

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



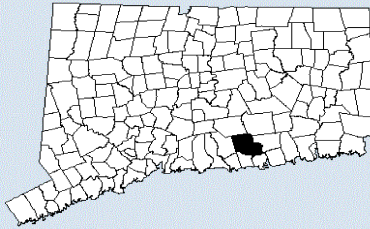
Regional School District 04

Dr. Ruth Levy, Superintendent • 860-526-2417 • <http://www.region4schools.com>

District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	974
Per Pupil Expenditures ¹	\$16,413
Total Expenditures ¹	\$16,412,783

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	492	50.5	48.3
Male	482	49.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	17	1.7	4.7
Black or African American	*	*	12.9
Hispanic or Latino	56	5.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	18	1.8	2.5
White	867	89.0	57.2
English Language Learners	6	0.6	6.3
Eligible for Free or Reduced-Price Meals	93	9.5	37.6
Students with Disabilities ¹	127	13.0	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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	36	7.3	*	*
Male	41	8.3	*	*
Black or African American	*	*	*	*
Hispanic or Latino	9	15.8	6	10.3
White	63	7.2	18	2.0
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	17	17.5	9	8.2
Students with Disabilities	22	16.7	13	9.0
District	77	7.8	26	2.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 32

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	69.8
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	12.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.9
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.8
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	8.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	74.9

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	1.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	104	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	6.3	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	0	0.0	*	*
Hispanic or Latino	15	*	9	*
White	85	70.8	149	89.2
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	*	9	*
Students with Disabilities	10	*	15	62.5
District	104	70.3	167	89.8
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	13	65.0
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	46	86.8
Other Health Impairment	19	63.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	93	70.5
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	20	2.0	1.5
Emotional Disturbance	13	1.3	1.0
Intellectual Disability	6	0.6	0.5
Learning Disability	53	5.3	4.4
Other Health Impairment	30	3.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	132	13.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,415,351	8,605	9,134
Instructional Supplies and Equipment	325,836	333	334
Improvement of Instruction and Educational Media Services	365,346	374	498
Student Support Services	976,934	999	1,001
Administration and Support Services	2,164,205	2,213	1,694
Plant Operation and Maintenance	1,897,057	1,940	1,572
Transportation	793,264	717	813
Costs of Students Tuitioned Out	680,549	N/A	N/A
Other	794,241	812	186
Total	16,412,783	16,413	15,289

Additional Expenditures

Land, Buildings, and Debt Service	1,968,323	2,013	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	1,607,971	45.3	35.1
Noncertified Personnel	401,175	11.3	14.2
Purchased Services	250,609	7.1	5.2
Tuition to Other Schools	624,816	17.6	22.0
Special Ed. Transportation	266,982	7.5	8.6
Other Expenditures	399,352	11.2	14.9
Total Expenditures	3,550,905	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	88.9	87.6
State	9.5	10.6
Federal	1.6	1.7
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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	9	*	9	*	*	*
Black or African American	*	*	*	*	6	*
Hispanic or Latino	29	67.6	30	52.3	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	7	*
White	414	76.1	412	64.4	292	67.8
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	53	66.4	52	54.9	34	59.9
Not Eligible for Free or Reduced-Price Meals	415	76.4	415	64.3	284	67.4
Students with Disabilities	75	54.9	76	42.0	53	51.5
Students without Disabilities	393	79.1	391	67.4	265	69.7
High Needs	116	60.7	117	48.4	81	55.0
Non-High Needs	352	80.0	350	68.3	237	70.6
District	468	75.2	467	63.3	318	66.6

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			
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	N/A	N/A	78.6	90.4	305	84.3
Curl Up	N/A	N/A	81.1	94.5	305	87.5
Push Up	N/A	N/A	59.1	82.9	305	70.5
Mile Run/PACER	N/A	N/A	80.5	69.2	305	75.1
All Tests - District	N/A	N/A	45.3	58.9	305	51.8
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	*	*	75.6	Yes	77.7
District	136	97.8	89.7	Yes	90.2
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	82.4	89	53.9
Male	66.3	79	46.7
Black or African American	*	*	*
Hispanic or Latino	62.1	8	27.6
White	76.7	153	53.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	46.2	6	23.1
Students with Disabilities	*	*	*
District	74.3	168	50.3
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.

Copyright © 2015 ACT, Inc. www.act.org

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	81.9	89.9
Male	71.7	89.8
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	77.2	89.2
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	50.0	*
Students with Disabilities	45.5	*
District	77.3	89.8
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	75.2	75	100.0	100	100.0	67.9
	High Needs Students	60.7	75	81.0	100	81.0	56.7
Math Performance Index	All Students	63.3	75	84.4	100	84.4	59.3
	High Needs Students	48.4	75	64.5	100	64.5	47.8
Science Performance Index	All Students	66.6	75	88.8	100	88.8	56.5
	High Needs Students	55.0	75	73.3	100	73.3	45.9
Chronic Absenteeism	All Students	7.8%	<=5%	44.3	50	88.7	10.6%
	High Needs Students	14.7%	<=5%	30.6	50	61.2	17.3%
Preparation for CCR	% Taking Courses	81.1%	75%	50.0	50	100.0	66.1%
	% Passing Exams	50.3%	75%	33.5	50	67.1	37.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		97.8%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		88.2%	94%	93.9	100	93.9	77.6%
Postsecondary Entrance (Class of 2014)		77.3%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.0% 51.8%	75%	34.5	50	69.1	87.6% 51.0%
Arts Access		58.9%	60%	49.0	50	98.1	45.7%
Accountability Index				1077.9	1250	86.2	

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	60.7	14.3	17.3	
Math Performance Index Gap	68.3	48.4	19.9	19.6	
Science Performance Index Gap	70.6	55.0	15.7	17.2	
Graduation Rate Gap	94.0%	88.2%	5.8%	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	98.0
	High Needs Students	94.6
Math	All Students	97.7
	High Needs Students	95.4
Science	All Students	99.1
	High Needs Students	98.8

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: N/A 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

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 conversation 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. For the past four years, students from JWMS have participated 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 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. The JWMS Student Leadership program focuses on the importance of inclusion for all students. In addition to schoolwide activities, student leaders annually attend the Connecticut Association of Schools Student Leadership Conference and the Bully Prevention Rally, sponsored by the Community Foundation of Middlesex County. 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.

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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 review of instructional versus non-instructional costs, 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.