Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

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	**952**
Per Pupil Expenditures[1]	**$18,073**
Total Expenditures[1]	**$17,223,135**

[1]*Expenditure data reflect the 2015-16 year.*
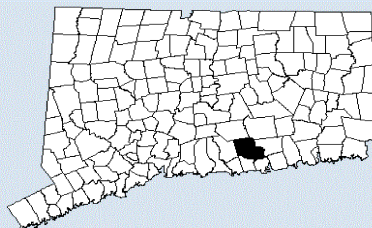
Community Information

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

Related Reports/Publications

[CT Reports (CMT/CAPT)](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School (Class of 2017)](#)
(2017® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	486	51.1	48.4
Male	466	48.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	18	1.9	5.1
Black or African American	12	1.3	12.9
Hispanic or Latino	36	3.8	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	16	1.7	2.9
White	870	91.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	112	11.8	35.9
Students with Disabilities[1]	143	15.0	14.3

[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	43	8.8	6	1.2
Male	38	8.1	31	6.6
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	74	8.5	33	3.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	13	11.6	14	11.5
Students with Disabilities	24	18.0	15	10.3
District	81	8.5	37	3.9
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 33

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	2.1
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	18.3
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	2.0
Counselors, Social Workers and School Psychologists	9.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	66.8

[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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	102	99.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	101	72.1	122	86.5
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	*	11	*
Students with Disabilities	14	70.0	10	*
District	112	70.4	132	84.1
State		63.6		77.5

[3]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[4]

	Count	Rate (%)
Autism	15	50.0
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	41	78.8
Other Health Impairment	26	74.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	98	65.8
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	30	3.1	1.7
Emotional Disturbance	13	1.3	1.0
Intellectual Disability	8	0.8	0.5
Learning Disability	52	5.4	4.9
Other Health Impairment	35	3.6	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	149	15.4	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	8,498,119	9,237	9,663
Instructional Supplies and Equipment	192,734	209	321
Improvement of Instruction and Educational Media Services	359,492	391	578
Student Support Services	1,051,656	1,143	1,103
Administration and Support Services	2,214,406	2,407	1,861
Plant Operation and Maintenance	1,892,417	2,057	1,637
Transportation	846,102	797	877
Costs of Students Tuitioned Out	1,242,010	N/A	N/A
Other	926,199	1,007	201
Total	17,223,135	18,073	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	1,860,625	2,022	1,749

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

Special Education Expenditures: 2015-16

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,768,781	41.4	34.6
Noncertified Personnel	447,765	10.5	14.6
Purchased Services	219,789	5.1	5.8
Tuition to Other Schools	1,149,614	26.9	21.8
Special Ed. Transportation	281,404	6.6	8.5
Other Expenditures	401,260	9.4	14.7
Total Expenditures	4,268,613	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	86.5	87.7
State	11.8	10.5
Federal	1.6	1.8
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.

	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	12	*	12	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	17	*	17	*	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	6	*
White	447	73.3	442	67.1	268	62.5
English Learners	*	*	*	*	*	*
Non-English Learners	480	72.7	475	66.5	288	62.0
Eligible for Free or Reduced-Price Meals	47	64.5	46	60.8	41	58.7
Not Eligible for Free or Reduced-Price Meals	437	73.4	433	66.9	251	62.1
Students with Disabilities	71	52.7	69	49.0	52	45.9
Students without Disabilities	413	76.0	410	69.2	240	65.0
High Needs	108	58.2	106	54.0	84	51.8
Non-High Needs	376	76.7	373	69.8	208	65.6
District	484	72.6	479	66.3	292	61.6

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

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	75.2	96.0	267	85.0
Curl Up	N/A	N/A	90.8	97.6	267	94.0
Push Up	N/A	N/A	52.5	92.1	267	71.2
Mile Run/PACER	N/A	N/A	88.7	86.5	267	87.6
All Tests - District	N/A	N/A	38.3	77.8	267	56.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

[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]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	22	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	24	87.5
Students with Disabilities	27	92.6
District	150	98.0
State		87.4

[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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.9	94	57.7
Male	97.4	84	54.9
Black or African American	*	*	*
Hispanic or Latino	85.0	7	35.0
White	97.9	165	58.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.7	9	30.0
Students with Disabilities	84.2	*	*
District	97.2	178	56.3
State	96.1		43.5

[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.

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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 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	83.5	93.5
Male	77.9	95.5
Black or African American	*	*
Hispanic or Latino	81.0	*
White	80.5	94.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52.2	*
Students with Disabilities	55.2	*
District	81.0	94.5
State	72.0	88.5

[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	72.6	75	48.4	50	96.7	67.1
	High Needs Students	58.2	75	38.8	50	77.6	55.9
Math Performance Index	All Students	66.3	75	44.2	50	88.4	62.2
	High Needs Students	54.0	75	36.0	50	72.1	50.5
Science Performance	All Students	61.6	75	41.1	50	82.2	55.3
	High Needs Students	51.8	75	34.5	50	69.1	45.2
ELA Academic Growth	All Students	55.6%	100%	55.6	100	55.6	55.4%
	High Needs Students	49.6%	100%	49.6	100	49.6	49.8%
Math Academic Growth	All Students	62.9%	100%	62.9	100	62.9	61.7%
	High Needs Students	56.4%	100%	56.4	100	56.4	53.7%
Chronic Absenteeism	All Students	8.5%	<=5%	43.1	50	86.1	9.9%
	High Needs Students	14.4%	<=5%	31.3	50	62.6	15.8%
Preparation for CCR	% Taking Courses	77.2%	75%	50.0	50	100.0	70.7%
	% Passing Exams	56.3%	75%	37.6	50	75.1	43.5%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014		93.9%	94%	99.9	100	99.9	82.0%
Postsecondary Entrance (Class of 2016)		81.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		88.4%	56.9%	75%	19.0	50	38.0	92.0%	51.6%
Arts Access		50.6%	60%	42.1	50	84.3	50.5%
Accountability Index				**1040.5**	**1350**	**77.1**	

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	58.2	16.8	16.7	
Math Performance Index Gap	69.8	54.0	15.8	18.7	
Science Performance Index Gap	65.6	51.8	13.8	16.6	
Graduation Rate Gap	94.0%	93.9%	0.1%	12.0%	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	98.8
	High Needs Students	96.6
Math	All Students	97.8
	High Needs Students	94.9
Science	All Students	99.0
	High Needs Students	97.8

[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: 50.2**

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 (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 Common Core State Standards and New Generation Science 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. 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. 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 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. Parents are involved and participate in school programs and planning. School and regional initiatives include parental input through committee involvement and monthly Parent Council meetings. Parents regularly attend team meetings and conferences for student support.

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. Also, 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.