

STRATEGIC SCHOOL PROFILE 2008-09**Regional School District 17**

GARY S. MALA, Superintendent
Telephone: (860) 345-4534

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: 92.6%

*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, 2008 2,544
5-Year Enrollment Change 7.1%

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	95	3.7	5.5	30.3
K-12 Students Who Are Not Fluent in English	5	0.2	0.6	5.2
Students Identified as Gifted and/or Talented*	128	5.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	270	10.6	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	180	91.8	86.0	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	47	13.4	16.9	19.0

*49.2% 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	43	1.7
Black	21	0.8
Hispanic	28	1.1
White	2,450	96.3
Total Minority	94	3.7

Percent of Minority Professional Staff: 1.7%

Non-English Home Language: 0.4% 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.

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 are 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, there are cultural awareness assembly programs 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. Most recently, students from Haddam-Killingworth High School participated in a student exchange initiative with Hillhouse High School in New Haven. 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 districts which will incorporate having students of a variety of ethnic, economic and racial backgrounds working collaboratively.

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	67.7	54.6	64.2
Writing	76.7	62.5	73.0
Mathematics	79.7	62.8	76.1
Grade 4 Reading	75.3	60.7	72.4
Writing	75.4	64.2	60.0
Mathematics	77.2	63.6	68.9
Grade 5 Reading	84.1	66.0	81.4
Writing	81.3	66.5	75.9
Mathematics	78.5	68.8	60.5
Science	77.8	58.1	72.2
Grade 6 Reading	86.2	68.9	76.7
Writing	77.2	62.2	70.6
Mathematics	84.0	68.8	68.1
Grade 7 Reading	89.3	74.9	80.3
Writing	82.1	62.9	87.3
Mathematics	83.2	66.0	74.5
Grade 8 Reading	85.1	68.4	80.6
Writing	82.0	66.5	74.2
Mathematics	80.5	64.5	67.1
Science	75.9	60.6	63.9

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	53.9	47.4	53.8
Writing Across the Disciplines	74.9	55.0	76.3
Mathematics	61.1	47.8	62.6
Science	58.4	42.8	70.2

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
	41.5	36.2	62.1

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.1	74.5	
Average Score	Mathematics	528	507	69.8
	Critical Reading	522	503	65.9
	Writing	527	506	69.0

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 2008	98.9	92.1	87.8
Cumulative Four-Year Dropout Rate for Class of 2008	0.6	6.6	88.3
2007-08 Annual Dropout Rate for Grade 9 through 12	0.1	2.5	91.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.0	84.1
% Employed (Civilian Employment and in Armed Services)	11.9	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	170.77
Paraprofessional Instructional Assistants	18.90
Special Education	
Teachers and Instructors	26.50
Paraprofessional Instructional Assistants	26.50
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.80
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	13.30
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	111.25

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	14.3	14.4	13.6
% with Master's Degree or Above	69.8	77.3	76.1

Average Class Size	District	DRG	State
Grade K	16.4	17.5	18.3
Grade 2	22.5	19.5	19.3
Grade 5	22.2	20.3	21.0
Grade 7	20.1	19.7	20.5
High School	21.5	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,020	993	988
Middle School	1,036	1,025	1,016
High School	953	1,011	1,007

*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*	3.1	3.3	3.3
Middle School	1.8	2.4	2.6
High School	2.4	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$17,415	\$6,811	\$7,521	\$7,069	\$7,522
Instructional Supplies and Equipment	\$630	\$247	\$267	\$282	\$271
Improvement of Instruction and Educational Media Services	\$1,249	\$489	\$461	\$415	\$446
Student Support Services	\$1,745	\$682	\$808	\$769	\$806
Administration and Support Services	\$3,184	\$1,245	\$1,351	\$1,334	\$1,369
Plant Operation and Maintenance	\$5,199	\$2,033	\$1,382	\$1,357	\$1,377
Transportation	\$2,357	\$804	\$649	\$638	\$644
Costs for Students Tuitioned Out	\$716	N/A	N/A	N/A	N/A
Other	\$514	\$201	\$152	\$141	\$151
Total	\$33,010	\$12,829	\$12,869	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,341	\$916	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,808,874	14.6	19.7	20.5

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	85.4	13.0	1.5	0.1
Excluding School Construction	84.3	13.9	1.6	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 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 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 have allowed the district to use financial strategies such as cooperative purchasing, re-appropriation of existing resources and a district-wide commitment to economic efficiency resulting in significant cost saving outcomes.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	258
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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	30	1.2	0.9	0.8
Learning Disability	89	3.6	4.1	3.9
Intellectual Disability	12	0.5	0.4	0.5
Emotional Disturbance	16	0.6	0.7	1.0
Speech Impairment	50	2.0	2.2	2.3
Other Health Impairment*	51	2.0	1.9	2.1
Other Disabilities**	10	0.4	0.6	0.9
Total	258	10.3	10.8	11.6

*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 2007-08 with a Standard Diploma	100.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	35.8	30.2	81.4	65.7
	Writing	24.8	19.5	79.2	64.1
	Mathematics	40.2	30.7	80.6	65.7
	Science	31.0	23.8	76.8	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	53.9	47.4
	Writing Across the Disciplines	19.0	13.6	74.9	55.0
	Mathematics	N/A	N/A	61.1	47.8
	Science	23.8	10.6	58.4	42.8

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	11.9
	% With Accommodations	88.1
CAPT	% Without Accommodations	17.4
	% With Accommodations	82.6
% Assessed Using Skills Checklist		7.0

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	3.5

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	183	70.9	74.3	72.7
40.1 to 79.0 Percent of Time	63	24.4	19.1	16.1
0.0 to 40.0 Percent of Time	12	4.7	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Regional School District 17 has implemented the use of specific building based Instructional Improvement Plans with measurable goals in the areas of language arts, science and mathematics. Each goal maintained in the Instructional Improvement Plans is monitored by means of a data collection model that contains an analysis component. All plans are made available publically via the school district's webpage at www.rsd17.org. 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. The district also maintains three positions of Teaching and Learning Specialists (one at each level) for the purpose of monitoring instruction as it relates to each plan for improvement. Using a variety of funding sources, the Regional School District 17 has established a professional development plan that interfaces directly with the Instructional 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 correlates directly with areas where instructional diversity is needed. Over the past four 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.
