

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



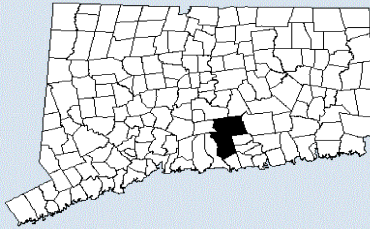
Regional School District 17

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

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,281
Per Pupil Expenditures ¹	\$15,619
Total Expenditures ¹	\$36,486,217

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,096	48.0	48.3
Male	1,185	52.0	51.6
American Indian	*	*	0.2
Asian	53	2.3	4.6
Black or African American	39	1.7	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	2,127	93.2	58.4
Two or More Races	40	1.8	2.3
English Language Learners	6	0.3	5.7
Eligible for Free or Reduced-Price Meals	223	9.8	37.3
Students with Disabilities ¹	345	15.1	12.8

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		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	47	4.3	18	1.6
Male	47	4.1	68	5.7
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	0.0
White	82	3.9	*	*
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	23	11.0	20	8.4
Students with Disabilities	31	9.1	27	6.8
District	94	4.2	86	3.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 1

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	168.0
Paraprofessional Instructional Assistants	15.1
Special Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	42.9
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	8.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.5
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	13.3
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	128.2

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 (%)
Asian	1	0.4	1.0
Black or African American	1	0.4	3.5
Hispanic	1	0.4	3.6
Native American	0	0	0.1
White	231	98.7	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	*	*
White	20	12.5	31	21.5
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	22	13.0	35	22.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	23	69.7
Emotional Disturbance	24	82.8
Intellectual Disability	0	0
Learning Disability	118	95.9
Other Health Impairment	67	88.2
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	258	84.6
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	1.5	1.4
Emotional Disturbance	29	1.3	1.0
Intellectual Disability	6	0.3	0.4
Learning Disability	123	5.5	4.2
Other Health Impairment	76	3.4	2.5
Other Disabilities	21	0.9	1.0
Speech/Language Impairment	31	1.4	1.9
All Disabilities	320	14.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,486,087	8,428	8,769
Instructional Supplies and Equipment	614,193	266	275
Improvement of Instruction and Educational Media Services	610,092	264	487
Student Support Services	1,762,100	762	965
Administration and Support Services	4,135,862	1,789	1,600
Plant Operation and Maintenance	4,760,294	2,059	1,472
Transportation	3,393,425	1,405	786
Costs of Students Tuitioned Out	1,073,235	N/A	N/A
Other	650,929	282	178
Total	36,486,217	15,619	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,294,988	993	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,637,182	40.8	35.6
Noncertified Personnel	913,791	14.1	14.5
Purchased Services	198,037	3.1	5.0
Tuition to Other Schools	984,913	15.2	21.4
Special Ed. Transportation	886,432	13.7	8.5
Other Expenditures	848,034	13.1	14.9
Total Expenditures	6,468,389	100.0	100.0
PK-12 Expenditures Used for Special Education		17.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.5	84.6
State	12.4	13.2
Federal	1.3	1.3
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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	86.6	91.2	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	86.0	87.7	84.8	88.2	.	.	.	.
Students with Disabilities	63.7	74.2	75.5	81.3	.	.	.	.
High Needs	71.5	80.1	79.1	83.7	.	.	.	.
District	89.9	92.3	92.0	93.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	54.2	52.7	46.3	.	.	.	.	.
High Needs	63.5	57.0	52.3	60.1	.	.	.	.
District	84.0	84.3	82.7	86.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.7	72.3	88.9	84.8	615	83.1
Curl Up	77.9	98.4	98.4	98.7	615	93.0
Push Up	71.8	83.2	90.5	92.4	615	83.6
Mile Run/PACER	82.2	86.4	89.9	75.9	615	85.0
All Tests - District	49.1	62.0	79.9	62.0	615	64.1
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	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	82.8	91.4	No	91.6
District	164	96.3	93.0	Yes	93.1
State ⁴		85.5			

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 2012-13 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	88.7	84	52.8
Male	77.8	79	47.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	83.6	154	50.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	60.7	9	32.1
Students with Disabilities	*	*	*
District	83.1	163	50.0
State	72.9		37.6

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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.0	94.7
Male	76.3	90.0
Black or African American	*	*
Hispanic or Latino	*	*
White	83.6	93.5
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	53.6	*
District	82.9	92.4
State	72.7	88.5

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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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, mathematics and community communications and relations. This 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 in all improvement areas including academic achievement and community relations and outreach. 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. Curricula are appropriately aligned with applicable national and state frameworks for instruction and measured through benchmark and common assessments within disciplines. The district maintains a support staff of instructional coaches and interventionists 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. BCBA programs are in the process of being developed at the elementary and middle levels and a new 18-21 year old transition program will begin in 2015-2016. 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. 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, 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 in New Haven and Hartford. 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 background

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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 both 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.