

**STRATEGIC SCHOOL PROFILE 2007-08****Regional School District 4**

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Location: Winthrop Road  
Deep River,  
Connecticut

Website: [www.region4schools.com](http://www.region4schools.com)

This regional school district serves Chester, Deep River, Essex

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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).

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**COMMUNITY DATA**

County: Middlesex

Per Capita Income in 2000: \$36,967

Town Population in 2000: 14,858

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

1990-2000 Population Growth: 8.8%

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

Number of Public Schools: 2

District Enrollment as % of Estimated. Student Population: 87.0%

\*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.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007 953  
5-Year Enrollment Change 12.0%

**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	73	7.7	4.7	28.7
K-12 Students Who Are Not Fluent in English	5	0.5	0.6	5.4
Students Identified as Gifted and/or Talented*	83	8.7	3.8	4.0
PK-12 Students Receiving Special Education Services in District	114	12.0	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	1	0.1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	51	22.6	21.6	20.2

\*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	18	1.9
Black	10	1.0
Hispanic	28	2.9
White	895	93.9
Total Minority	58	6.1

**Percent of Minority Professional Staff:** 3.8%

**Non-English Home Language:** 2.2% 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 5.

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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.

There is wide economic diversity amongst the three towns served by the Region 4 Schools. Much less racial and ethnic diversity is evident in the tri-town area. To provide students with experiences that offset this isolation, all curricula is reviewed to ensure that there is representation of diverse ethnic and racial groups. The district participates in the Middlesex Consortium and LEARN activities 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. Such programs include Beyond Boundaries, Pathways to Freedom and Friendship, and the Connecticut River Connection.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
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
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	88.6	71.1	82.6
Writing	84.0	62.0	89.0
Mathematics	78.4	63.0	67.1
Grade 8 Reading	80.5	64.8	73.6
Writing	81.7	63.4	76.7
Mathematics	78.8	60.8	73.6
Science	73.9	58.6	52.8

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.

For more detailed CMT 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."

**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 scoreable 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
Reading Across the Disciplines	62.5	45.5	71.5
Writing Across the Disciplines	69.2	57.9	54.6
Mathematics	62.3	50.1	60.8
Science	61.6	46.3	62.3

For more detailed 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."

**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
	36.6	36.1	44.4

SAT <sup>®</sup> I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.2	77.6	
Average Score	Mathematics	504	504	48.5
	Critical Reading	523	502	70.0
	Writing	524	503	71.5

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> 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, Class of 2007	90.6	92.6	17.7
Cumulative Four-Year Dropout Rate for Class of 2007	7.9	6.2	18.0
2006-07 Annual Dropout Rate for Grade 9 through 12	1.7	1.7	29.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	93.6	83.4
% Employed (Civilian Employment and in Armed Services)	6.4	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	74.00
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	13.00
Library/Media Specialists and Assistants	3.90
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.60
School Level	3.83
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.11
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	69.65

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	13.7	14.3	13.6
% with Master's Degree or Above	67.4	75.5	75.6

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	21.3	19.9	20.5
High School	14.2	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	997	1,032	1,017
High School	1,009	1,021	1,006

\*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	1.5	2.2	2.7
High School	2.1	2.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Secondary Districts	DRG	State
Instructional Staff and Services	\$6,651	\$7,031	\$7,517	\$6,737	\$7,159
Instructional Supplies and Equipment	\$271	\$287	\$337	\$287	\$266
Improvement of Instruction and Educational Media Services	\$375	\$396	\$380	\$395	\$429
Student Support Services	\$720	\$761	\$674	\$713	\$761
Administration and Support Services	\$2,448	\$2,588	\$1,722	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,663	\$1,757	\$1,521	\$1,295	\$1,322
Transportation	\$543	\$465	\$728	\$605	\$601
Costs for Students Tuitioned Out	\$477	N/A	N/A	N/A	N/A
Other	\$35	\$37	\$310	\$130	\$145
<b>Total</b>	<b>\$13,183</b>	<b>\$13,804</b>	<b>\$13,655</b>	<b>\$11,824</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,114	\$2,235	\$2,722	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$2,441,526
Percent of Total PK-12 Expenditures Used for Special Education	18.5%

**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	89.3	9.1	1.6	0.0
Excluding School Construction	88.2	9.9	1.8	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 Schools consist of one middle school and one high school. 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	122
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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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	5	0.5	0.8	0.7
Learning Disability	64	6.6	4.1	4.0
Intellectual Disability	3	0.3	0.4	0.5
Emotional Disturbance	6	0.6	0.7	1.0
Speech Impairment	13	1.3	2.2	2.4
Other Health Impairment*	27	2.8	1.9	2.1
Other Disabilities**	4	0.4	0.6	0.9
Total	122	12.7	10.7	11.5

\*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 2006-07 with a Standard Diploma	76.9	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.1	2.8

## 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	42.2	20.4	84.7	62.1
	Writing	42.2	19.3	82.9	63.0
	Mathematics	37.0	22.6	78.6	62.7
	Science	38.1	22.2	73.9	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	62.5	45.5
	Writing Across the Disciplines	N/A	N/A	69.2	57.9
	Mathematics	N/A	N/A	62.3	50.1
	Science	N/A	N/A	61.6	46.3

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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	36.8
	% With Accommodations	63.2
% Assessed Using Skills Checklist		N/A

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	8	6.6

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	76	62.3	71.7	71.6
40.1 to 79.0 Percent of Time	39	32.0	21.8	16.6
0.0 to 40.0 Percent of Time	7	5.7	6.5	11.8

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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 emphasize the academic and social development of each and every student. The focus on academic rigor in reading, mathematics, writing, and the sciences has evidenced steady progress across the region. Curriculum revisions and professional development have centered around alignment with national and state standards and grade level expectations. Professional development and curriculum writing are anchored in the use of technology incorporating understanding by design, data analysis, common assessments, and curriculum mapping. School Improvement Plans monitor student achievement in reading, mathematics, writing, and inquiry skills. All schools are professional learning communities where time is allocated for meaningful professional conversation about student achievement. While a steady growth trend has been noted, the Region 4 Schools is committed to continuous growth and improvement in meeting our goal of excellence for every student.

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