

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



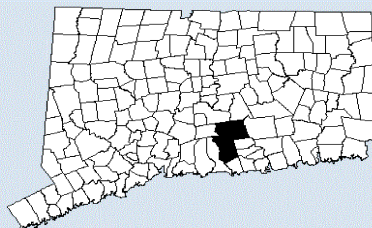
Regional School District 17

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	2,186
Per Pupil Expenditures ¹	\$16,175
Total Expenditures ¹	\$37,266,935

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,045	47.8	48.3
Male	1,141	52.2	51.6
American Indian or Alaska Native	*	*	0.2
Asian	46	2.1	4.7
Black or African American	31	1.4	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	41	1.9	2.5
White	2,039	93.3	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	216	9.9	37.6
Students with Disabilities ¹	348	15.9	13.3

¹Students 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 ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	46	4.4	14	1.3
Male	62	5.6	63	5.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	100	4.9	67	3.2
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	33	16.5	19	8.5
Students with Disabilities	42	12.6	27	7.3
District	108	5.0	77	3.4
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 2

²A 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.

³The 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	165.2
Paraprofessional Instructional Assistants	15.2
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	42.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
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	133.7

¹In 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	0.0
White	224	99.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	97	70.8	140	88.6
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	8	*	11	*
Students with Disabilities	10	47.6	11	52.4
District	102	70.3	150	87.7
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	29	80.6
Emotional Disturbance	17	68.0
Intellectual Disability	0	0
Learning Disability	126	97.7
Other Health Impairment	66	89.2
Other Disabilities	10	50.0
Speech/Language Impairment	21	95.5
District	269	86.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	37	1.7	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	129	5.9	4.4
Other Health Impairment	74	3.4	2.6
Other Disabilities	27	1.2	1.0
Speech/Language Impairment	32	1.5	1.9
All Disabilities	328	15.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	6	1.8	8.1
Private Schools or Other Settings	10	3.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,650,473	8,660	9,134
Instructional Supplies and Equipment	547,004	241	334
Improvement of Instruction and Educational Media Services	648,504	286	498
Student Support Services	1,760,570	776	1,001
Administration and Support Services	4,064,021	1,791	1,694
Plant Operation and Maintenance	4,952,701	2,183	1,572
Transportation	3,476,606	1,451	813
Costs of Students Tuitioned Out	1,490,662	N/A	N/A
Other	676,394	298	186
Total	37,266,935	16,175	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,230,963	983	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	2,660,851	36.3	35.1
Noncertified Personnel	1,106,434	15.1	14.2
Purchased Services	254,411	3.5	5.2
Tuition to Other Schools	1,393,275	19.0	22.0
Special Ed. Transportation	1,009,510	13.8	8.6
Other Expenditures	915,305	12.5	14.9
Total Expenditures	7,339,786	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.4	83.5
State	12.9	13.7
Federal	1.8	1.9
Tuition & Other	0.8	0.9

⁴Revenue 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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	29	81.1	29	68.5	12	*
Black or African American	15	*	15	*	7	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	*	*
White	1154	76.8	1155	66.5	470	68.7
English Language Learners	6	*	6	*	*	*
Non-English Language Learners	1219	76.7	1220	66.4	*	*
Eligible for Free or Reduced-Price Meals	111	66.8	111	56.7	46	60.7
Not Eligible for Free or Reduced-Price Meals	1114	77.7	1115	67.2	449	69.2
Students with Disabilities	225	60.5	225	49.8	79	52.5
Students without Disabilities	1000	80.3	1001	70.0	416	71.4
High Needs	310	63.5	310	52.7	114	56.4
Non-High Needs	915	81.2	916	70.9	381	72.0
District	1225	76.7	1226	66.3	495	68.4

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

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

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.1	78.1	89.8	91.6	664	86.9
Curl Up	83.9	92.5	99.4	96.3	664	92.6
Push Up	88.9	85.1	85.2	92.5	664	87.3
Mile Run/PACER	82.2	82.1	81.3	76.6	664	81.0
All Tests - District	69.4	65.7	69.3	72.9	664	68.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	29	89.7	91.6	No	91.9
District	153	98.0	93.1	Yes	93.2
State ⁴		87.0			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	84.8	95	57.6
Male	75.5	73	48.3
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	81.7	164	55.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	56.0	8	32.0
Students with Disabilities	*	*	*
District	80.4	168	53.2
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.3	95.9
Male	79.5	87.9
Black or African American	*	*
Hispanic or Latino	*	*
White	84.2	93.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	51.7	*
District	84.7	92.4
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first 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	76.7	75	100.0	100	100.0	67.9
	High Needs Students	63.5	75	84.7	100	84.7	56.7
Math Performance Index	All Students	66.3	75	88.4	100	88.4	59.3
	High Needs Students	52.7	75	70.2	100	70.2	47.8
Science Performance Index	All Students	68.4	75	91.2	100	91.2	56.5
	High Needs Students	56.4	75	75.3	100	75.3	45.9
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	13.3%	<=5%	33.5	50	66.9	17.3%
Preparation for CCR	% Taking Courses	79.7%	75%	50.0	50	100.0	66.1%
	% Passing Exams	53.2%	75%	35.4	50	70.9	37.3%
On-track to High School Graduation		98.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		98.0%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		85.7%	94%	91.2	100	91.2	77.6%
Postsecondary Entrance (Class of 2014)		84.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.0% 68.8%	75%	22.9	50	45.9	87.6% 51.0%
Arts Access		53.0%	60%	44.2	50	88.4	45.7%
Accountability Index				1086.9	1250	87.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.5	11.5	17.3	
Math Performance Index Gap	70.9	52.7	18.2	19.6	
Science Performance Index Gap	72.0	56.4	15.5	17.2	
Graduation Rate Gap	94.0%	85.7%	8.3%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.2
	High Needs Students	98.7
Math	All Students	99.3
	High Needs Students	98.7
Science	All Students	99.6
	High Needs Students	98.3

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: 64.0

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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. Last year, a new position 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 seven 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.

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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 outcomes.