

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



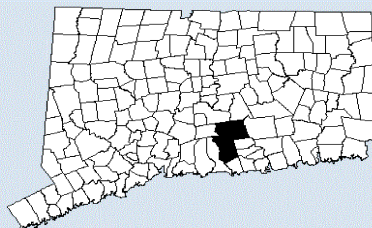
Regional School District 17

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

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,026
Per Pupil Expenditures ¹	\$18,995
Total Expenditures ¹	\$39,831,992

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	964	47.6	48.4
Male	1,062	52.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	39	1.9	5.2
Black or African American	13	0.6	12.8
Hispanic or Latino of any race	62	3.1	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	50	2.5	3.6
White	1,862	91.9	52.4
English Learners	13	0.6	7.6
Eligible for Free or Reduced-Price Meals	257	12.7	42.1
Students with Disabilities ³	348	17.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	37	3.9	26	2.7
Male	47	4.5	72	6.6
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	72	4.0	89	4.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	10.1	29	10.0
Students with Disabilities	30	9.5	37	9.4
District	84	4.3	98	4.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

⁴A 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.

⁵This column displays 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	146.7
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	24.6
Paraprofessional Instructional Assistants	58.6
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.9
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	14.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	120.7

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	0.5	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	0.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.5	0.1
White	211	98.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.0

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	0	*	*	*
White	132	86.8	148	96.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	*	23	100.0
Students with Disabilities	19	76.0	17	*
District	138	85.2	158	96.9
State		74.5		85.2

²College-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	20	69.0
Emotional Disturbance	17	63.0
Intellectual Disability	*	*
Learning Disability	132	98.5
Other Health Impairment	70	92.1
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	274	89.3
State		67.6

³This 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	30	1.5	1.9
Emotional Disturbance	27	1.3	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	134	6.7	5.5
Other Health Impairment	78	3.9	3.2
Other Disabilities	23	1.1	1.1
Speech/Language Impairment	26	1.3	1.8
All Disabilities	324	16.2	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$22,342,504	\$10,655	\$10,545
Support services - students	\$2,710,904	\$1,320	\$1,373
Support services - instruction	\$1,077,721	\$525	\$644
Support services - general administration	\$181,373	\$88	\$462
Support services - school based administration	\$2,280,433	\$1,111	\$1,007
Central and other support services	\$3,054,452	\$1,488	\$671
Operation and maintenance of plant	\$4,900,636	\$2,387	\$1,629
Student transportation services	\$3,283,971	\$1,583	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$39,831,992	\$18,995	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,657,346	32.7	29.7
Instructional Aide Salaries	\$1,169,550	14.4	9.6
Other Salaries	\$265,208	3.3	10.4
Employee Benefits	\$1,140,422	14.0	13.0
Purchased Services Other Than Transportation	\$459,998	5.7	5.5
Special Education Tuition	\$1,503,154	18.5	22.6
Supplies	\$36,766	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$877,332	10.8	8.0
Equipment	\$16,502	0.2	0.2
All Other Expenditures	\$370	0.0	0.1
Total	\$8,126,648	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.4	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	87.9
State	11.0
Federal	1.1
Tuition & Other	.

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	10	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	35	79.1	35	76.3	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	27	67.8	26	63.5	13	*
White	978	75.0	977	69.9	462	73.1
English Learners	10	*	10	*	6	*
Non-English Learners	1,057	75.2	1,055	70.2	492	73.1
Eligible for Free or Reduced-Price Meals	121	68.4	121	63.3	54	67.6
Not Eligible for Free or Reduced-Price Meals	946	75.9	944	71.0	444	73.8
Students with Disabilities	194	57.1	192	49.9	85	54.6
Students without Disabilities	873	79.0	873	74.6	413	76.9
High Needs	287	62.7	285	56.4	128	60.9
Non-High Needs	780	79.6	780	75.2	370	77.3
District	1,067	75.0	1,065	70.2	498	73.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	95.0	83.2	90.3	92.8	603	90.2
Curl Up	80.6	86.6	96.6	98.6	603	90.9
Push Up	85.6	88.6	87.5	93.5	603	88.7
Mile Run/PACER	90.6	83.2	83.0	79.9	603	84.1
All Tests - District	68.3	68.5	73.3	78.4	603	72.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	36	91.7
Students with Disabilities	15	*
District	168	94.6
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	97	62.6
Male	98.8	93	54.7
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	99.3	181	59.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	100.0	17	43.6
Students with Disabilities	93.2	*	*
District	99.1	190	58.5
State	95.9		42.6

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.0	89.1
Male	71.2	88.0
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	79.5	88.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68.3	*
Students with Disabilities	53.6	*
District	80.0	88.6
State	71.0	87.8

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.0	75	50.0	50	100.0	67.7
	High Needs Students	62.7	75	41.8	50	83.7	58.1
Math Performance Index	All Students	70.2	75	46.8	50	93.6	63.1
	High Needs Students	56.4	75	37.6	50	75.2	52.7
Science Performance Index	All Students	73.1	75	48.7	50	97.4	63.8
	High Needs Students	60.9	75	40.6	50	81.2	54.2
ELA Academic Growth	All Students	61.7%	100%	61.7	100	61.7	59.9%
	High Needs Students	55.6%	100%	55.6	100	55.6	55.1%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	62.5%
	High Needs Students	45.2%	100%	45.2	100	45.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	9.0%	<=5%	42.1	50	84.1	16.1%
Preparation for CCR	% Taking Courses	91.1%	75%	50.0	50	100.0	80.0%
	% Passing Exams	58.5%	75%	39.0	50	77.9	42.6%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.1%	94%	98.0	100	98.0	83.3%
Postsecondary Entrance (Class of 2018)		80.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.1% 72.1%	75%	48.1	50	96.2	96.4% 52.9%
Arts Access		51.3%	60%	42.8	50	85.5	51.9%
Accountability Index				1108.0	1350	82.1	

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
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	62.7	12.3	15.4	
Math Performance Index Gap	75.0	56.4	18.6	17.6	
Science Performance Index Gap	75.0	60.9	14.1	16.1	
Graduation Rate Gap	94.0%	92.1%	1.9%	11.1%	N

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	97.7
Math	All Students	98.3
	High Needs Students	97.0
Science	All Students	99.0
	High Needs Students	98.5

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 61.4 State: 51.5

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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 seven 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

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

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.