Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Regional School District 04

Dr. Ruth Levy, Superintendent • 860-526-2417 • http://www.reg4.k12.ct.us

District Information

Grade Range	**7-12**
Number of Schools/Programs	**3**
Enrollment	**897**
Per Pupil Expenditures[1]	**$19,560**
Total Expenditures[1]	**$18,484,364**

[1]*Expenditure data reflect the 2017-18 school year.*
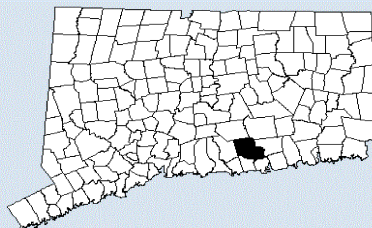
Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	454	50.6	48.4
Male	443	49.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	19	2.1	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	35	3.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	25	2.8	3.6
White	811	90.4	52.4
English Learners	8	0.9	7.6
Eligible for Free or Reduced-Price Meals	205	22.9	42.1
Students with Disabilities[3]	151	16.8	15.4

[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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	32	7.1	12	2.6
Male	34	7.7	28	6.2
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	57	7.1	30	3.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	31	16.2	19	8.7
Students with Disabilities	22	13.6	12	7.1
District	66	7.4	40	4.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 57

Number of school-based arrests: Fewer than 6

[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	64.4
Paraprofessional Instructional Assistants	1.9
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	18.9
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	1.1
Counselors, Social Workers and School Psychologists	8.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.9

[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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	98	98.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.0

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	0	*	*	*
Hispanic or Latino of any race	*	*	6	*
White	115	86.5	119	90.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	30	83.3	32	94.1
Students with Disabilities	13	65.0	24	82.8
District	129	85.4	132	89.8
State		74.5		85.2

[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	47.6
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	60	90.9
Other Health Impairment	28	80.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	116	74.4
State		67.6

[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	21	2.3	1.9
Emotional Disturbance	15	1.6	1.1
Intellectual Disability	8	0.9	0.5
Learning Disability	66	7.2	5.5
Other Health Impairment	35	3.8	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	156	17.0	15.0

[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] 2017-18

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	$8,649,714	$9,153	$10,545
Support services - students	$1,554,842	$1,705	$1,373
Support services - instruction	$410,061	$450	$644
Support services - general administration	$2,030,180	$2,226	$462
Support services - school based administration	$830,090	$910	$1,007
Central and other support services	$2,603,132	$2,854	$671
Operation and maintenance of plant	$1,574,687	$1,727	$1,629
Student transportation services	$766,485	$823	$1,231
Food services	$65,173	$71	$13
Enterprise operations	.	.	$157
Minor school construction	.	.	$65
Total	$18,484,364	$19,560	$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	$785,500	37.8	29.7
Instructional Aide Salaries	$586,745	28.2	9.6
Other Salaries	$16,611	0.8	10.4
Employee Benefits	$61,889	3.0	13.0
Purchased Services Other Than Transportation	$325,077	15.6	5.5
Special Education Tuition	.	.	22.6
Supplies	$12,637	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$288,927	13.9	8.0
Equipment	.	.	0.2
All Other Expenditures	$320	0.0	0.1
Total	$2,077,706	100.0	100.0
Percent of Total Expenditures Used for Special Education		11.2	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	90.4
State	8.1
Federal	1.5
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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	22	55.8	22	47.8	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	16	*	16	*	10	*
White	367	73.3	367	67.5	251	69.1
English Learners	8	*	8	*	*	*
Non-English Learners	410	72.6	410	67.0	*	*
Eligible for Free or Reduced-Price Meals	101	64.9	101	58.4	58	62.3
Not Eligible for Free or Reduced-Price Meals	317	74.5	317	69.2	224	70.4
Students with Disabilities	68	53.0	68	45.9	42	54.7
Students without Disabilities	350	75.9	350	70.6	240	71.2
High Needs	148	62.5	148	55.3	87	60.1
Non-High Needs	270	77.4	270	72.8	195	72.6
District	418	72.1	418	66.6	282	68.8

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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	74.0	93.6	248	83.9
Curl Up	N/A	N/A	76.4	98.4	248	87.5
Push Up	N/A	N/A	68.3	93.6	248	81.0
Mile Run/PACER	N/A	N/A	67.5	72.0	248	69.8
All Tests - District	N/A	N/A	39.8	63.2	248	51.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.
[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2017-18	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	12	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	29	89.7
Students with Disabilities	21	81.0
District	156	96.8
State		88.3

[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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	89	63.6
Male	95.6	76	48.1
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.0	151	57.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	94.3	20	28.6
Students with Disabilities	87.8	*	*
District	97.0	165	55.4
State	95.9		42.6

[3]College 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

[4]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	87.3	94.2
Male	68.1	94.5
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	77.6	94.7
English Learners	77.6	*
Eligible for Free or Reduced-Price Meals	62.1	*
Students with Disabilities	43.5	*
District	78.1	94.4
State	71.0	87.8

[5]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.

[6]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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.1	75	48.1	50	96.2	67.7
	High Needs Students	62.5	75	41.6	50	83.3	58.1
Math Performance Index	All Students	66.6	75	44.4	50	88.8	63.1
	High Needs Students	55.3	75	36.9	50	73.8	52.7
Science Performance Index	All Students	68.8	75	45.8	50	91.7	63.8
	High Needs Students	60.1	75	40.1	50	80.1	54.2
ELA Academic Growth	All Students	48.7%	100%	48.7	100	48.7	59.9%
	High Needs Students	49.8%	100%	49.8	100	49.8	55.1%
Math Academic Growth	All Students	55.5%	100%	55.5	100	55.5	62.5%
	High Needs Students	50.8%	100%	50.8	100	50.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.4%	<=5%	45.2	50	90.4	10.4%
	High Needs Students	12.7%	<=5%	34.6	50	69.2	16.1%
Preparation for CCR	% Taking Courses	87.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	55.4%	75%	36.9	50	73.8	42.6%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.6%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		78.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		88.9% | 51.6%	75%	17.2	50	34.4	96.4% | 52.9%
Arts Access		53.8%	60%	44.8	50	89.7	51.9%
Accountability Index				**1040.4**	**1350**	**77.1**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.5	12.5	15.4	
Math Performance Index Gap	72.8	55.3	17.4	17.6	
Science Performance Index Gap	72.6	60.1	12.5	16.1	
Graduation Rate Gap	94.0%	97.6%	-3.6%	11.1%	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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.3
	High Needs Students	93.8
Math	All Students	97.3
	High Needs Students	93.8
Science	All Students	97.6
	High Needs Students	94.6

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A   **State: 51.5**

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 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. 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 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.