

**STRATEGIC SCHOOL PROFILE 2008-09**

High School Edition

**Killingly High School  
Killingly School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Traditional with Reg. Agricultu  
 School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 794  
 5-Year Enrollment Change: -18.3%

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District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**INDICATORS OF EDUCATIONAL NEED**

| Need Indicator  | Number in School | Percent in School | High Schools |            |
|---|------------------|-------------------|--------------|------------|
|   |                  |                   | % in DRG     | % in State |
| Students Eligible for Free/Reduced-Price Meals        | 286              | 36.0              | 27.4         | 26.0       |
| Students Who Are Not Fluent in English                | 11               | 1.4               | 2.0          | 3.3        |
| Students Identified as Gifted and/or Talented         | 8                | 1.0               | 4.1          | 4.7        |
| Students with Disabilities                            | 82               | 10.3              | 11.4         | 10.6       |
| Juniors and Seniors Working 16 or More Hours Per Week | 68               | 21.8              | 21.3         | 19.0       |

**PROGRAM AND INSTRUCTION**

| Average Class Size | School | DRG  | State |
|--------------------|--------|------|-------|
| Algebra I          | 16.1   | 19.0 | 18.7  |
| Biology I          | 15.8   | 19.2 | 19.3  |
| English, Grade 10  | 13.6   | 18.6 | 19.1  |
| American History   | 16.8   | 20.9 | 19.9  |

**Language Instruction:** Instruction was offered in the following language(s): French, Latin, Mandarin, Spanish.

| Instructional Time   | School | State High Schools |
|----------------------|--------|--------------------|
| Total Days per Year  | 185    | 182                |
| Total Hours per Year | 1,030  | 1,007              |

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

| % Juniors and Seniors Enrolled in a Course or Courses for College Credit | School | State |
|--|--------|-------|
| During the 2007-08 School Year   | 24.0   | 30.5  |

### Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

| Total Number of Credits Required for Graduation | School | DRG  | State |
|---|--------|------|-------|
| Required for Class of 2008                      | 21.0   | 22.8 | 23.3  |

| % of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation | School | State |
|--|--------|-------|
| Algebra I or Equivalent  | 79.2   | 94.1  |
| Chemistry  | 41.6   | 73.6  |
| 4 or More Credits in Mathematics   | 47.8   | 65.5  |
| 3 or More Credits in Science   | 60.1   | 91.1  |
| 4 or More Credits in Social Studies  | 34.8   | 55.4  |
| Credit for Level 3 or Higher in a World Language   | 33.7   | 60.6  |
| 2 or More Credits in Vocational Education  | 75.8   | 59.2  |
| 2 or More Credits in the Arts  | 28.7   | 41.6  |

### Class of 2008

This school required more than the state minimum number of credits for graduation in health, physical education.

| Special Programs  | School | High Schools |       |
|---|--------|--------------|-------|
|   |        | DRG          | State |
| % of Students in Bilingual Education Program or Receiving English as a Second Language Services | 1.4    | 2.0          | 3.3   |
| % of Gifted and/or Talented Students Who Received Services                                      | 0.0    | 39.2         | 39.3  |
| % of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers: | 61.0   | 63.3         | 72.6  |

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

| Instructional Computers and Library Materials  | School | High Schools |       |
|--|--------|--------------|-------|
|  |        | DRG          | State |
| # of Students Per Computer                     | 1.8    | 2.6          | 2.4   |
| % of Computers with Internet Access            | 100.0  | 99.8         | 99.2  |
| % of Computers that are High or Moderate Power | 98.4   | 98.9         | 98.8  |
| # of Print Volumes Per Student*                | 19.9   | 15.6         | 16.0  |
| # of Print Periodical Subscriptions            | 40     | 43           | 48    |

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

## SCHOOL STAFF

| Full-Time Equivalent Count of School Staff                                      |  |       |
|---|--|-------|
| General Education: Teachers and Instructors                                     |  | 66.20 |
| Paraprofessional Instructional Assistants                                       |  | 1.00  |
| Special Education: Teachers and Instructors                                     |  | 6.00  |
| Paraprofessional Instructional Assistants                                       |  | 11.00 |
| Library/Media Specialists and/or Assistants                                     |  | 3.00  |
| Administrators, Coordinators, and Department Chairs                             |  | 5.40  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) |  | 0.80  |
| Counselors, Social Workers, and School Psychologists                            |  | 6.80  |
| School Nurses   |  | 1.50  |
| Other Staff Providing Non-Instructional Services and Support                    |  | 26.20 |

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.

| Teachers and Instructors  | School | High Schools |       |
|---|--------|--------------|-------|
|   |        | DRG          | State |
| Average Number of Years of Experience in Education                                    | 17.1   | 14.4         | 13.8  |
| % with Master's Degree or Above   | 82.4   | 77.0         | 72.9  |
| Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time | 10.4   | 8.3          | 8.4   |
| % Assigned to Same School the Previous Year   | 94.6   | 89.0         | 87.0  |

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### HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

During this school year we contracted with a new web site company. This company captured our vision by stating, "A digital age demands strategic solutions. Education thought leaders agree: among the most pressing challenges facing K-12 districts is the imperative to operate with greater accountability and transparency, and to engage the broader community." Students, parents and staff will be able to communicate about a specific child. Teachers will post assignments, grades, projects, etc. Parents and student will know, on a daily basis, the status of that child in school. The site will also have the Board of Education policies, the student/parent handbook, the course selection handbook, the sports and activity calendars as well as insightful news about the school.

We adopted a new master schedule for the next school that incorporates an "advisory" period allowing every student to meet with a staff member every other day in a small group setting. The staff member will serve as a mentor to the students and a liaison between school and parents in monitoring student progress. The new schedule will also incorporate an advisory period of approximately one hour every other day when students will be able to work with their teachers to get academic support as needed. Having an academic support component built into the school day will preclude students from having to remain after school hours for academic support thus allowing them to tend to personal matters such as family care, employment or school activities such as sports.

We have incorporated a 1:1 laptop program for all grade nine students. Specifically, each student will receive, free of charge, (save an insurance fee) a MacBook computer for their personal academic use for the year and every school year thereafter. There was a parent meeting in which all grade nine parents participated to launch this program. The plan is in place this year to expand the program to next year's grade nine class on our mission to insure that every student has a laptop to study in a 21st century world.

We continue to have the traditional Open House Nights and Parent – Teacher conference nights for students and parents.

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## SCHOOL DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 8      | 1.0     |
| Asian American         | 13     | 1.6     |
| Black                  | 30     | 3.8     |
| Hispanic               | 30     | 3.8     |
| White                  | 713    | 89.8    |
| Total Minority         | 81     | 10.2    |

**Percent of Minority Professional Staff: 2.2**

**Non-English Home Language:** 1.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Students played a large role in reducing isolation in many ways. Student Government sponsored food drives throughout the year and collected money for local food banks. Our students interacted with the agencies that provide help for people in need. Additionally, we provided special showings of our dramatic productions to senior citizens in the community.

The National Honor Society continues its longstanding commitment to Community Service at Killingly High School. Among the activities during the 2008-2009 school year were: Annual Blood Drive, the Fruit and Nut Drive at Killingly Central School, Christmas Tree Decorating at the Creamery Brook Retirement Home, and distributing food to needy families at Thanksgiving. The Technology Education Department staff and students worked with Habitat for Humanity in making home repairs for families in need. The Family and Consumer Science staff and students were part of a national effort called Operation Holiday Child to provide children in need in third world countries and war-torn countries. Over forty shoe boxes were filled with school supplies, hygiene products and other child related items. The Kenya Book Donation Project continued this year and a school supplies drive was also added.

We have implemented a 1:1 laptop program for all grade nine students whereby each is given a new MacBook laptop computer, at no cost, for their personal academic use. The program will be expanded to include next year's grade nine class and the goal is for every student in our school to have one by the 2011-12 school year.

In addition we host 27 school clubs and 22 athletic programs for all students.

The Gay-Straight Alliance continues to be one of the most important clubs at Killingly High School. The membership works on projects throughout the year that promotes understanding of sexual identity and acceptance. The GSA continued its commitment to the performing arts by hosting two Baggy Plaid nights that were very well attended. We observed the National Day of Silence, which remembers/honors victims of hate crimes.

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### STUDENT PERFORMANCE AND BEHAVIOR

| Physical Fitness: % Reaching Health Standard on All Four Tests* | School | State | % of Schools in State with Equal or Lower Percent Reaching Standard |
|---|--------|-------|---|
| Grade 10  | 39.2   | 39.9  | 56.0  |

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Advanced Placement Courses 2007-08               | School | State High Schools |
|--|--------|--------------------|
| Number of Courses for which Students were Tested | 5      | 10.0               |
| % of Grade 12 Students Tested                    | 2.5    | 21.2               |
| % of Exams Scored 3 or More*                     | 35.3   | 72.8               |

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

| CAPT Subject Area              | School | State | % of Schools in State with Equal or Lower Scores |
|--------------------------------|--------|-------|--|
| Reading Across the Disciplines | 28.7   | 47.4  | 26.3   |
| Writing Across the Disciplines | 46.6   | 55.0  | 37.1   |
| Mathematics                    | 27.9   | 47.8  | 24.6   |
| Science                        | 32.8   | 42.8  | 34.6   |

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

| SAT® I: Reasoning Test Class of 2008 | School | State | % of Schools in State with Equal or Lower Scores |
|--------------------------------------|--------|-------|--|
| Average Score: Mathematics           | 471    | 507   | 35.4   |
| Critical Reading                     | 474    | 503   | 36.5   |
| Writing                              | 474    | 506   | 37.0   |
| % of Graduates Tested                | 52.2   | 74.5  | N/A  |

| Graduation and Dropout Rates                        | School | State | % of Districts in State with Equal or Less Desirable Rates |
|---|--------|-------|--|
| Graduation Rate, Class of 2008                      | 82.8   | 92.1  | 10.4   |
| Cumulative Four-Year Dropout Rate for Class of 2008 | 18.0   | 6.6   | 6.8  |
| 2007-08 Annual Dropout Rate for Grade 9 through 12  | 5.4    | 2.5   | 8.9  |

| Activities of Graduates           | School | State |
|-----------------------------------|--------|-------|
| % Pursuing Higher Education       | 59.0   | 84.1  |
| % Employed, Civilian and Military | 34.3   | 11.0  |

| Student Attendance     | School | State High Schools |
|------------------------|--------|--------------------|
| % Present on October 1 | 93.6   | 94.6               |

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 143 students were responsible for these incidents. These students represent 16.7% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

| Number of Incidents by Disciplinary Offense Category, 2007-08 |                      |                |
|---|----------------------|----------------|
| Offense Category  | Location of Incident |                |
|   | School               | Other Location |
| Violent Crimes Against Persons                                | 0                    | 0              |
| Sexually Related Behavior                                     | 8                    | 0              |
| Personally Threatening Behavior                               | 19                   | 3              |
| Theft   | 2                    | 0              |
| Physical/Verbal Confrontation                                 | 3                    | 0              |
| Fighting/Battery  | 25                   | 0              |
| Property Damage   | 4                    | 0              |
| Weapons   | 5                    | 0              |
| Drugs/Alcohol/Tobacco   | 14                   | 1              |
| School Policy Violations                                      | 296                  | 8              |
| Total   | 376                  | 12             |

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

The community of Killingly has committed to and are building a 21st century, state-of-the-art high school to be opened in the fall of 2010.

The Killingly High School staff has developed a school-wide improvement plan for implementation in the 2009-10 school year. That plan will include a new, revised master schedule moving us from a 4x4 block to an A/B block. The reasons for the redesign are myriad; however, the primary considerations are State, NCLB and NEASC mandates for schools to work from a 21st century teaching model that includes an advisory/intervention component to offer support services providing an opportunity for all students to achieve a 100% academic success rate. The advisory/intervention period will be 89 minutes long, every other day. The advisory component has small groups of students meeting every other day for 25 minutes with the same staff member for the entire year in a mentoring relationship. The staff member will act as a mentor to support, assist and advise each student regarding academics, attendance, behavior and serve as liaison for other matters such as personal issues. The intervention component will provide either a one hour session or two, approximately, 30 minute sessions during which time students in need of academic support will be required to work with their respective teachers to master any and all content area skills to meet academic success. In addition, the advisory/intervention block will allow us the opportunity to hold other school activities such as assemblies, student organization meetings, etc. without interrupting or usurping classroom learning time.

We are also developing a comprehensive school improvement plan that will result in the improvement of student learning in reading for information and writing with an emphasis on non-fiction. The plan also addresses professional development needs, assessment and accountability measures, means for monitoring progress, resources and supports needed for the staff.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

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