

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



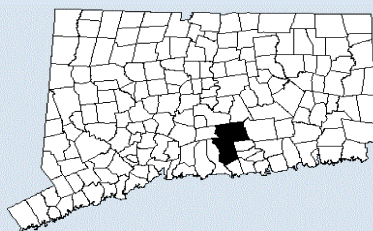
Regional School District 17

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,066
Per Pupil Expenditures ¹	\$18,571
Total Expenditures ¹	\$39,815,624

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	979	47.4	48.4
Male	1,087	52.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	1.6	5.1
Black or African American	*	*	12.8
Hispanic or Latino	52	2.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	45	2.2	3.3
White	1,916	92.7	53.6
English Learners	11	0.5	7.2
Eligible for Free or Reduced-Price Meals	150	7.3	36.7
Students with Disabilities ¹	365	17.7	14.8

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	41	4.2	22	2.2
Male	33	3.1	92	8.5
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	66	3.5	106	5.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	28	11.0	33	12.2
Students with Disabilities	23	6.9	31	7.6
District	74	3.7	114	5.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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	146.7
Paraprofessional Instructional Assistants	8.8
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	53.9
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.5
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	13.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	129.2

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	0.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	210	99.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.5

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	*	*	*	*
White	122	79.2	150	95.5
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	78.3	33	94.3
Students with Disabilities	10	*	14	*
District	133	80.6	159	95.2
State		69.3		80.1

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	27	75.0
Emotional Disturbance	15	68.2
Intellectual Disability	*	*
Learning Disability	130	97.0
Other Health Impairment	75	89.3
Other Disabilities	*	*
Speech/Language Impairment	35	100.0
District	296	87.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	39	1.9	1.8
Emotional Disturbance	22	1.1	1.1
Intellectual Disability	6	0.3	0.5
Learning Disability	134	6.5	5.2
Other Health Impairment	84	4.1	3.1
Other Disabilities	26	1.3	1.1
Speech/Language Impairment	37	1.8	1.8
All Disabilities	348	16.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	2.6	8.3
Private Schools or Other Settings	13	3.7	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,803,303	9,897	9,847
Instructional Supplies and Equipment	399,865	190	287
Improvement of Instruction and Educational Media Services	728,967	347	589
Student Support Services	2,272,366	1,081	1,120
Administration and Support Services	4,562,308	2,170	1,905
Plant Operation and Maintenance	4,951,931	2,356	1,648
Transportation	3,269,733	1,464	904
Costs of Students Tuitioned Out	1,926,733	N/A	N/A
Other	900,418	428	208
Total	39,815,624	18,571	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,037,413	969	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,763,136	33.6	33.8
Noncertified Personnel	1,250,094	15.2	14.5
Purchased Services	399,657	4.9	5.5
Tuition to Other Schools	1,806,395	22.0	23.4
Special Ed. Transportation	892,394	10.9	8.7
Other Expenditures	1,112,465	13.5	14.1
Total Expenditures	8,224,141	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.5	86.8
State	11.5	12.1
Federal	1.1	1.1
Tuition & Other	0.0	0.0

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	22	82.9	22	81.6
Black or African American	7	*	7	*
Hispanic or Latino	27	78.5	27	71.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	31	72.2	31	67.7
White	1023	76.7	1020	71.5
English Learners	9	*	9	*
Non-English Learners	1102	76.8	1099	71.6
Eligible for Free or Reduced-Price Meals	129	70.9	128	65.5
Not Eligible for Free or Reduced-Price Meals	982	77.5	980	72.3
Students with Disabilities	194	59.1	194	54.3
Students without Disabilities	917	80.4	914	75.2
High Needs	289	64.8	288	59.5
Non-High Needs	822	80.9	820	75.7
District	1111	76.7	1108	71.5

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	93.5	77.1	83.4	92.0	741	87.2
Curl Up	74.8	81.3	96.2	98.9	741	89.3
Push Up	83.2	80.1	80.3	93.5	741	85.6
Mile Run/PACER	87.7	83.7	80.9	74.5	741	80.7
All Tests - District	60.0	59.6	67.5	74.1	741	66.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	27	74.1
District	151	95.4
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.8	106	61.6
Male	96.9	92	57.5
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	98.1	190	61.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.3	30	51.7
Students with Disabilities	82.9	*	*
District	97.9	198	59.6
State	96.3		44.8

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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.3	98.5
Male	73.5	93.9
Black or African American	73.5	*
Hispanic or Latino	*	*
White	78.2	96.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	40.9	*
District	78.2	96.5
State	70.9	88.3

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.7	75	50.0	50	100.0	67.6
	High Needs Students	64.8	75	43.2	50	86.5	57.5
Math Performance Index	All Students	71.5	75	47.7	50	95.3	62.7
	High Needs Students	59.5	75	39.7	50	79.4	52.0
ELA Academic Growth	All Students	67.6%	100%	67.6	100	67.6	60.7%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.6%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	61.9%
	High Needs Students	56.8%	100%	56.8	100	56.8	55.4%
Chronic Absenteeism	All Students	3.7%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	7.4%	<=5%	45.1	50	90.2	16.6%
Preparation for CCR	% Taking Courses	88.0%	75%	50.0	50	100.0	74.8%
	% Passing Exams	59.6%	75%	39.8	50	79.5	44.8%
On-track to High School Graduation		97.4%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		95.4%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.6%	94%	94.2	100	94.2	81.8%
Postsecondary Entrance (Class of 2017)		78.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		113.1% 66.5%	75%	44.4	50	88.7	96.6% 50.1%
Arts Access		54.1%	60%	45.1	50	90.2	51.2%
Accountability Index				1045.2	1250	83.6	

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	64.8	10.2	15.9	
Math Performance Index Gap	75.0	59.5	15.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.6%	5.4%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	99.0
Math	All Students	99.5
	High Needs Students	99.0
Science	All Students	98.5
	High Needs Students	95.6

³Minimum 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: 61.6

State: 51.5

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. 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

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 effective outcomes.