

**STRATEGIC SCHOOL PROFILE 2011-12**

Middle and Junior High School Edition

**Killingly Intermediate School****Killingly School District**

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Location: 1599 Upper Maple Street  
 Dayville,  
 Connecticut

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).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 5 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 812  
 5-Year Enrollment Change: -3.3%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	378	46.6	46.6	30.0
Students Who Are Not Fluent in English	11	1.4	1.4	3.4
Students with Disabilities	110	13.5	13.5	12.0
Students Identified as Gifted and/or Talented	58	7.1	7.1	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	595	96.1	96.1	98.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,087	1,024

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.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	24.1	24.1	21.6	Percent of Grade 8 Students Taking	School	District	State
Grade 7	18.4	18.4	20.3	Mathematics	42.8	42.8	37.2
				World Language	0.0	0.0	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	23	37
Computer Education	27	18
English Language Arts	332	226
Family and Consumer Science	27	12
Health	27	24
Library Media Skills	0	9
Mathematics	178	159
Music	23	35
Physical Education	67	55
Science	133	149
Social Studies	165	147
Technology Education	76	24
World Languages	0	91

**World Language**

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

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	1.4	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	80.0	76.3

**LIBRARY AND COMPUTERS**

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

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.0	2.0	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	23.1	23.1	21.6
# of Print Periodical Subscriptions	24	24	20

\*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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	54.00
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	19.50
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.15
Counselors, Social Workers, and School Psychologists	5.50
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	20.30

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	17.9	17.0	14.2
% with Master's Degree or Above	68.3	68.3	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.6	8.6	8.9
% Assigned to Same School the Previous Year	92.1	92.1	88.2

**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's website is devoted to homework pages.

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

At the Killingly Intermediate School (KIS), a quarterly newsletter is sent home to all parents regarding events at the school. Each grade level team contributes to the letter as well as a message from the principal. There is a bulletin board in the front entrance with current events including pictures of our Students of the Month, sporting activities, highlights of recent dances, and Connecticut Mastery Test results. Parent Teacher Conferences are held three times per year and an Open House is held at the beginning of school each year. The PTO meetings are held monthly in our library and our local school TV station, KIS News, is aired twice daily. Newscasters are from our eighth grade class. All teachers are accessible through the school e-mail and voicemail. All students are provided with a school planner for assignments and the option of writing daily messages from home to school or vice versa. Also, parent informational evening was provided for parents of students on our sports teams. The district has also utilized an automated voicemail messaging system that was used to send school-related pre-recorded messages to parents and students. In addition, every teacher has an individual web page to provide parents and students with classroom-related information.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	18	2.2
Asian American	19	2.3
Black	32	3.9
Hispanic	35	4.3
Pacific Islander	0	0.0
White	707	87.1
Two or more races	1	0.1
Total Minority	105	12.9

**Percent of Minority Professional Staff:** 1.3%

**Non-English Home Language:**

3.9% 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 12.

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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.

KIS participates in a mentor program with UCONN called KUBE (Killingly, UCONN, Brooklyn Exchange), which is an Asian Cultural Exchange Program, led by one of our guidance counselors. This program provides opportunities for many students to experience activities at the UCONN campus one Saturday each month during the school year with other children of diverse backgrounds.

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### 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	N/A	N/A	N/A	N/A
Grade 6	26.7	26.7	50.7	12.3
Grade 8	26.8	26.8	49.8	15.7

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

**Connecticut Mastery Test, Fourth Generation, % 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 4 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
Grade 5 Reading	58.3	57.7	67.6	36.2
Writing	59.4	58.7	68.1	34.8
Mathematics	57.8	56.9	71.6	28.4
Science	55.7	55.1	63.9	37.9
Grade 6 Reading	63.5	63.5	74.1	33.7
Writing	51.9	51.6	67.4	30.0
Mathematics	47.4	47.4	69.3	25.2
Grade 7 Reading	76.8	77.0	79.8	41.1
Writing	62.7	61.7	65.6	46.0
Mathematics	56.9	56.0	68.1	34.1
Grade 8 Reading	76.4	76.0	76.8	45.8
Writing	61.4	60.8	68.3	39.1
Mathematics	57.9	57.4	67.2	39.3
Science	51.5	51.0	61.9	38.0

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.com](http://www.ctreports.com).

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.7	97.7	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, 163 students were responsible for these incidents. These students represent 19.7% 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, 59 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	0	0
Sexually Related Behavior	3	3
Personally Threatening Behavior	20	21
Theft	4	12
Physical/Verbal Confrontation	47	56
Fighting/Battery	4	11
Property Damage	9	3
Weapons	3	4
Drugs/Alcohol/Tobacco	1	1
School Policy Violations	166	109
Total	257	220

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Our district has made significant efforts to include a holistic accountability component to our district and school improvement plans. This past school year, a District Improvement Team and a School Improvement Team were implemented in addition to our Instructional Data Teams. Our School Improvement Plan has three prioritized needs focusing on data team effectiveness, critical literacy, and differentiation. The successes of our data teams are attributed to our Early Release Days and the Data Team Model of School Improvement. KIS also offers a reading program called READ 180, for our students who are reading two or more years below grade level. In 8th grade Algebra, an additional support class is provided for students experiencing difficulty in Algebra. A Carnegie Learning web-based program is provided for all 7th graders. This is a computerized math program that tutors students through our math curriculum and monitors individualized integrated support.

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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.

KIS honors our high-achieving students with an Honors Luncheon each marking period and a breakfast for our high honor students and their parents in May. Awards assemblies are held after each marking period to celebrate all students who have made great effort or accomplishments during that time period. The National Junior Honor Society conducted a Red Cross Blood Drive. A Peer Mediation Program is available at all times to students in an effort to reduce student conflict. Eighth grade students are trained as mediators by our Guidance Counselors. Counselors also teach guidance classes and provide a DARE Program with our resident Trooper to the fifth grade students. There is also a Low Ropes Course, which is used throughout the school year. At KIS, we strive to provide a strong academic program and an atmosphere where learning is the focus.

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