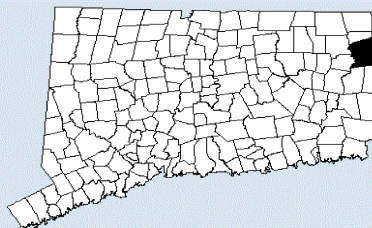
## Killingly School District

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	2,501
Per Pupil Expenditures <sup>1</sup>	\$18,132
Total Expenditures <sup>1</sup>	\$47,614,233

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,266	50.6	48.4
Male	*	*	51.6
American Indian or Alaska Native	*	*	0.3
Asian	51	2.0	5.2
Black or African American	50	2.0	12.8
Hispanic or Latino of any race	219	8.8	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	154	6.2	3.6
White	2,009	80.3	52.4
English Learners	40	1.6	7.6
Eligible for Free or Reduced-Price Meals	1,244	49.7	42.1
Students with Disabilities <sup>3</sup>	396	15.8	15.4

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

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

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

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	158	13.2	*	*
Male	*	*	161	12.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	40	19.4	32	13.7
White	226	12.0	170	8.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	231	19.0	152	10.8
Students with Disabilities	86	23.6	49	10.3
District	308	13.2	227	8.7
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: 77**

**Number of school-based arrests: 0**

<sup>4</sup>A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup>This column displays 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 2018-19

## Killingly School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	168.5
Paraprofessional Instructional Assistants	38.5
<b>Special Education</b>	
Teachers and Instructors	28.4
Paraprofessional Instructional Assistants	69.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	12.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	6.5
Counselors, Social Workers and School Psychologists	20.0
School Nurses	8.5
Other Staff Providing Non-Instructional Services/Support	147.3

<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	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	244	99.2	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.0

### 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	*	*	*	*
Hispanic or Latino of any race	9	*	12	*
White	130	90.3	176	94.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	67	84.8	82	90.1
Students with Disabilities	12	*	41	95.3
District	150	88.8	204	95.3
State		74.5		85.2

<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	27	57.4
Emotional Disturbance	13	31.0
Intellectual Disability	8	*
Learning Disability	83	93.3
Other Health Impairment	72	71.3
Other Disabilities	11	45.8
Speech/Language Impairment	43	95.6
District	257	70.8
State		67.6

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

# District Profile and Performance Report for School Year 2018-19

## Killingly School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	2.1	1.9
Emotional Disturbance	42	1.9	1.1
Intellectual Disability	15	0.7	0.5
Learning Disability	89	4.0	5.5
Other Health Impairment	103	4.7	3.2
Other Disabilities	38	1.7	1.1
Speech/Language Impairment	57	2.6	1.8
All Disabilities	391	17.7	15.0

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	70	17.9	8.2
Private Schools or Other Settings	32	8.2	5.0

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

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$27,944,278	\$10,641	\$10,545
Support services - students	\$2,959,078	\$1,187	\$1,373
Support services - instruction	\$994,129	\$399	\$644
Support services - general administration	\$2,091,297	\$839	\$462
Support services - school based administration	\$2,318,408	\$930	\$1,007
Central and other support services	\$1,334,263	\$535	\$671
Operation and maintenance of plant	\$4,751,137	\$1,907	\$1,629
Student transportation services	\$3,375,272	\$1,358	\$1,231
Food services	\$499,563	\$200	\$13
Enterprise operations	.	.	\$157
Minor school construction	\$1,346,809	\$540	\$65
Total	\$47,614,233	\$18,132	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,637,062	18.3	29.7
Instructional Aide Salaries	\$1,518,941	10.6	9.6
Other Salaries	\$888,514	6.2	10.4
Employee Benefits	\$1,751,692	12.2	13.0
Purchased Services Other Than Transportation	\$476,562	3.3	5.5
Special Education Tuition	\$6,110,904	42.5	22.6
Supplies	\$91,873	0.6	0.6
Property Services	\$62,021	0.4	0.4
Purchased Services For Transportation	\$597,019	4.1	8.0
Equipment	\$254,466	1.8	0.2
All Other Expenditures	\$468	0.0	0.1
Total	\$14,389,521	100.0	100.0
Percent of Total Expenditures Used for Special Education		30.2	24.4

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

	Percent of Total (%) Excluding School Construction
Local	53.4
State	36.7
Federal	3.9
Tuition & Other	6.0

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

# District Profile and Performance Report for School Year 2018-19

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	32	74.1	32	69.4	*	*
Black or African American	24	71.4	24	59.3	11	*
Hispanic or Latino of any race	92	62.9	93	57.5	35	59.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	47	69.5	47	60.8	22	63.0
White	905	68.1	899	60.9	404	62.4
English Learners	42	65.0	42	60.3	15	*
Non-English Learners	1,065	68.0	1,060	60.8	470	62.1
Eligible for Free or Reduced-Price Meals	585	64.8	583	57.5	231	58.0
Not Eligible for Free or Reduced-Price Meals	522	71.3	519	64.5	254	65.5
Students with Disabilities	139	49.6	139	42.5	60	47.4
Students without Disabilities	968	70.5	963	63.4	425	64.0
High Needs	648	63.8	646	56.6	266	57.2
Non-High Needs	459	73.5	456	66.6	219	67.6
District	1,107	67.9	1,102	60.8	485	61.9

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	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 performance on NAEP by student group, [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	73.8	82.7	84.1	83.6	620	81.1
Curl Up	63.8	84.0	89.2	98.0	620	83.9
Push Up	42.3	85.8	84.1	83.6	620	74.4
Mile Run/PACER	45.6	44.4	29.9	73.0	620	48.1
All Tests - District	18.1	40.7	23.6	61.8	620	36.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Killingly School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	78	79.5
Students with Disabilities	45	71.1
District	200	85.5
State		88.3

<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 2017-18 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	95.2	53	28.3
Male	*	49	25.1
Black or African American	*	*	*
Hispanic or Latino of any race	86.4	*	*
White	91.8	91	27.6
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.0	26	15.3
Students with Disabilities	69.4	0	0.0
District	91.9	102	26.6
State	95.9		42.6

<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

<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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	63.9	90.4
Male	50.0	79.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	55.3	85.3
English Learners	*	*
Eligible for Free or Reduced-Price Meals	42.1	82.1
Students with Disabilities	39.4	*
District	57.7	86.2
State	71.0	87.8

<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 2018-19

## 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.9	75	45.2	50	90.5	67.7
	High Needs Students	63.8	75	42.6	50	85.1	58.1
Math Performance Index	All Students	60.8	75	40.5	50	81.0	63.1
	High Needs Students	56.6	75	37.8	50	75.5	52.7
Science Performance Index	All Students	61.9	75	41.3	50	82.5	63.8
	High Needs Students	57.2	75	38.1	50	76.3	54.2
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	59.9%
	High Needs Students	60.3%	100%	60.3	100	60.3	55.1%
Math Academic Growth	All Students	56.0%	100%	56.0	100	56.0	62.5%
	High Needs Students	58.5%	100%	58.5	100	58.5	55.2%
Progress Toward English Proficiency	Literacy	57.3%	100%	28.7	50	57.3	60.0%
	Oral	34.8%	100%	17.4	50	34.8	52.1%
Chronic Absenteeism	All Students	13.2%	<=5%	33.7	50	67.3	10.4%
	High Needs Students	18.6%	<=5%	22.9	50	45.7	16.1%
Preparation for CCR	% Taking Courses	92.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	26.6%	75%	17.8	50	35.5	42.6%
On-track to High School Graduation		87.4%	94%	46.5	50	93.0	88.0%
4-year Graduation All Students (2018 Cohort)		85.5%	94%	91.0	100	91.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		78.1%	94%	83.1	100	83.1	83.3%
Postsecondary Entrance (Class of 2018)		57.7%	75%	77.0	100	77.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.2%   36.1%	75%	12.0	50	24.1	96.4%   52.9%
Arts Access		60.9%	60%	50.0	50	100.0	51.9%
<b>Accountability Index</b>				<b>1013.0</b>	<b>1450</b>	<b>69.9</b>	

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

Gap Indicators	Non-High Needs Rate <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	73.5	63.8	9.7	15.4	
Math Performance Index Gap	66.6	56.6	9.9	17.6	
Science Performance Index Gap	67.6	57.2	10.4	16.1	
Graduation Rate Gap	94.0%	78.1%	15.9%	11.1%	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.

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

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.1
	High Needs Students	97.1
Math	All Students	97.8
	High Needs Students	97.0
Science	All Students	97.9
	High Needs Students	96.6

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 45.1      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Killingly School District

### Narratives

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

Killingly Public Schools annually adjusts out a three-year Continuous Improvement Plan (CIP) aimed at increasing student achievement. In 2018-2019, KPS engaged our full community of parents, educators and students in the development of our 2019-2022 Continuous Improvement Plan. The 2019-2022 CIP focuses on the areas of talent, academics, climate and operations. To guide this plan, KPS had adopted the following core values; Positive Relationships Matter, Adult and Student Empowerment Matters. Clear and High Expectations Matter, Continuous Improvement Matters, Shared Responsibility Matters, and Focused Collaboration Matters. To support these core values, Killingly Public Schools has implemented programs which support our Theories of Action. . As part of our Continuous Improvement Plan, Killingly Public Schools has partnered with KnowledgeWorks and the League of Innovative Schools, to ensure a cohesive student-centered learning environment at all schools which places a focus on proficiency-based instruction and assessment. . In the Killingly community, all schools have implemented structures to allow our Professional Learning Communities (PLC) 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 doing whatever it takes to make a positive difference in the lives of our students in an effort to keep them connected, engaged and earning credit towards graduation. Killingly Public Schools continuously engages in activities and initiatives to involve parents in their student's education. Each school holds evening events, such as Family Nights, Curriculum Updates, Fitness Nights, and Recognition Nights. Our Board of Education held a forum to elicit input from families and community members. Three of our five schools have School Governance Councils where families take an active role in the planning and improvement of school programs. Additionally, schools engage families through electronic means via webpages, email, text messaging, social media, and automated phone services.

The entire district has transitioned from individual support classrooms into 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.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Killingly Public Schools have provided many opportunities for teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity in a community that has a limited diverse population. In 2019, all Killingly Public Schools faculty completed training in diversity awareness. Additionally, Killingly incorporates many programs focused on building a community where all students feel safe and respected. These include: Club activities at KHS and KIS which have been designed to support inclusiveness, including an active GSA chapter. A partnership between Killingly High School and the Anti-Defamation League to provide community learning through the "Names Can Really Hurt Us" program. To ensure instructional and equitable responses to student behaviors, our middle school and high school faculty have participated in professional development on Restorative Practices which focus on improving peer-peer, adult-students, and adult-adult relationships. The elementary schools and middle school will continue to participate in responsive classroom to support all learners. Interested students from the Killingly Intermediate School participate in a unique one-on-one multicultural mentoring program, Kids & UConn Bridging Education (KUBE). The goals of the program are to reduce racial, ethnic and economic isolation and to help students achieve academic success in science, writing, and 21st-century skills. The UConn students consist of two program coordinators, ten group leaders, and approximately 75 mentors that meet monthly with the 75 middle school students in Storrs. .The 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.

# District Profile and Performance Report for School Year 2018-19

## 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 building principal(s) 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.