

**STRATEGIC SCHOOL PROFILE 2011-12****Regional School District 04**

RUTH I. LEVY, Superintendent

Location: Winthrop Road  
Deep River,  
Connecticut

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This regional school district serves Chester, Deep River, Essex

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 14,858

1990-2000 Population Growth: 8.8%

Number of Public Schools: 2

Per Capita Income in 2000: \$36,967

Percent of Adults without a High School Diploma in 2000\*: 9.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.3%

District Enrollment as % of Estimated. Student Population: 91.3%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      957  
5-Year Enrollment Change      1.2%

**DISTRICT GRADE RANGE**

Grade Range      7 - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	90	9.4	8.2	35.2
K-12 Students Who Are Not Fluent in English	4	0.4	0.7	5.6
Students Identified as Gifted and/or Talented*	87	9.1	4.5	4.0
PK-12 Students Receiving Special Education Services in District	130	13.6	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	1	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	41	18.6	13.4	13.0

\*100.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	9	0.9
Black	12	1.3
Hispanic	40	4.2
Pacific Islander	0	0.0
White	889	92.9
Two or more races	5	0.5
Total Minority	68	7.1

**Percent of Minority Professional Staff:** 3.9%

**Non-English Home Language:**

1.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Although there is socioeconomic diversity amongst the three towns served by the Region 4 Schools, there is far less racial and ethnic diversity than other areas across the state. To provide students with experiences that offset this isolation, curriculum is regularly reviewed to ensure that there is representation of diverse ethnic and racial groups.

Units of instruction across all grade levels allow for opportunities to experience a variety of different peoples, lifestyles, belief systems, and cultures. The Region 4 School District participates in the Middlesex Consortium and LEARN, where opportunities are given to bring groups of students and staff together to explore issues such as respect, differences, and tolerance. Assemblies and programs are offered periodically throughout the year to educate students through interactions with other districts. At the Middle School level, students participate in activities to increase student awareness of diversity of individuals and cultures. These include Positive Youth Development Day, Celebrating Differences for a Better Tomorrow conference at Wesleyan University and Unity Day. The district continues to investigate opportunities to enhance students' experiences with diversity.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.
Grade 3 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 4 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 5 Reading	N/A	N/A	N/A	
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Science	N/A	N/A	N/A	
Grade 6 Reading	N/A	N/A	N/A	For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a> .
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	86.5	79.8	45.9	To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Writing	82.7	65.6	77.6	
Mathematics	77.9	68.1	55.0	
Grade 8 Reading	85.1	76.8	54.1	
Writing	80.0	68.3	58.8	
Mathematics	80.6	67.2	57.2	
Science	80.6	61.9	72.5	

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a> . To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Reading Across the Disciplines	70.0	47.5	85.0	
Writing Across the Disciplines	81.8	63.0	77.6	
Mathematics	65.6	49.2	73.7	
Science	68.9	47.1	79.9	

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.4	50.6	44.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.1	77.3	
Average Score	Mathematics	531	505	69.5
	Critical Reading	545	502	84.7
	Writing	544	506	80.9

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	88.3	82.7	48.1
2010-11 Annual Dropout Rate for Grade 9 through 12	1.1	2.6	45.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	79.1	84.5
% Employed (Civilian Employment and in Armed Services)	15.7	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	72.78
Paraprofessional Instructional Assistants	1.50
Special Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	3.90
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.60
School Level	4.15
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.80
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	70.05

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.6	13.9
% with Master's Degree or Above	72.3	82.0	79.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	21.2	20.0	20.3
High School	15.2	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	996	1,023	1,024
High School	1,034	1,022	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	1.3	2.1	2.2
High School	1.6	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,055	\$8,278	\$8,576	\$7,839	\$8,469
Instructional Supplies and Equipment	\$227	\$234	\$272	\$244	\$271
Improvement of Instruction and Educational Media Services	\$264	\$272	\$416	\$393	\$482
Student Support Services	\$811	\$834	\$835	\$940	\$901
Administration and Support Services	\$2,757	\$2,834	\$1,911	\$1,430	\$1,490
Plant Operation and Maintenance	\$2,332	\$2,397	\$1,623	\$1,407	\$1,463
Transportation	\$559	\$492	\$803	\$707	\$724
Costs for Students Tuitioned Out	\$683	N/A	N/A	N/A	N/A
Other	\$77	\$79	\$358	\$183	\$165
<b>Total</b>	<b>\$15,766</b>	<b>\$15,990</b>	<b>\$15,444</b>	<b>\$13,684</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,069	\$2,127	\$1,717	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,061,338	19.4	21.2	21.7

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	79.6	17.9	2.4	0.0
Excluding School Construction	87.2	10.0	2.8	0.0

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Region 4 School District consists of one middle school and one high school. The budget process begins in the fall and the administrators from the middle school and high school work closely with central office administrators to build a budget so that the resources allocated to us by the public are automatically equitably distributed. All students at each grade level have access to the same resources.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	137
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.1%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	18	1.9	1.2	1.2
Learning Disability	61	6.3	3.9	3.9
Intellectual Disability	4	0.4	0.4	0.4
Emotional Disturbance	3	0.3	0.7	1.0
Speech Impairment	16	1.6	1.8	2.1
Other Health Impairment*	33	3.4	2.2	2.2
Other Disabilities**	2	0.2	0.7	1.0
<b>Total</b>	<b>137</b>	<b>14.1</b>	<b>10.9</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2010-11 with a Standard Diploma	69.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	41.7	36.0	85.8	70.4
	Writing	34.0	21.5	81.4	66.3
	Mathematics	30.0	31.8	79.3	68.4
	Science	53.8	23.0	80.6	62.9
CAPT	Reading Across the Disciplines	23.1	14.5	70.0	47.5
	Writing Across the Disciplines	13.3	18.2	81.8	63.0
	Mathematics	27.3	15.4	65.6	49.2
	Science	40.0	13.6	68.9	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	53.7
	% With Accommodations	46.3
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		0.9

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	6	4.4

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	122	89.1	75.0	72.1
40.1 to 79.0 Percent of Time	6	4.4	17.9	16.3
0.0 to 40.0 Percent of Time	9	6.6	7.1	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Region 4 Schools (John Winthrop Middle School and 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 new national and 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. All of the 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 noted, the Region 4 Schools are committed to continuous growth and improvement in meeting our goal of excellence for every student. At the Middle School level a school-based 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. Additionally, there is a mentor program to assist at-risk students that includes on-going communication with families. For students enrolled at Valley Regional High School who have four or more unexcused absences from school in any one-month, or ten unexcused absences from school in any school year, the parents of students with potential truancy issues are contacted and provided with a loss of credit warning. A meeting is held with the parents of any truant children within ten school days after the fourth unexcused absence. School staff members coordinate services for the student within our building, including but not limited to, time with the social worker, counselor, and/or school psychologist. 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. In the area of special education, we have focused on increasing the co-teaching partnerships in our classrooms. We have more than doubled the number of classes with a co-teaching model. 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.

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