

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



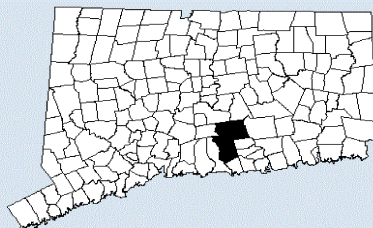
Regional School District 17

Dr. Holly Hageman, Superintendent • 860-345-4534 • <https://www.rsd17.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,958
Per Pupil Expenditures ¹	\$19,556
Total Expenditures ¹	\$40,186,962

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	947	48.4	48.4
Male	1,011	51.6	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	34	1.7	5.2
Black or African American	18	0.9	12.7
Hispanic or Latino of any race	66	3.4	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	55	2.8	3.8
White	1,785	91.2	51.1
English Learners	19	1.0	8.3
Eligible for Free or Reduced-Price Meals	251	12.8	43.3
Students with Disabilities ³	341	17.4	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category 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

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	47	5.1	20	2.1
Male	40	4.0	54	5.2
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	74	4.2	64	3.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	10.9	25	8.7
Students with Disabilities	18	6.0	27	7.3
District	87	4.5	74	3.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 10

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	140.7
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	58.6
Administrators, Coordinators and Department Chairs	
District Central Office	4.6
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.4
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	14.9
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	118.7

¹ 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.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	205	99.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	155	92.8	146	97.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	24	88.9	17	*
Students with Disabilities	17	73.9	17	*
District	161	89.4	156	96.9
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	19	61.3
Emotional Disturbance	18	69.2
Intellectual Disability	*	*
Learning Disability	117	96.7
Other Health Impairment	71	89.9
Other Disabilities	*	*
Speech/Language Impairment	24	100.0
District	260	86.4
State		67.8

³ 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 Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	1.6	2.0
Emotional Disturbance	26	1.3	1.1
Intellectual Disability	*	*	0.5
Learning Disability	121	6.2	5.7
Other Health Impairment	79	4.1	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	35	1.8	1.8
All Disabilities	317	16.3	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	1.9	8.2
Private Schools or Other Settings	16	5.0	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,594,782	\$10,995	\$10,923
Support services - students	\$2,891,530	\$1,435	\$1,277
Support services - instruction	\$987,526	\$490	\$682
Support services - general administration	\$186,484	\$93	\$467
Support services - school based administration	\$2,084,109	\$1,034	\$1,021
Central and other support services	\$3,237,057	\$1,606	\$679
Operation and maintenance of plant	\$4,965,688	\$2,464	\$1,718
Student transportation services	\$3,239,785	\$1,598	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$40,186,962	\$19,556	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,890,754	32.7	28.5
Instructional Aide Salaries	\$1,329,108	15.0	10.1
Other Salaries	\$278,451	3.2	11.1
Employee Benefits	\$1,340,503	15.2	13.0
Purchased Services Other Than Transportation	\$551,618	6.2	5.7
Special Education Tuition	\$1,612,227	18.2	22.5
Supplies	\$45,439	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$778,536	8.8	8.0
Equipment	\$7,106	0.1	0.2
All Other Expenditures	\$790	0.0	0.1
Total	\$8,834,530	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.4
State	11.1
Federal	1.6
Tuition & Other	.

⁴ 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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	92.9
Students with Disabilities	27	92.6
District	160	98.1
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	90.9	96.3
Male	71.6	90.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.9	94.4
English Learners	81.9	*
Eligible for Free or Reduced-Price Meals	53.8	96.4
Students with Disabilities	48.0	*
District	81.0	93.9
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	4.5%	<=5%	12.2%
	High Needs Students	7.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	93.0%	75%	80.4%
On-track to High School Graduation		96.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		94.9%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.0%	75%	71.5%
Arts Access		55.1%	60%	51.8%

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	94.9%	-0.9%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach 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. 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 eight years, all curricula have been aligned with applicable national and state frameworks for instruction. The district maintains a comprehensive coaching and intervention structure to assist in the areas of language arts and mathematics. 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District 17 lacks the diversity that many school districts are fortunate to experience. To counteract this fact, we intentionally plan, design, and initiate various cultural awareness methods to enhance and broaden the students' perspective associated with living in a diverse world. We refined our English-Language Arts, Social Studies, World Language, and Social-Emotional Curricula to promote a multicultural perspective through the delivery of instruction. Because we believe it is important that all children feel included and safe in our schools, our intention is to provide an inclusive education, so that each child can see themselves in our curriculum and learning resources. Our curricular approach provides experiences across the grades that teach and promote acceptance and kindness and an understanding that everyone has a story. Books were acquired for K-8 classrooms for read alouds, book clubs, and mentor texts. These books offer children the opportunity to see themselves in literature, and to learn about others' racial or cultural backgrounds. The High School English department reviewed its curriculum to incorporate diverse literature and plan to collaborate with the History department around common texts/topics which address social justice and equity. The High School and Middle School Advisory Committees developed lessons related to social justice and equity, bullying, harassment, acceptance. An elementary SEL team reviewed the Second Steps curriculum and identified lessons which highlighted concepts of acceptance, self-advocacy, and empathy. A multitude of classroom and assembly-based programs continue to be incorporated into the curriculum on an annual basis. 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. Opportunities for secondary students to complete coursework at local colleges and universities continue to support the expanded efforts of the district to include students in more culturally diverse learning environments.

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Equitable Allocation of Resources among District Schools

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 district's 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 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 effective outcomes.