

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Killingly Central School
Killingly School District**JOAN M. GARDNER, Principal
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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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 465

5-Year Enrollment Change: 0.0%

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	172	37.0	40.6	34.2
K-12 Students Who Are Not Fluent in English	12	2.6	3.4	7.0
Students with Disabilities	72	15.5	12.4	10.9
Students Identified as Gifted and/or Talented	62	13.3	7.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	59.8	64.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	330	89.7	85.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	185	181
Total Hours per Year	1,020	988

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 half-day and full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	13.9	15.4	18.3
Grade 2	19.0	17.3	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	27	29
Computer Education ¹	17	14
English Language Arts ¹	540	496
Health I	20	19
Library Media Skills	27	18
Mathematics	215	198
Music	27	30
Physical Education	27	36
Science ¹	60	70
Social Studies ¹	60	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

¹Interdisciplinary approach

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	2.6	3.4	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	68.1	80.6	80.3

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	3.5	3.8	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	97.7	97.4	94.6
# of Print Volumes Per Student*	21.4	25.0	28.2
# of Print Periodical Subscriptions	15	18	13

*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	
General Education: Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	7.50
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants	1.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.58
Counselors, Social Workers, and School Psychologists	2.10
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	9.00

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	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	15.8	14.6	13.3
% with Master's Degree or Above	80.0	77.3	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.5	9.3	8.6
% Assigned to Same School the Previous Year	82.9	84.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

At Killingly Central School, we believe that family connections are very important in establishing a strong academic and social/emotional foundation for our children. Our parents are seen as equal partners in providing our children with meaningful educational experiences. At the beginning of each year, a Student/Parent Handbook is given to each family, and all teachers write welcoming letters or brochures describing their classrooms and year long goals and activities. All staff members have voice mail and e-mail addresses to further communication between home and school. Our weekly newsletter, The Chilly Chatter, provides weekly updates on school news and we send home a monthly grade level review called The Rookery. Both these communication tools give the parents a close look at what is happening in the school. Parents are welcomed and encouraged to visit classrooms and to conference with teachers and administrators. All classes use a Home/School Communication folder, The Friday Folder, which keeps parents and guardians up-to-date on homework assignments. These folders have become a routine part of our school / home contact efforts. In place of tradition Open House programs, we have established Curriculum Nights which allow individual grade levels to familiarize the parents with grade level goals and objectives. Our Kindergarten team conducts a K Orientation in the spring and a Curriculum Night in August for parents. They also have Open House for the children, a bus ride, and an ice cream social which helps welcome our incoming children to the school. We also use the P.A.C.T. (Parents and Children Together) program to inform our families about early reading practice. Our school website provides a detailed look at Killingly Central School, our mission statement, our school song, and student art work.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	1.9
Asian American	12	2.6
Black	18	3.9
Hispanic	15	3.2
White	411	88.4
Total Minority	54	11.6

Percent of Minority Professional Staff: 2.3%

Non-English Home Language: 2.8% 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 7.

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 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. Our students are given the opportunity to explore different cultures around the world through literature, storytelling, and music. This is accomplished through multicultural programs that focus on activities that promote an understanding and appreciation of the diversity that exists in our community and across the world. We have established several pen-pal exchanges with schools across the country and soldiers across the world. Our after-school program included French language and cultural activities. In May, our annual ARTS Night provides a showcase for each child to demonstrate his/her musical and artistic talent. Our students and staff participate in several service learning programs throughout the year. Our goal is to support charitable causes in our community, our state, and our world. These programs included food donations, hand made sweaters by the staff, socks collected by fourth grade, and donations for Dress Down Days. Our KCS family has fully supported our assistance projects for holidays. We have completed our fourth year with the Positive Behavior Supports (PBS) initiative. Our plan continues to place a strong emphasis on responsibility, respect, and safety for all children. These themes are woven through our school expectations in all areas of the school day and building.

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	40.8	33.9	33.6	64.4
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	45.7	45.2	54.6	35.7
Writing	51.6	50.2	62.5	31.7
Mathematics	50.0	49.0	62.8	31.4
Grade 4 Reading	66.2	57.1	60.7	57.5
Writing	60.8	51.7	64.2	41.5
Mathematics	63.0	46.5	63.6	46.4
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	99.6	98.3	96.2

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, 338 students were responsible for these incidents. These students represent 72.2% 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, 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	0	0
Personally Threatening Behavior	14	0
Theft	11	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	74	0
Property Damage	9	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	227	0
Total	338	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Using the Data Driven Decision Making approach for collaboration and teaming, Killingly Central School has focused its improvement efforts in three areas; reading, mathematics, and writing. Our intervention programs are based on the Response to Intervention (RtI) process and will be more evident in the next school year as we seek to strengthen differentiation of instruction. We added more Rx blocks for intervention purposes and our teaching teams spend their collaboration time honing their instructional skills and strategies. Our Literacy Team meets twice a month to look at strategies to support classroom teachers and our Literacy Facilitator works with students to ensure that each child is making sufficient progress. She also works with teachers to ensure that they are utilizing the best instructional strategies, to develop appropriate pacing guides, and to create rigorous lessons that will stretch the thinking of all students.

This year a group of third and fourth grade teachers participated in a research project with the University of Connecticut's School of Education entitled SEM-R (School Enrichment Model – Reading). The focus was on higher level thinking and book choice. Fluency gains were strong in the research classes. The school district is providing additional training in this program and is expanding it to include all third and fourth grade classrooms across the district. We have completed our second year with our new math program. Our CMT scores have held steady as the new vocabulary becomes established across the school and district. Our Math Consultant is available once a week to assist teachers with lesson planning, pacing of curriculum, and model lessons. Our school Math Resource teacher utilizes a combination of push-in and pull-out assistance. Our new Special Education programs are providing in-class and small group instruction as needed. We have designated one teacher per grade level to focus on specific targeted needs.

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 KCS family is strong and determined. We are fortunate to have a active volunteer group comprised of senior citizens, parents, business partners, an excellent PTO, and high school students working together to support the children in our school community. Through the efforts of our committed and dedicated PTO, the children are given many opportunities for field trips, cultural events, and social activities. High school students, under the guidance of their teachers, mentored many of our children, worked to renew our beautiful school garden, and taught lessons on "Going Green" throughout the year. Our annual Family Reading Night was dedicated to an Earth Day theme called "It's Easy to be Green at KCS." Many ecological activities were conducted around the school and parents and their children designed posters to keep the green message alive at home. Our after school programs provided opportunities to do hands-on science, combine math computation and problem solving with movement, engage in rigorous and dynamic discussions about literature, and integrate technology into curriculum content. We continued to broadcast each morning in classrooms and on cable access television with our student-run television WKCS. We are fortunate to be able to provide our students with an opportunities to sharpen their public speaking skills and we see this as another way to engage students in the own learning process. Our Positive Behavior Supports program (PBS) continues to provide a foundation for respect, responsibility, and safety in the school. School vouchers and blue tickets are used to recognize the good work students do each day. Once a week a PBS community meeting was held to review expectations, to recognize student achievement, and to connect the total school together as a Learning Community.
