Connecticut State Department of Education

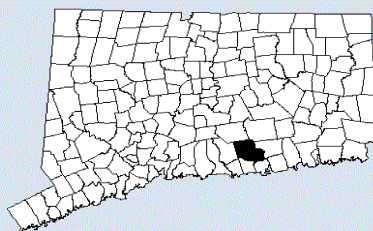# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

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	**924**
Per Pupil Expenditures[1]	**$18,093**
Total Expenditures[1]	**$17,531,966**

[1]*Expenditure data reflect the 2016-17 year.*

Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	468	50.6	48.4
Male	456	49.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	23	2.5	5.1
Black or African American	*	*	12.8
Hispanic or Latino	40	4.3	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	18	1.9	3.3
White	836	90.5	53.6
English Learners	8	0.9	7.2
Eligible for Free or Reduced-Price Meals	112	12.1	36.7
Students with Disabilities[1]	144	15.6	14.8

[1]Students 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	39	8.3	15	3.2
Male	47	10.6	43	9.7
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	77	9.3	48	5.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	44	25.4	25	14.0
Students with Disabilities	28	20.6	19	13.3
District	86	9.4	58	6.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 37

Number of school-based arrests: Fewer than 6

[2]A 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.

[3]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	68.2
Paraprofessional Instructional Assistants	2.3
Special Education	
Teachers and Instructors	12.4
Paraprofessional Instructional Assistants	17.9
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	1.0
Counselors, Social Workers and School Psychologists	8.6
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	66.7

[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	3.7
Hispanic or Latino	1	1.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	102	98.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	10.5

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	*	*	8	*
White	94	72.3	113	80.7
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	24	80.0	20	66.7
Students with Disabilities	11	*	16	66.7
District	105	72.9	128	81.0
State		69.3		80.1

[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	12	52.2
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	53	89.8
Other Health Impairment	28	77.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	111	74.0
State		68.6

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	23	2.4	1.8
Emotional Disturbance	14	1.5	1.1
Intellectual Disability	9	1.0	0.5
Learning Disability	59	6.2	5.2
Other Health Impairment	36	3.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	150	15.9	14.5

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

[2]Grades K-12

Overall Expenditures:[3] 2016-17

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	8,793,030	9,305	9,847
Instructional Supplies and Equipment	240,067	254	287
Improvement of Instruction and Educational Media Services	480,302	508	589
Student Support Services	1,225,824	1,297	1,120
Administration and Support Services	2,206,946	2,335	1,905
Plant Operation and Maintenance	1,756,346	1,859	1,648
Transportation	739,046	669	904
Costs of Students Tuitioned Out	1,117,333	N/A	N/A
Other	973,072	1,030	208
Total	17,531,966	18,093	16,535
Additional Expenditures			
Land, Buildings, and Debt Service	1,799,025	1,904	1,393

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

Special Education Expenditures: 2016-17

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,749,650	39.7	33.8
Noncertified Personnel	606,674	13.7	14.5
Purchased Services	197,036	4.5	5.5
Tuition to Other Schools	1,036,285	23.5	23.4
Special Ed. Transportation	213,422	4.8	8.7
Other Expenditures	609,581	13.8	14.1
Total Expenditures	4,412,648	100.0	100.0

Expenditures by Revenue Source:[4] 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	91.0	90.1
State	7.6	8.4
Federal	1.3	1.5
Tuition & Other	0.0	0.0

[4]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 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	11	*	11	*
Black or African American	*	*	*	*
Hispanic or Latino	15	*	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	10	*	10	*
White	418	74.9	418	67.9
English Learners	8	*	8	*
Non-English Learners	449	74.1	449	67.5
Eligible for Free or Reduced-Price Meals	44	60.5	44	55.6
Not Eligible for Free or Reduced-Price Meals	413	75.2	413	68.5
Students with Disabilities	68	54.0	68	46.9
Students without Disabilities	389	77.2	389	70.8
High Needs	98	59.0	98	51.7
Non-High Needs	359	77.8	359	71.5
District	457	73.8	457	67.2

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

	NAEP 2017		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	40%	36%	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 student subgroup performance on NAEP, 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	81.4	97.9	316	88.9
Curl Up	N/A	N/A	85.5	93.8	316	89.2
Push Up	N/A	N/A	54.1	74.3	316	63.3
Mile Run/PACER	N/A	N/A	90.7	75.0	316	83.5
All Tests - District	N/A	N/A	41.3	60.4	316	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2016-17	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	25	100.0
Students with Disabilities	18	*
District	149	100.0
State		87.9

[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 2016-17 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	93	62.8
Male	98.7	90	58.4
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	98.9	169	62.6
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.7	20	33.3
Students with Disabilities	92.9	7	16.7
District	98.7	183	60.6
State	96.3		44.8

[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
- Smarter Balanced - Level 3 or higher on both ELA and math

[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 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 © 2018 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 2017	Class of 2016
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	85.2	88.7
Male	75.3	90.4
Black or African American	*	*
Hispanic or Latino	*	*
White	82.6	90.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	65.0	*
District	80.5	89.4
State	70.9	88.3

[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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.8	75	49.2	50	98.3	67.6
	High Needs Students	59.0	75	39.3	50	78.6	57.5
Math Performance Index	All Students	67.2	75	44.8	50	89.6	62.7
	High Needs Students	51.7	75	34.5	50	69.0	52.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.7%
	High Needs Students	49.0%	100%	49.0	100	49.0	55.6%
Math Academic Growth	All Students	59.0%	100%	59.0	100	59.0	61.9%
	High Needs Students	43.1%	100%	43.1	100	43.1	55.4%
Chronic Absenteeism	All Students	9.4%	<=5%	41.2	50	82.4	10.7%
	High Needs Students	19.3%	<=5%	21.4	50	42.8	16.6%
Preparation for CCR	% Taking Courses	77.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	60.6%	75%	40.4	50	80.8	44.8%
On-track to High School Graduation		95.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		100.0%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		95.1%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		80.5%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.8% | 50.0%	75%	33.3	50	66.7	96.6% | 50.1%
Arts Access		51.9%	60%	43.2	50	86.4	51.2%
Accountability Index				**957.1**	**1250**	**76.6**	

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	59.0	16.0	15.9	
Math Performance Index Gap	71.5	51.7	19.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	95.1%	-1.1%	12.7%	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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	98.1
	High Needs Students	95.3
Math	All Students	97.9
	High Needs Students	94.3
Science	All Students	95.2
	High Needs Students	94.4

[3]Minimum participation standard is 95%.

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: 51.5**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

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 demonstrated steady progress across the region. Curriculum revisions and professional development have focused on alignment with the Common Core State Standards. and Critical and Creative Problem-Solving. 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. .School-based student assistance teams meet 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.

A cohort of JWMS 7th grade students partnered with Classical Magnet School in Hartford in Project Oceanology for learning and social development. Students of diverse backgrounds met for five shared experiences related to Oceanology and families gathered for and end-of-program celebration.

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.

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Equitable Allocation of Resources among District Schools

Grade level teachers, department coordinators, and building principals work together closely to develop a budget to support the equitable allocation of resources. These budget proposals are reviewed and vetted by central office administration and the Region 4 Board of Education to ensure that student needs are addressed in all schools.