

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



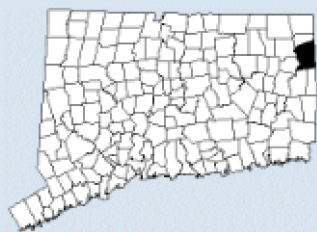
Killingly School District

Susan Nash-Ditzel, Superintendent • 860-779-6600 • <https://www.killinglyschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,392
Per Pupil Expenditures	\$20,989
Total Expenditures	\$52,220,871

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	1,135	47.4	48.4
Male	1,257	52.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	44	1.8	5.2
Black or African American	51	2.1	12.4
Hispanic or Latino of any race	317	13.3	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	165	6.9	4.8
White	1,807	75.5	45.1
English Learners/Multilingual Learners	64	2.7	11.3
Eligible for Free or Reduced-Price Meals	1,222	51.1	44.8
Students with Disabilities	511	21.4	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	207	19.5	95	8.1
Male	246	21.1	201	15.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	12	22.6
Hispanic or Latino of any race	101	32.2	41	11.8
White	304	18.4	213	11.5
English Learners/Multilingual Learners	10	15.6	11	15.9
Eligible for Free or Reduced-Price Meals	328	28.2	195	14.7
Students with Disabilities	142	29.2	88	14.5
All Students - District	453	20.4	296	11.9
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 234

Number of school-based arrests: 0

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Killingly School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	171.5
General Education Paraprofessionals	39.0
Special Education Teachers and Instructors	29.0
Special Education Paraprofessionals	66.5
District Central Office Administrators	8.0
School Level Administrators	12.1
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	2.5
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	18.5
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	184.7

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	12.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.8	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	0.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	244	98.8	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	34	13.7	6.8
Teachers	24	11.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	23	95.8	17	*
White	142	93.4	136	97.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	77	95.1	81	96.4
Students with Disabilities	27	93.1	29	93.5
All Students - District	186	94.4	175	98.3
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	40	54.8
Emotional Disability	11	30.6
Intellectual Disability	0	0
Learning Disability	106	82.8
Other Health Impairment	77	65.8
Other Disabilities	9	*
Speech/Language Impairment	52	91.2
All Disabilities - District	295	67.5
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	78	3.7	2.9
Emotional Disability	36	1.7	1.1
Intellectual Disability	7	0.3	0.6
Learning Disability	128	6.0	6.5
Other Health Impairment	119	5.6	3.6
Other Disabilities	28	1.3	1.1
Speech/Language Impairment	74	3.5	2.0
All Disabilities	470	22.1	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	24	5.1	8.2
Private Schools or Other Settings	44	9.4	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$29,431,556	\$11,829	\$13,471
Support services - students	\$4,167,721	\$1,746	\$1,826
Support services - instruction	\$1,392,623	\$583	\$972
Support services - general administration	\$2,575,265	\$1,079	\$568
Support services - school based administration	\$2,663,238	\$1,116	\$1,274
Central and other support services	\$2,474,626	\$1,037	\$761
Operation and maintenance of plant	\$5,739,177	\$2,404	\$2,125
Student transportation services	\$3,776,666	\$1,825	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$52,220,871	\$20,989	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$3,331,166	23.6	26.4
Instructional Aide Salaries	\$1,494,558	10.6	10.1
Other Salaries	\$1,162,183	8.2	10.5
Employee Benefits	\$1,502,222	10.7	13.3
Purchased Services Other Than Transportation	\$1,266,992	9.0	6.8
Special Education Tuition	\$4,313,160	30.6	22.8
Supplies	\$208,013	1.5	0.6
Property Services	\$34,580	0.2	0.4
Purchased Services For Transportation	\$574,313	4.1	8.7
Equipment	\$209,660	1.5	0.2
All Other Expenditures	\$2,771	0.0	0.1
Total	\$14,099,619	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	27.0
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	53.9
State	35.1
Federal	6.2
Tuition & Other	4.8

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2024-25

Killingly School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	20	52.5	20	50.7	*	*
Black or African American	19	*	19	*	14	*
Hispanic or Latino of any race	148	59.6	148	49.6	64	54.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	99	61.4	98	54.1	39	57.0
White	874	63.6	869	55.3	373	56.2
English Learners/Multilingual Learners	54	58.1	54	49.2	26	52.3
Non-English Learners/Non-Multilingual Learners	1,110	62.9	1,104	54.4	475	56.1
Eligible for Free or Reduced-Price Meals	592	59.6	588	50.5	248	53.0
Not Eligible for Free or Reduced-Price Meals	572	66.0	570	58.0	253	58.8
Students with Disabilities	234	45.9	232	36.9	95	40.5
Students without Disabilities	930	66.9	926	58.5	406	59.5
High Needs	691	58.1	686	49.6	291	52.2
Non-High Needs	473	69.5	472	60.9	210	61.0
All Students - District	1,164	62.7	1,158	54.2	501	55.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	93.6	69.8	91.4	88.3	711	85.7
Curl Up	90.1	78.1	85.9	88.1	714	85.6
Push Up	80.2	79.2	80.4	75.5	701	78.7
Mile Run/PACER	88.4	37.4	41.7	43.5	698	52.6
All Tests - District	67.4	27.7	40.1	35.8	690	42.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	16	*
White	120	87.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	71	74.6
Students with Disabilities	26	57.7
All Students - District	151	85.4
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	140	68.3
Male	103	60.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	22	53.7
White	191	65.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	92	55.8
Students with Disabilities	14	23.3
All Students - District	243	64.8
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	79.2	85.2
Male	45.5	73.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	69.0	78.6
English Learners/ Multilingual Learners	*	N/A
Eligible for Free or Reduced-Price Meals	55.6	78.6
Students with Disabilities	30.8	*
All Students - District	65.4	79.6
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.7	75	41.8	50	83.6	64.7
ELA Performance Index	High Needs Students	58.1	75	38.7	50	77.5	54.9
Math Performance Index	All Students	54.2	75	36.1	50	72.3	61.1
Math Performance Index	High Needs Students	49.6	75	33.0	50	66.1	50.6
Science Performance Index	All Students	55.9	75	37.3	50	74.6	62.6
Science Performance Index	High Needs Students	52.2	75	34.8	50	69.7	52.1
ELA Academic Growth	All Students	65.1%	100%	65.1	100	65.1	60.6%
ELA Academic Growth	High Needs Students	63.3%	100%	63.3	100	63.3	55.7%
Math Academic Growth	All Students	48.2%	100%	48.2	100	48.2	62.3%
Math Academic Growth	High Needs Students	46.4%	100%	46.4	100	46.4	55.9%
Progress Toward English Proficiency	Literacy	63.3%	100%	31.6	50	63.3	58.7%
Progress Toward English Proficiency	Oral	68.9%	100%	34.5	50	68.9	55.7%
Chronic Absenteeism	All Students	20.4%	<=5%	19.3	50	38.6	17.2%
Chronic Absenteeism	High Needs Students	26.7%	<=5%	6.6	50	13.3	24.8%
% Taking CCR Courses	All Students	96.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	64.8%	75%	43.2	50	86.4	47.2%
On-track to High School Graduation	All Students	83.8%	94%	44.6	50	89.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.4%	94%	90.9	100	90.9	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	80.7%	94%	85.9	100	85.9	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.4%	75%	87.2	100	87.2	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.6%	75%	28.4	50	56.8	49.0%
Arts Access	All Students	60.8%	60%	50.0	50	100.0	55.1%
Accountability Index				1017.1	1450	70.1	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.5	58.1	11.3	16.9	N
Math Performance Index Gap	60.9	49.6	11.3	18.4	N
Science Performance Index Gap	61.0	52.2	8.8	18.2	N
Graduation Rate Gap	94.0%	80.7%	13.3%	8.6%	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	97.9
ELA	High Needs Students	97.2
Math	All Students	97.5
Math	High Needs Students	96.7
Science	All Students	95.9
Science	High Needs Students	94.6

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 50.9

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Killingly Public Schools are guided by the following core values: Positive Relationships Matter, Adult and Student Empowerment Matters, Clear and High Expectations Matter, Continuous Improvement Matters, Shared Responsibility Matters, and Focused Collaboration Matters.

This school year, our focus is on engaging the whole child. Engagement begins with regular school attendance. To that end, we have implemented the LEAP program. We have also hired a District Attendance Coordinator and Director of Mental Health, Student Wellness, and Family Engagement. Over the past summer, we conducted over 60 home visits. We have instituted Community Health Resources to provide mental health support in our high school and middle school, as well as filling almost all counseling and social work positions.

Inside our classrooms, we emphasize cognitive engagement, or in other words, deep thinking. Our teachers are all working toward the same SMART goal in this area and are using peer observation as a mechanism for learning and growth. We have continued with this goal for two years, recognizing that creating a shared understanding of high-quality instruction takes time to cultivate.

Our schools continuously engage in activities and initiatives to involve parents in their students' education. Each school hosts evening events such as Family Nights, open houses, student-led conferences, and Recognition Nights. Three of our five schools have School Governance Councils where families play an active role in planning and improving school programs. Additionally, schools engage with families through electronic means, including webpages, email, text messaging, social media, and automated phone services.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Killingly incorporates many programs focused on building a community where all students feel safe and respected. These programs include club activities at Killingly High School, Killingly Intermediate School, Killingly Memorial School, and Killingly Central School, all designed to support inclusiveness. A partnership has been established between Killingly High School and the Anti-Defamation League to provide community learning through the "Names Can Really Hurt Us" program and the "No Place for Hate" program. The district is committed to the RULER programs in grades 2-12 and the PYRAMID program in grades PK-1. Killingly has also participated in Rachel's Challenge and the Sandy Hook Promise.

Interested students from Killingly Intermediate School participate in a unique one-on-one multicultural mentoring program called Kids & UConn Bridging Education (KUBE). The program's goals are to reduce racial, ethnic, and economic isolation and to help students achieve academic success in science, writing, and 21st-century skills. The UConn students include two program coordinators, ten group leaders, and approximately 75 mentors who meet monthly with the 75 middle school students in Storrs.

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Equitable Allocation of Resources among District Schools

Killingly Public Schools allocate resources to ensure equitable allocation and address needs each year. Annually, during the budget process, our building principal(s) and program directors work with staff and school site teams to create a financial plan for the following year. Each department articulates their specific needs for additional instructional and equipment supplies. As part of this process, principals and directors present their total budget to the business office and the Superintendent of Schools. Also, as part of the budget development process, "decision packages" representing requests for new staff, programs, and/or equipment may be submitted to the Superintendent for review. Decision packages are compiled and presented to the entire administrative team to be prioritized before they are sent to the Fiscal Subcommittee of the Killingly Board of Education.

District Profile and Performance Report for School Year 2024-25

Killingly School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	3.6	9.8
Position Filled Permanently	1	3.6	0.1
Resigned (no reason given)	8	28.6	32.0
Retired	5	17.9	23.7
Teach/Admin in Other CT Dist	11	39.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	3.6	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	1	3.6	2.3
TOTAL	28		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.