

STRATEGIC SCHOOL PROFILE 2011-12

Elementary School K-6 Edition

Killingly Central School**Killingly School District**

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Location: 60 Soap Street
 Dayville,
 Connecticut

Website: www.killingly.k12.ct.us/kcs/

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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: K - 4

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 493
 5-Year Enrollment Change: 12.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	215	43.6	46.3	39.4
K-12 Students Who Are Not Fluent in English	14	2.8	3.6	7.8
Students with Disabilities	57	11.6	11.8	10.9
Students Identified as Gifted and/or Talented	11	2.2	1.2	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	85	98.8	83.3	79.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	381	93.6	93.0	95.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	184	181
Total Hours per Year	984	993

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	14.2	15.3	18.5
Grade 2	19.4	18.5	19.7
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	31
Computer Education	18	16
English Language Arts	535	488
Health	18	18
Library Media Skills	27	20
Mathematics	205	200
Music	27	32
Physical Education	27	39
Science	50	73
Social Studies	50	67
World Languages	0	7

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

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

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.8	3.6	7.8
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	81.1
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.5	94.6	78.8

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	3.1	2.8
% of Computers with Internet Access	100.0	100.0	97.4
% of Computers that are High or Moderate Power	97.2	98.0	94.2
# of Print Volumes Per Student*	22.1	26.8	29.7
# of Print Periodical Subscriptions	3	2	11

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		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.
General Education: Teachers and Instructors	27.00	
Paraprofessional Instructional Assistants	7.50	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	13.50	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	1.40	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.25	
Counselors, Social Workers, and School Psychologists	2.00	
School Nurses	1.50	
Other Staff Providing Non-Instructional Services and Support	9.50	

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	19.2	18.0	13.7
% with Master's Degree or Above	83.9	80.6	81.6
Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	10.4	10.4	8.7
% Assigned to Same School the Previous Year	90.3	90.3	85.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homepages.

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

The following narrative about how this school promotes and supports parental involvement was submitted by this school. At Killingly Central School, we are committed to supporting the family's role in the education of our students. Our newly revised and interactive district and school website includes copies of our weekly newsletter and calendar of events, The Chilly Chatter. We also post curricular, instructional assessment information for parents. A monthly newsletter which keeps families updated on the events held in each grade level and also includes pertinent information from the school special support groups. Our student operated morning newscast on WKCS can be viewed on locale access Channel 22 and parents are also apprised of other school events as well. We also utilize an agenda, or assignment book, as a communication tool between school and home for students in grades three and four. In addition, each Friday, a Home School Communication folder is sent home to the families. This folder serves as a focus for finding information and notices for the week ahead. Home and School communication journals are used to provide daily contact with families and teachers also use e-mail to keep in touch with parents. Each teacher and instructional assistant has e-mail as well as voice mail. Parents are encouraged to participate in all our school activities as much as possible. We also have four days of afternoon and evening conferences for the parent and teachers to meet and discuss student progress. Our PCT program (Parent and Children Together) is a read-at-home program which provides a level of intervention for our youngest students. Teachers train the parents on how to help their children read at home and provide strategies for questioning and retelling. We have a strong group of parent volunteers who serve in many capacities throughout the building. Our PTO is a committed group. The entire school community stands behind our PTO in support of its fund raising activities. The PTO sponsors many field trips, book fairs and cultural programs for the children. Our annual family reading night and the PTO sponsored mother-son and father-daughter events are highlights of family events at school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	2.6
Asian American	10	2.0
Black	18	3.7
Hispanic	29	5.9
Pacific Islander	0	0.0
White	423	85.8
Two or more races	0	0.0
Total Minority	70	14.2

Percent of Minority Professional Staff: 2.6%

Non-English Home Language :

3.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 8.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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.

Below is the description submitted by the school of how it provides educational opportunities for its students to inter-act with students and teachers from diverse racial, ethnic, and economic backgrounds. Killingly Central School is committed to providing meaningful interactions with others from diverse backgrounds in order to reduce racial ethnic, and economic isolation among our students. This mainly is done through multicultural education as part of our curriculum, and through several programs that focus on activities that promote an understanding and appreciation of the diversity that exists in our community and throughout the world. Our annual Art & Music Night provides a showcase for a variety of student work completed through curriculum units done during the year. We also offer Scholastic Book Clubs and Book Nights. Our school community continued to support our troops in Iraq with cards, and letters from the students after Veteran's Day and in the spring. Our KCS students and staff conducted food drives for the local shelters and food pantries and provided gift packages to families in need around the holidays. These school-wide efforts focused on the needs of others and the importance of sharing with those less fortunate. We have completed our fifth year using the Positive Behavior Support (PBS) to create a positive and respectful culture within our school. Tolerance, understanding, and respect for others are priorities for everyone. Our PBS committee fosters the KCS expectations of "Be Respectful, Be Responsible and Be Safe." Our KCS Parent Teacher Organization continued to provide opportunities for guest performers to visit our school and work with our children.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	39.0	27.6	50.9	30.6
Grade 6	N/A	N/A	N/A	N/A

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

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	49.5	55.4	59.2	33.6
Writing	51.0	55.7	62.7	29.7
Mathematics	52.5	60.7	66.5	27.0
Grade 4 Reading	69.2	62.4	64.1	54.8
Writing	65.7	60.4	65.3	47.4
Mathematics	63.8	58.3	68.0	39.1
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.0	96.1	95.9

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 2010-11 school year, 39 students were responsible for these incidents. These students represent 7.8% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 23 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	4	2
Theft	5	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	28	10
Property Damage	0	0
Weapons	0	1
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	43	13

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The following narrative was submitted by this school. Using the Data Driven Decision Making approach to collaboration and teaming, our school has focused its improvement efforts in three areas: reading, mathematics, and intervention programs. Our Literacy Team meets weekly to look at strategies to support instruction in the classrooms. New materials have been purchased to support the teaching of non-fiction at all levels K-4 in the building. Bi-monthly meetings with the district Language Arts Consultant strengthen our connections with other district schools and keep us up to date with the best teaching practices and scientifically-based reading research. The Math Consultant continues to work with teachers to implement our math series, Math Expressions, which we hope will address the teaching of math in a more structured, consistent, and sequential manner, thus providing higher levels of math success. Our scheduling team created designated blocks of literacy and math instruction. A new intervention block was added. The Rx block was designed to allow small group intervention and prescriptive instruction in several targeted areas. We have supported the inclusion of all students in the general education environment. Several special education initiatives are now used throughout the school as intervention programs: Lexia Learning, Wilson Foundations, SOLO and Clicker 5 to name a few. As a Positive Behavior Support (PBS) school, Killingly Central School has created a safe and supportive environment for learning. Our team of staff members and parents developed activities and lesson plans to teach and reinforce our KCS Expectations: Be Responsible, Be Respectful, and Be Safe. Our PBS Team also worked to establish a code of behavior throughout the building which includes the PBS initiatives and Connect with Respect program. These expectations are reviewed and re-taught in the beginning of the year through learning stations and reviewed periodically throughout the year by use of grade level meetings, our students created a PBS video, and spotlights on WKCS. The District and KCS have developed action plans for the scientific researched based intervention implementation program and coordination and implementation of both district and school improvement plans is ongoing.

SUPPLEMENTAL SCHOOL INFORMATION

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

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in this profile. The parents, teachers, and staff of Killingly Central School work closely together to provide an excellent educational environment for our students. Teachers continually assist students after school with homework or other assignments as needed. Emphasis was placed on higher order thinking skills and problems solving skills. We continue to provide rigorous and relevant instruction, while encouraging the building of critical relationships between adults and children in the school. Celebrating literature throughout the school year was our focus for the past year. The PIXI program provides support to those kindergarten and first grade students who experience school adjustment concerns. We continued our PBS (Positive Behavior Supports) program. Students were recognized for following the KCS Expectations. The PBS team developed the Penguin Pride Award program and the "Caught Being KCS Cool" ticket program, both of which are based on students' adherence to the school expectations and/or their academic success. Students still have the opportunity to receive a "KCS COOL" T-shirt through the KCS Cool program. Our KCS PTO continued to support our school programs. Their fund raising efforts allowed our students to travel to see cultural performances, and also brought many performers into our school as well. The PTO was very generous in supplementing teachers' wish lists for classroom material
