Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 04

Mr. Brian White, Superintendent • 860-526-2417 • http://www.reg4.k12.ct.us

District Information

Grade Range	**7-12**
Number of Schools/Programs	**3**
Enrollment	**858**
Per Pupil Expenditures[1]	**$20,348**
Total Expenditures[1]	**$18,598,372**

[1] *Expenditure data reflect the 2018-19 school year.*
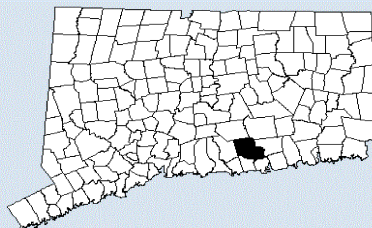
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2019-20 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, 2019 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	429	50.0	48.4
Male	429	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	17	2.0	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	43	5.0	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	24	2.8	3.8
White	765	89.2	51.1
English Learners	11	1.3	8.3
Eligible for Free or Reduced-Price Meals	194	22.6	43.3
Students with Disabilities[3]	156	18.2	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	46	10.8	7	1.6
Male	51	11.8	17	3.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	88	11.5	20	2.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	40	22.0	11	5.3
Students with Disabilities	35	21.1	14	8.0
District	97	11.3	24	2.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 54

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	63.4
Paraprofessional Instructional Assistants	1.9
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	22.7
Administrators, Coordinators and Department Chairs	
District Central Office	1.9
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.1
Counselors, Social Workers and School Psychologists	8.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.6

[1] 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	95	97.9	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	7	*
White	111	84.7	115	83.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	80.0	32	84.2
Students with Disabilities	21	77.8	17	56.7
District	119	85.0	132	84.1
State		75.8		84.8

[2] 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[3]

	Count	Rate (%)
Autism	10	40.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	56	90.3
Other Health Impairment	29	76.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	111	69.8
State		67.8

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	2.9	2.0
Emotional Disturbance	11	1.3	1.1
Intellectual Disability	7	0.8	0.5
Learning Disability	62	7.1	5.7
Other Health Impairment	38	4.3	3.3
Other Disabilities	10	1.1	1.1
Speech/Language Impairment	6	0.7	1.8
All Disabilities	159	18.2	15.6

[1] This 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 District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$10,088,305	$11,038	$10,923
Support services - students	$1,247,944	$1,410	$1,277
Support services - instruction	$848,241	$958	$682
Support services - general administration	.	.	$467
Support services - school based administration	$1,168,561	$1,320	$1,021
Central and other support services	$1,161,551	$1,312	$679
Operation and maintenance of plant	$2,085,752	$2,357	$1,718
Student transportation services	$1,157,874	$1,335	$1,288
Food services	$120,000	$136	$12
Enterprise operations	$720,143	$814	$163
Minor school construction	.	.	$59
Total	$18,598,372	$20,348	$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$969,209	24.5	28.5
Instructional Aide Salaries	$554,514	14.0	10.1
Other Salaries	$166,243	4.2	11.1
Employee Benefits	$332,016	8.4	13.0
Purchased Services Other Than Transportation	$30,182	0.8	5.7
Special Education Tuition	$1,432,265	36.2	22.5
Supplies	$22,474	0.6	0.6
Property Services	$23,368	0.6	0.3
Purchased Services For Transportation	$425,243	10.7	8.0
Equipment	.	.	0.2
All Other Expenditures	$276	0.0	0.1
Total	$3,955,789	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	89.6
State	8.6
Federal	1.8
Tuition & Other	.

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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 performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year[1]

	2018-19 Cohort Count[2]	2018-19 Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	7	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	38	84.2
Students with Disabilities	28	78.6
District	149	91.9
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:
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College Entrance and Persistence

	Class of 2019 Entrance[3] Rate (%)	Class of 2018 Persistence[4] Rate (%)
Female	78.1	89.9
Male	76.3	89.8
Black or African American	76.3	*
Hispanic or Latino of any race	*	*
White	80.3	92.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	55.6	*
Students with Disabilities	50.0	*
District	77.1	89.8
State	71.5	87.5

[3] 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.

[4] 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English	Literacy	.	100%	60.4%
Proficiency	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	11.3%	<=5%	12.2%
	High Needs Students	19.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	84.5%	75%	80.4%
On-track to High School Graduation		96.5%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.9%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		100.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		77.1%	75%	71.5%
Arts Access		50.6%	60%	51.8%

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]
Graduation Rate Gap	94.0%	100.0%	-6.0%	10.9%	N

[1] 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Region 4 Schools (John Winthrop Middle School - Valley Regional High School) emphasize the academic and social development of each and every student. The focus on academic rigor in reading, mathematics, writing, and the sciences has demonstrated steady progress across the region. Curriculum revisions and professional development have focused on alignment with the Common Core State Standards. Professional development and curriculum writing are anchored in the use of technology, data analysis, and the utilization of both formative and summative assessments. School improvement plans monitor student achievement in reading, mathematics, writing, and inquiry skills. The district has implemented the use of a technology program to assist in data analysis and curriculum development.

Both schools use a professional learning community (PLC) model where time is allotted for meaningful professional conversations about student achievement. While there has been a steady growth trend, the Region 4 Schools are committed to continuous growth and improvement in meeting our goal of excellence for every student.

At JWMS and VRHS, a school-based student assistance team meets weekly to review student attendance issues and plan intervention strategies. Each week students are engaged in an advisory period and an activity period to foster deeper connections between students, staff, and the school. School staff members coordinate services for the students within our buildings to improve student attendance and active participation in the school community. If the problem persists, parents are notified by telephone and in writing when their child does not arrive at school, and other actions are taken as outlined by state statutes. At the middle school and high school, students who are identified as at-risk through the SRBI referral process for social, emotional, and-or academic concerns receive intervention support in the following ways: in-class support, small group instruction, one-on-one instruction, counseling, and in-house alternative programming. At VRHS, schedule modifications (late arrival or early dismissal) accommodate community-based internships and are also a successful intervention strategy.

In the area of special education, we have focused on increasing the co-teaching partnerships in our classrooms. Such learning environments have provided students with an exceptional student-teacher ratio and opportunities to differentiate and meet individual student needs. Our Professional Development model provides a series of workshops for teaching teams to increase the use of parallel and station teaching to better meet the needs of our diverse student population. These co-teaching teams have benefited from video modeling to expand their teaching repertoire and skill set. Each school has a skills center to provide services within our district for our students most in need of a highly individualized program.

The school websites contain valuable information for parents such as special activities and programs. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies and a calendar of events. Our School Calendar-Parent Handbook is another vehicle to increase parent-school contact. Additionally, there is a mentor program to assist at-risk students that includes on-going communication with families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

John Winthrop Middle School incorporates overarching themes of diversity, tolerance, and respect in weekly Advisory Connection Team (ACT) lessons for all students. Incoming students from three elementary schools participate in Unity Day events at JWMS to set a tone of acceptance for all students prior to their arrival. Students from JWMS have participated regularly in Middlesex Consortium's "Celebrating Differences for a Better Tomorrow" at Wesleyan University. As a result of this conference, our students have a greater understanding and appreciation of the diverse world around them.

To encourage tolerance and acceptance, all students participate in Start with Hello Day, Mix It Up Day, and Positive Youth Development Day activities, which feature opportunities for new interaction between students to celebrate differences and cultivate new relationships. In addition, programs and assemblies are scheduled throughout the year to support efforts to reduce racial, ethnic, and economic isolation.

The Valley Regional High School advisory program (CORE) curriculum for grades 9-12 provides many opportunities for students to engage in activities to raise awareness of discrimination, to prepare students to be active and positive citizens in a diverse, global society, and to promote acceptance of other cultures. Students actively participated in community service with Interact Club, National Honor Society, and Student Council. Students also participated in a school-wide Warriors in the Community service event that involved the entire student body and staff engaged in community service projects in all three of our towns. Each year our students also participate in a number of cultural exchanges to expand their awareness, experience, and interaction with students and families of other cultures. In addition to several educational trips to France and Spain, our students also host students from a variety of other countries.

Equitable Allocation of Resources among District Schools

Region 4 School District consists of John Winthrop Middle School and Valley Regional High School. Region 4 allocates resources to ensure equity and address needs each year, primarily during the budget process. The budget development process for Region 4 Schools ensures equitable allocation of resources between the two schools in the district. Building and central office administrators develop a proposed budget for the district collaboratively. Specifically, the process begins with a student enrollment projections to determine instructional needs to support student instruction, including but not limited to, staffing, textbooks, instructional supplies, and library media supplies. Analyses of expenditures from the previous school year are conducted. The analyses include a review of instructional versus non-instructional costs, the study of budgeted vs. actual expenditures, impact on facilities, etc. The budget is reviewed to ensure that it corresponds with requirements of statutes, educational goals, district policies, and collective bargaining agreements. The school budgets are combined to develop a budget that is presented to the citizens of the three towns for approval.