

STRATEGIC SCHOOL PROFILE 2012-13**Regional School District 17**

Howard J. Thiery, Iii, Superintendent

Location: 95 Little City Road

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Higganum,
ConnecticutWebsite: www.rsd17.k12.ct.us/

This regional school district serves Haddam, Killingworth

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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Middlesex

Town Population in 2000: 13,175

1990-2000 Population Growth: 13.7%

Number of Public Schools: 5

Per Capita Income in 2000: \$31,163

Percent of Adults without a High School Diploma in 2000*: 8.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.1%

District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 2,302
5-Year Enrollment Change -9.8%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	182	7.9	8.9	36.7
K-12 Students Who Are Not Fluent in English	8	0.4	0.8	5.8
Students Identified as Gifted and/or Talented*	252	10.9	4.8	3.8
PK-12 Students Receiving Special Education Services in District	334	14.5	11.1	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	124	97.6	88.5	79.3
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	31	10.4	12.7	12.7

*53.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.0
Asian American	51	2.2
Black	34	1.5
Hispanic	49	2.1
Pacific Islander	0	0.0
White	2,135	92.7
Two or more races	32	1.4
Total Minority	167	7.3

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

0.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation Regional School District 17 lacks the diversity that many school districts are fortunate to experience on an annual basis. This is due in large part to the housing limitations and the general demographics of the communities it serves. Both Haddam and Killingworth are well below the state and national averages used to determine the cultural and ethnic distribution of various minority groups. This fact creates a situation where the school district must plan, design and initiate various cultural awareness activities to enhance and broaden the students' perspective associated with living in a diverse world. A multitude of classroom and assembly-based programs continue to be incorporated into the curriculum on an annual basis. Additional activities include organizing staff and student exchange programs with neighboring school districts and most recently has expanded to areas outside of the United States. The Region 17 Schools have committed to reinstate participation in formal student exchange programs including students from foreign countries as well as providing opportunities to district students to gain experience by visiting other countries. Additionally, cultural awareness assembly programs continue to be hosted by each school on an annual basis. These programs are multidimensional and are planned and financially supported by each school's Parent Teacher Organization. Unique programs, including writing and book exchange programs, continue to be implemented and expanded upon with urban districts in New Haven and Hartford. Opportunities for secondary students to complete coursework at local colleges and universities continue to support the expanded efforts of the district to include Haddam-Killingworth students in more culturally diverse learning environments. As a part of the district's technology plan, students in grades kindergarten through 12 are provided with learning activities using the latest technologies. This has allowed students to communicate and access peers across the world and exchange learning concepts. Future plans call for the Regional School District 17 schools to be host to student leadership initiatives with neighboring school district which will incorporate having students of a variety of ethnic, economic and racial backgrounds working collaboratively.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	77.8	56.9	85.6
Writing	72.0	60.0	63.4
Mathematics	86.0	61.4	93.2
Grade 4 Reading	75.1	62.6	63.9
Writing	72.9	63.0	60.1
Mathematics	80.6	65.1	72.2
Grade 5 Reading	91.3	66.9	98.1
Writing	85.0	65.6	85.7
Mathematics	84.9	69.2	71.4
Science	92.2	62.3	100.0
Grade 6 Reading	88.4	73.3	73.7
Writing	85.8	65.1	84.7
Mathematics	87.2	67	82.1
Grade 7 Reading	94.2	78.9	90.5
Writing	88.6	64.9	94.9
Mathematics	86.7	65.4	83.5
Grade 8 Reading	95.9	76.2	98.1
Writing	89.5	67.2	93.1
Mathematics	87.4	65.0	84.9
Science	83.9	60.4	87.4

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.

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

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 scorable 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	71.4	48.5	81.8
Writing Across the Disciplines	79.1	62.1	71.2
Mathematics	65.8	52.4	62.9
Science	73.0	48.8	83.5

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	64.7	51.1	80.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.4	78.5	
Average Score	Mathematics	508	503	50.4
	Critical Reading	518	499	62.4
	Writing	525	504	65.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	93.7	84.8	68.4
2011-12 Annual Dropout Rate for Grade 9 through 12	0.0	2.1	100.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	82.6
% Employed (Civilian Employment and in Armed Services)	11.4	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	162.40
Paraprofessional Instructional Assistants	14.90
Special Education	
Teachers and Instructors	19.50
Paraprofessional Instructional Assistants	38.75
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	5.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	12.50
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	127.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	75.3	82.2	79.8

Average Class Size	District	DRG	State
Grade K	15.8	16.8	18.9
Grade 2	18.0	18.0	19.8
Grade 5	21.9	21.1	21.3
Grade 7	19.8	19.9	20.2
High School	18.5	18.3	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,029	997	999
Middle School	1,021	1,024	1,029
High School	967	1,024	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.1	2.6	2.7
Middle School	1.7	1.9	2.1
High School	1.9	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,893	\$8,344	\$8,570	\$8,110	\$8,570
Instructional Supplies and Equipment	\$385	\$162	\$252	\$252	\$257
Improvement of Instruction and Educational Media Services	\$600	\$252	\$475	\$412	\$471
Student Support Services	\$1,891	\$793	\$949	\$954	\$950
Administration and Support Services	\$3,883	\$1,629	\$1,526	\$1,521	\$1,547
Plant Operation and Maintenance	\$4,681	\$1,963	\$1,466	\$1,417	\$1,459
Transportation	\$3,461	\$1,274	\$775	\$750	\$765
Costs for Students Tuitioned Out	\$1,296	N/A	N/A	N/A	N/A
Other	\$657	\$276	\$170	\$184	\$170
Total	\$36,747	\$15,254	\$14,444	\$14,121	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,387	\$1,001	\$1,405	\$1,204	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,713,888	18.3	21.3	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	84.8	12.8	1.6	0.8
Excluding School Construction	83.8	13.7	1.7	0.9

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Equitable Allocation of Resources Among District Schools Regional School District 17 enjoys the multidimensional support of the communities of Haddam and Killingworth. It continues to be the practice of the administration of the Region 17 schools and the Board of Education to ensure equitable allocation of all of the districts financial resources in a manner which meets the needs of all students. The budget development process begins in early November of each year with building administrators and department supervisors submitting budget requests to the central administration of the school district. These requests are reviewed in conjunction with both the district's strategic goals, state and national requirements and clearly stated objectives for the next school year. Various data points are considered to ensure that requested funding is in alignment with district initiatives as planned. Considerable efforts continue to allow the district to use financial strategies such as cooperative purchasing, re-appropriation of existing resources and a district-wide commitment to economic efficiency has resulted in outcomes.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	311
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	35	1.5	1.3	1.3
Learning Disability	123	5.4	4.1	4.0
Intellectual Disability	6	0.3	0.4	0.4
Emotional Disturbance	28	1.2	0.8	1.0
Speech Impairment	30	1.3	1.7	2.0
Other Health Impairment*	67	3.0	2.3	2.4
Other Disabilities**	22	1.0	0.7	1.0
Total	311	13.7	11.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	88.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities 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. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	63.2	34.5	87.2	69.2
	Writing	46.3	19.9	82.4	64.4
	Mathematics	51.9	29.0	85.4	65.5
	Science	62.7	21.3	88.2	61.3
CAPT	Reading Across the Disciplines	10.0	15.7	71.4	48.5
	Writing Across the Disciplines	8.3	16.7	79.1	62.1
	Mathematics	10.0	16.8	65.8	52.4
	Science	16.7	14.6	73.0	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	3.6
	% With Accommodations	96.4
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		4.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.3
Private Schools or Other Settings	10	3.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	262	84.2	74.0	72.0
40.1 to 79.0 Percent of Time	40	12.9	19.1	16.4
0.0 to 40.0 Percent of Time	9	2.9	6.9	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

School District Improvement Plans and Activities Regional School District 17 continues the use of specific building based Continuous Improvement Plans with measurable goals in the areas of language arts, science and mathematics. Last year 2 new positions were created to ensure consistency in Math/Science Curriculum K-12. The K-12 curriculum coordinators will ensure all grades K-12 work in the same direction toward common core. We maintain common planning time for all teaching staff in Kindergarten through grade twelve to ensure active dialogue about a variety of data collected in the area of instruction. Using a variety of funding sources, the Regional School District 17 has established a professional development plan that interfaces directly with the Continuous Improvement Plans at each school. This professional development plan offers staff training outside the parameters of the regular school year schedule. The district continues to support directed professional development opportunities for staff that correlate directly with areas where instructional diversity is needed. Over the past six years, the district has revised every area of curriculum. All curricula have been aligned with applicable national and state frameworks for instruction and are maintained in the Understanding by Design format. The district maintains a large support staff structure to assist in the areas of language arts and mathematics and has secured new resources for use with kindergarten through 6 in the areas of language arts, mathematics and science. In the area of special education, we continue to focus on increasing inclusion of disabled students with non-disabled students and have implemented formal pre-referral models at all schools. Ongoing collaboration between regular education and special education staff continues to support new initiatives in the areas of teaching and learning.
