

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Killingly High School**Killingly School District**

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Location: 226 Putnam Pike
 Dayville,
 Connecticut

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

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 with Reg. Agricultural
 Science & Tech. Ctr.
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 822
 5-Year Enrollment Change: -4.5%

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.

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	287	34.9	36.2	30.7
Students Who Are Not Fluent in English	15	1.8	2.4	3.7
Students Identified as Gifted and/or Talented	70	8.5	6.1	5.3
Students with Disabilities	94	11.4	12.0	10.8
Juniors and Seniors Working 16 or More Hours Per Week	45	14.5	12.0	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State	
Algebra I	16.3	18.1	18.4	Language Instruction: Instruction was offered in the following language(s): French, Latin, Spanish
Biology I	19.8	19.6	19.7	
English, Grade 10	19.5	19.2	19.6	Agricultural Science and Technology: A regional agricultural science and technology education center is located in this school.
American History	20.6	20.5	20.4	

Instructional Time	School	State High Schools
Total Days per Year	184	181
Total Hours per Year	1,035	1,024

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 2010-11 School Year	36.8	34.5

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 2011	24.0	23.1	23.2

% of Class of 2011 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	81.8	91.6
Chemistry	44.1	73.9
4 or More Credits in Mathematics	65.0	64.1
3 or More Credits in Science	66.4	88.1
4 or More Credits in Social Studies	21.0	51.4
Credit for Level 3 or Higher in a World Language	35.7	62.5
2 or More Credits in Vocational Education	76.9	54.6
2 or More Credits in the Arts	34.3	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in the arts and/or vocational education, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.8	2.3	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	24.3	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	66.0	61.8	72.8

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	High Schools	
		DRG	State
# of Students Per Computer	0.8	2.1	2.1
% of Computers with Internet Access	100.0	100.0	99.9
% of Computers that are High or Moderate Power	100.0	99.3	97.5
# of Print Volumes Per Student*	18.1	16.8	16.6
# of Print Periodical Subscriptions	20	33	35

*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 does not utilize 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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	58.80
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	8.00
	Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		4.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.20
Counselors, Social Workers, and School Psychologists		6.50
School Nurses		1.50
Other Staff Providing Non-Instructional Services and Support		29.20

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	19.3	14.7	14.1
% with Master's Degree or Above	85.3	80.7	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	11.4	9.2	8.6
% Assigned to Same School the Previous Year	91.2	90.1	89.1

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 the school.

Killingly High School has a comprehensive web site on which is posted, among many other things, our Daily Bulletin, which allows the entire KHS educational community to stay apprised of events and happenings, as well as a month-by-month calendar of all events at the school. Parents, students and staff can access updated grades through PowerSchool, and when combined with our 1:1 Laptop Program, a powerful communication tool is available. We make extensive use of AlertNow, a phone-calling system which can send messages to all contacts – parents and staff – or can select individualized contacts according to need and interest. Parent involvement and support is very high in student programs such as the Home Builders Association, the Marching Band, Chorus, the FFA, and an athletic booster group has begun providing significant support to our Athletic Department. Our Work Readiness and Career Pathways department schedules numerous breakfasts, luncheons and evening events for students, parents and community members to build the school-community partnership. Our award-winning student newspaper, the Redline, gives the school and community the pulse of our school via traditional print format. Killingly High School has also started a School Governance Council comprised of parents, teachers, students and community members to further enhance communication among the various constituencies and groups.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	1.6
Asian American	21	2.6
Black	31	3.8
Hispanic	31	3.8
Pacific Islander	0	0.0
White	725	88.2
Two or more races	1	0.1
Total Minority	97	11.8

Percent of Minority Professional Staff : 1.2

Non-English Home Language:

5.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 13

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.

Killingly High School engages in a number of efforts to reduce racial, ethnic and economic isolation. Our most comprehensive program to reduce economic isolation is our 1:1 Laptop Program, which provides an Apple laptop for every student. This program is designed in part to reduce the “digital divide” that separates some individuals and families. Through our participation in Project Opening Doors, we are able to pay for the College Board Advanced Placement Exam for every student in Math, Science and English classes, thereby ensuring all students, regardless of ability to pay, are able to potentially gain college credit through the AP programs. Killingly High School also pays for the PSAT for all 10th and 11th grade students, an acknowledgement that important college and career-ready testing should be available universally. Killingly High School distributes substantial funds each year via Charitable Trusts and Enrichment Programs, using donated funds, and others raised internally via faculty fundraisers. Targeting those in financial need, these funds provide enrichment experiences to students participating in national competitions throughout the United States, for participation in music, chorus, and other performing arts camps. Killingly High Schools Gay-Straight-Alliance (GSA) actively recruits members, and is one of our more popular clubs. The GSA participates yearly in the True Colors Conference held at the University of Connecticut. Our School Climate Committee is partnering with a local corporation and Ellis Technical High School to develop a joint program emphasizing finding one’s voice and speaking up against bullying behavior. We’re sending a team to “train the trainers” for School Climate so we’re able to move our school culture into a more accepting environment. Our LinkCrew, a student-service organization, develops student leadership and community-mindedness in a wide range of students, based on desire to help rather than other criteria.

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	57.2	51.1	70.3

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	5	7.4
% of Grade 12 Students Tested	12.9	24.7
% of Exams Scored 3 or More*	79.7	70.9

*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.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	35.8	47.5	38.7
Writing Across the Disciplines	54.2	63.0	37.4
Mathematics	24.4	49.2	22.7
Science	31.2	47.1	31.3

To see the NCLB Report Card for this school, go to 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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	490	505	50.0
Critical Reading	492	502	50.0
Writing	502	506	55.3
% of Graduates Tested	55.2	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	71.4	82.7	14.3
2010-11 Annual Dropout Rate for Grade 9 through 12	5.3	2.6	12.9

Activities of Graduates	School	State
% Pursuing Higher Education	67.8	84.5
% Employed, Civilian and Military	22.4	9.7

Student Attendance	School	State High Schools
% Present on October 1	96.8	94.1

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, 183 students were responsible for these incidents. These students represent 22.7% 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, 100 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	2
Personally Threatening Behavior	17	6
Theft	2	1
Physical/Verbal Confrontation	11	0
Fighting/Battery	12	2
Property Damage	4	5
Weapons	2	1
Drugs/Alcohol/Tobacco	17	49
School Policy Violations	244	353
Total	312	419

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Killingly High School is in the process of establishing school-wide rubrics to enable us to measure student achievement on a consistent, school-wide basis. Our focus on writing has borne fruit through steadily increasing standardized test scores, and will continue to be a focus. KHS will continue to align its School Improvement Plan with that of the Districts, with a focus on literacy and numeracy for subgroups. We will continue to focus on improvement of technology infrastructure in the building, maintaining our capable technology status.

SUPPLEMENTAL SCHOOL INFORMATION

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

Killingly High School has distributed iPads to all teaching staff in preparation to a probable move to 1:1 iPads next year. We strive to stay on the front of the technology curve, with a state-of-the-art, dramatically beautiful and highly functional educational facility in a beautiful setting. With interactive whiteboard and built-in projectors in each classroom, dedicated common rooms for cooperative learning, a very capable auditorium, outstanding athletic facilities, increasing Advanced Placement courses and enrollment, Killingly High School is a wonderful place to get a 21st-century education.
