

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



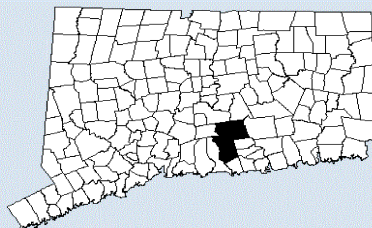
## Regional School District 17

Mr. Howard Thiery III, Superintendent • 860-345-4534 • <http://www.rsd17.org/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,133
Per Pupil Expenditures <sup>1</sup>	\$17,220
Total Expenditures <sup>1</sup>	\$38,159,586

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,012	47.4	48.3
Male	1,121	52.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	47	2.2	4.9
Black or African American	*	*	12.8
Hispanic or Latino	30	1.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	38	1.8	2.7
White	1,988	93.2	55.9
English Learners	6	0.3	6.4
Eligible for Free or Reduced-Price Meals	189	8.9	38.0
Students with Disabilities <sup>1</sup>	366	17.2	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	42	4.2	15	1.5
Male	49	4.5	59	5.2
Black or African American	*	*	0	0.0
Hispanic or Latino	8	18.2	*	*
White	79	4.1	64	3.2
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	20	11.2	16	8.3
Students with Disabilities	29	8.3	29	7.1
District	91	4.3	74	3.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 8

Number of school-based arrests: 0

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	158.1
Paraprofessional Instructional Assistants	8.8
<b>Special Education</b>	
Teachers and Instructors	24.4
Paraprofessional Instructional Assistants	46.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	14.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	129.7

<sup>1</sup>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	1	0.4	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	223	99.1	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	98.9
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	92	63.0	123	87.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	10	*	10	*
Students with Disabilities	7	*	10	50.0
District	95	63.3	131	86.8
State		61.2		73.9

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	24	64.9
Emotional Disturbance	19	79.2
Intellectual Disability	*	*
Learning Disability	130	95.6
Other Health Impairment	63	79.7
Other Disabilities	*	*
Speech/Language Impairment	31	100.0
District	278	83.5
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	37	1.7	1.6
Emotional Disturbance	24	1.1	1.0
Intellectual Disability	6	0.3	0.5
Learning Disability	136	6.4	4.6
Other Health Impairment	79	3.7	2.8
Other Disabilities	30	1.4	1.0
Speech/Language Impairment	34	1.6	1.9
All Disabilities	346	16.3	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,415,394	9,386	9,387
Instructional Supplies and Equipment	494,891	228	318
Improvement of Instruction and Educational Media Services	723,086	332	541
Student Support Services	1,951,058	897	1,048
Administration and Support Services	4,231,547	1,946	1,790
Plant Operation and Maintenance	4,757,811	2,187	1,608
Transportation	3,327,550	1,440	845
Costs of Students Tuitioned Out	1,525,034	N/A	N/A
Other	733,215	337	194
Total	38,159,586	17,220	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,167,063	996	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,684,422	36.5	35.1
Noncertified Personnel	1,170,775	15.9	14.5
Purchased Services	317,883	4.3	5.5
Tuition to Other Schools	1,446,711	19.7	21.6
Special Ed. Transportation	846,283	11.5	8.3
Other Expenditures	894,541	12.2	15.0
Total Expenditures	7,360,615	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	86.2	85.4
State	12.2	12.9
Federal	1.5	1.6
Tuition & Other	0.0	0.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19	*	19	*	10	*
Black or African American	13	*	13	*	6	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	26	72.1	26	72.1	9	*
White	1119	76.5	1115	70.0	499	67.8
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	101	68.6	98	62.1	53	66.4
Not Eligible for Free or Reduced-Price Meals	1088	77.2	1086	70.7	476	67.7
Students with Disabilities	233	59.4	231	53.7	108	52.2
Students without Disabilities	956	80.6	953	74.0	421	71.5
High Needs	303	63.0	300	56.8	149	57.4
Non-High Needs	886	81.0	884	74.5	380	71.5
District	1189	76.4	1184	70.0	529	67.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.7	63.1	92.5	83.0	520	82.9
Curl Up	82.8	94.6	100.0	100.0	520	93.3
Push Up	76.4	81.9	90.7	92.5	520	84.0
Mile Run/PACER	82.2	88.6	92.5	83.0	520	87.3
All Tests - District	60.5	58.4	87.0	73.6	520	69.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	20	95.0	.		.
Students with Disabilities	21	71.4	91.9	No	92.1
District	168	96.4	93.2	Yes	93.3
State <sup>4</sup>		87.2			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	96	60.0
Male	95.0	78	55.3
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	96.5	169	59.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	9	39.1
Students with Disabilities	*	*	*
District	96.0	174	57.8
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.6	92.3
Male	77.2	88.5
Black or African American	*	*
Hispanic or Latino	*	*
White	83.9	92.2
English Learners	83.9	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.2	90.5
State	71.9	88.3

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	76.4	75	50.0	50	100.0	67.7
	High Needs Students	63.0	75	42.0	50	84.0	56.7
Math Performance Index	All Students	70.0	75	46.7	50	93.3	61.4
	High Needs Students	56.8	75	37.9	50	75.7	49.9
Science Performance Index	All Students	67.6	75	45.0	50	90.1	57.5
	High Needs Students	57.4	75	38.3	50	76.6	47.0
ELA Academic Growth	All Students	69.8%	100%	69.8	100	69.8	63.8%
	High Needs Students	64.2%	100%	64.2	100	64.2	58.3%
Math Academic Growth	All Students	74.8%	100%	74.8	100	74.8	65.0%
	High Needs Students	70.2%	100%	70.2	100	70.2	57.4%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	8.3%	<=5%	43.4	50	86.9	15.6%
Preparation for CCR	% Taking Courses	75.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	57.8%	75%	38.5	50	77.1	40.7%
On-track to High School Graduation		99.4%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		96.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		92.1%	94%	98.0	100	98.0	78.6%
Postsecondary Entrance (Class of 2015)		83.2%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		75.5%   69.4%	75%	23.1	50	46.3	89.2%   50.5%
Arts Access		52.5%	60%	43.8	50	87.5	47.5%
<b>Accountability Index</b>				<b>1135.6</b>	<b>1350</b>	<b>84.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.0	12.0	16.5	
Math Performance Index Gap	74.5	56.8	17.7	18.9	
Science Performance Index Gap	71.5	57.4	14.1	17.2	
Graduation Rate Gap	94.0%	92.1%	1.9%	15.3%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.1
Math	All Students	98.8
	High Needs Students	97.4
Science	All Students	98.5
	High Needs Students	96.8

<sup>3</sup>Minimum participation standard is 95%.

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

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: 62.6**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### Narratives

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#### **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. The year before last a new position of Assistant Superintendent for Curriculum & Instruction was created and 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 eight years, the district has revised every area of curriculum. All curricula have been aligned with applicable national and state frameworks for instruction. The district maintains a comprehensive support staff 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. 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. 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. 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.

# District Profile and Performance Report for School Year 2015-16

## Regional School District 17

### **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 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.