

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 17**

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Location: 95 Little City Road
Higganum,
Connecticut

Website: 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	Per Capita Income in 2000: \$31,163
Town Population in 2000: 13,175	Percent of Adults without a High School Diploma in 2000*: 8.8%
1990-2000 Population Growth: 13.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.1%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 92.8%

*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, 2007 2,552
5-Year Enrollment Change 7.5%

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	82	3.2	4.7	28.7
K-12 Students Who Are Not Fluent in English	5	0.2	0.6	5.4
Students Identified as Gifted and/or Talented*	116	4.5	3.8	4.0
PK-12 Students Receiving Special Education Services in District	289	11.3	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	183	95.3	87.9	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	122	31.0	21.6	20.2

*43.1% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	48	1.9
Black	21	0.8
Hispanic	25	1.0
White	2,456	96.2
Total Minority	96	3.8

Percent of Minority Professional Staff: 1.3%

Non-English Home Language: 0.5% 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 5.

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.

Upon examination the Regional School District 17 lacks the ethnic, cultural and racial diversity of some other communities but has implemented a number of activities to promote tolerance and a deep appreciation for the diverse nature of all people. Specifically, the district has implemented programs within the areas of Art and Music that include activities focused on the various cultures of our world. Students have been provided with cultural arts opportunities sponsored by schools' parent teacher organizations that emphasize cultural awareness and other related skills. Most recent efforts have formed direct relationships with communities across the United States such as those in New Orleans. Current plans call for the development of a formal "Sister Schools" program working in conjunction with the State Department of Education and local resources, both financial and human. Also included in the work of the district are many activities incorporated into the World Language program Kindergarten through grade twelve.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	69.4	52.0	76.1
Writing	71.7	63.4	53.4
Mathematics	76.5	60.0	74.2
Grade 4 Reading	62.8	55.9	49.4
Writing	69.9	62.9	51.6
Mathematics	66.1	60.3	49.7
Grade 5 Reading	72.5	62.2	53.1
Writing	70.0	64.5	43.8
Mathematics	78.3	65.9	63.6
Science	63.3	54.9	44.4
Grade 6 Reading	83.0	66.3	73.8
Writing	78.4	61.9	79.8
Mathematics	78.9	66.4	64.9
Grade 7 Reading	87.1	71.1	77.4
Writing	81.7	62.0	84.5
Mathematics	81.7	63.0	74.2
Grade 8 Reading	76.1	64.8	57.2
Writing	74.3	63.4	54.7
Mathematics	73.5	60.8	54.7
Science	74.3	58.6	56.0

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.

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 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	68.9	45.5	79.2
Writing Across the Disciplines	79.1	57.9	81.5
Mathematics	66.7	50.1	66.2
Science	72.3	46.3	84.6

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
	19.9	36.1	8.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		96.3	77.6	
Average Score	Mathematics	512	504	56.2
	Critical Reading	511	502	58.5
	Writing	509	503	54.6

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, Class of 2007	100.0	92.6	100.0
Cumulative Four-Year Dropout Rate for Class of 2007	0.0	6.2	100.0
2006-07 Annual Dropout Rate for Grade 9 through 12	0.3	1.7	83.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.6	83.4
% Employed (Civilian Employment and in Armed Services)	10.4	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	169.05
Paraprofessional Instructional Assistants	15.30
Special Education	
Teachers and Instructors	24.50
Paraprofessional Instructional Assistants	33.60
Library/Media Specialists and Assistants	9.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	12.80
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	108.65

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	13.8	14.3	13.6
% with Master's Degree or Above	71.5	75.5	75.6

Average Class Size	District	DRG	State
Grade K	17.5	17.1	18.1
Grade 2	17.7	18.6	19.3
Grade 5	23.6	20.4	20.9
Grade 7	20.3	19.9	20.5
High School	18.3	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,021	993	987
Middle School	1,026	1,032	1,017
High School	953	1,021	1,006

*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*	3.3	3.3	3.4
Middle School	1.9	2.2	2.7
High School	2.6	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$17,050	\$6,814	\$7,153	\$6,737	\$7,159
Instructional Supplies and Equipment	\$585	\$234	\$262	\$287	\$266
Improvement of Instruction and Educational Media Services	\$1,056	\$422	\$443	\$395	\$429
Student Support Services	\$1,835	\$734	\$764	\$713	\$761
Administration and Support Services	\$2,979	\$1,191	\$1,256	\$1,267	\$1,271
Plant Operation and Maintenance	\$4,417	\$1,765	\$1,329	\$1,295	\$1,322
Transportation	\$2,331	\$797	\$605	\$605	\$601
Costs for Students Tuitioned Out	\$621	N/A	N/A	N/A	N/A
Other	\$494	\$197	\$147	\$130	\$145
Total	\$31,368	\$12,433	\$12,203	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$10,261	\$4,101	\$1,875	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,755,598
Percent of Total PK-12 Expenditures Used for Special Education	15.2%

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	69.6	28.9	1.5	0.1
Excluding School Construction	84.7	13.2	2.0	0.1

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.

Regional School District 17 enjoys the continued 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 districts 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 has allowed the district to use financial strategies such as cooperative purchasing , re-appropriation of existing resources and a district-wide commitment to economic efficient has resulted in outcomes. Current plans call for the utilization of a new state law impacting purchasing to assist with the efficient management with appropriated resources.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	268
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

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	29	1.2	0.8	0.7
Learning Disability	101	4.0	4.1	4.0
Intellectual Disability	13	0.5	0.4	0.5
Emotional Disturbance	17	0.7	0.7	1.0
Speech Impairment	45	1.8	2.2	2.4
Other Health Impairment*	54	2.2	1.9	2.1
Other Disabilities**	9	0.4	0.6	0.9
Total	268	10.7	10.7	11.5

*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 2006-07 with a Standard Diploma	95.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.9	2.8

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	23.4	20.4	75.3	62.1
	Writing	27.4	19.3	74.4	63.0
	Mathematics	31.2	22.6	75.9	62.7
	Science	29.3	22.2	69.1	56.8
CAPT	Reading Across the Disciplines	10.0	11.4	68.9	45.5
	Writing Across the Disciplines	N/A	N/A	79.1	57.9
	Mathematics	25.0	14.7	66.7	50.1
	Science	30.0	14.4	72.3	46.3

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	-248.0
	% With Accommodations	348.0
CAPT	% Without Accommodations	15.0
	% With Accommodations	85.0
% Assessed Using Skills Checklist		23.9

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	0	0.0
Private Schools or Other Settings	9	3.4

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	214	79.9	71.7	71.6
40.1 to 79.0 Percent of Time	42	15.7	21.8	16.6
0.0 to 40.0 Percent of Time	12	4.5	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Regional School District 17 maintains the use of specific Instructional Improvement Plans for each building in the district with measurable goals embedded in the areas of language arts and mathematics. Each goal maintained in the Instructional Improvement Plans is monitored by means of a data collection as well as an analysis component. All plans are made available publicly via the school district's webpage at www.rsd17.org. The district maintains common planning time at elementary schools and team time at our middle school to ensure active dialogue about a variety of data collected in the area of instruction and to review student work samples. Using a variety of funding sources, the Regional School District 17 has maintained a professional development plan that interfaces and supports the Instructional Improvement Plans at each school. The district continues to support directed professional development opportunities for staff which correlate directly with areas where instructional diversity is needed. To date, the district has revised all areas of curriculum including language arts, mathematics, science, music, art, all areas of applied education, world languages and social science. All curricula have been aligned with applicable national and state frameworks for instruction. The district maintains a complement of support staff structure to assist in the areas of language arts and mathematics at both the elementary and middle school levels.

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.
