

**THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT
REGIONAL SCHOOL DISTRICT NO. 4 Board of Education Regular Meeting
Valley Regional High School Media Center
November 2, 2023 at 6:00pm**

A regular meeting of the Regional School District No. 4 Board of Education was held on Thursday, November 2, 2023 at 6:00pm in the Valley Regional High School Media Center.

(To view a recording of this meeting, please visit our website www.reg4.k12.ct.us and select "Remote Meeting Recordings" under the BOARD OF EDUCATION Heading)

CALL TO ORDER

The meeting was called to order at 6:03pm.

VERBAL ROLL CALL

Region 4 BOE

Lol Fearon

John Stack

Richard Strauss

Jennifer Clark

Kate Sandmann

Jane Cavanaugh

Rick Daniels

Lon Seidman

Absent: Alex Silva

Administration

Brian White

Bob Grissom

Sarah Brzozowy

Mike Barile

Melissa Morgan-Hostetler

Also in attendance: Student Representatives: Valley – Olivia Cunningham, Madeline Morrissey. John Winthrop - Rhys Sicignano and Daniel Charbonnier.
Board Clerk Kelley Frazier

PUBLIC COMMENT

Tim Bragdon from Chester read a complaint he filed with the Connecticut Department of Education regarding the movement of students from John Winthrop Middle School to Valley Regional High School due to mold in John Winthrop.

CONSENT AGENDA

On motion duly made and seconded the Region 4 Board of Education **VOTED** to approve the minutes of the District Meeting/Public Hearing and Special Meeting of September 5, 2023, the Regular meeting of September 7, 2023, the Special meeting of October 4, 2023, the Special Meeting of October 18, 2023 and the accounts payable report as presented. Abstentions: Jennifer Clark

REPORTS AND OTHER ITEMS

Region 4 Student Representatives Report

Middle School Student Representatives

Rhys Sicignano and Daniel Charbonnier gave a report on events at John Winthrop Middle School.

VRHS Seniors

Olivia Cunningham and Madeline Morrissey gave a report on events at Valley Regional High School.

R4 Teacher Update

No Update given.

Superintendent's Report

District Update/Information and Communication

Mr. White noted that a special informational meeting for voters in the district was held regarding the Security Project at John Winthrop Middle School. Voters will vote on November 7, 2023.

The Fields and Grounds Committee will be holding a meeting next week to discuss field and ground improvements. Tennis court improvements have occurred. Capital reserves were used, and reimbursement has been received. Lighting and other court improvement has been approved and will occur in the Spring. The Fields and Ground Committee is meeting, and projects have been identified. The committee will compile a project list and report to the Superintendent and Board.

A meeting was held on Monday to discuss the plan for John Winthrop. Portable offices were discussed. A proposal for three portable classrooms has been sent to the Town Building official for review and approval. Arcadis has been chosen as the project manager for the building. Safely removing objects from rooms at JW was discussed. Testing is being done and a plan to remove items will be finalized soon. A RFP was sent out for engineering services. An engineering firm will be secured to complete a root cause analysis. Two bids were received. Specifications from EnviroMed will be available next week so that remediation services can be started. A pre-walk through will occur for companies interested in bidding on the project. The insurance claim for John Winthrop is being reviewed by the insurance company. A summary of bills paid for the mold have been covered in the budget. This is an unanticipated expense. A detailed financial update will occur at a special meeting in the near future. It is hopeful that an aggressive timeline will be possible for the RFP process. The specifications need to be available for this to happen. The process of choosing a vendor was discussed.

Upon a motion made by Jennifer Clark and seconded by John Stack the Region 4 Board of Education unanimously **VOTED** have the Region 4 Board approve the recommendation of the Superintendent of an engineering firm after bids are opened and reviewed.

A summary of recommendations will be forwarded to Board members as a result of the Friday review.

Assistant Superintendent's Report

General Update

Dr. Brzozowy gave a brief update. She noted that students did not miss instruction due to the John Winthrop challenge. She thanked all administrators for the effort and leadership to make this happen. The student experience has been positive.

Financial Status Report

Financial Status Update

Current Year to Date Financial Status Update

All financial obligations are expected to be met. This report was prepared as of October 25, 2023. The committed balance is 91.4% of the budget. All operating categories are being used.

Cafeteria Fund Update

This report is through September. Final payments of the cafeteria upgrade project is stated in reports. The fund balance has been spent down.

Medical Reserve Tracking

Report is through September. The insurance consultant spoke to the Finance Committee. Our reserve funds are adequate. Discussion will be held to review the reserve and how to have this balance can work for the district and employees. This reserve was built up by using different strategies of conservative budgeting and employee contributions. The consultant will discuss with the Boards strategies to maintain the reserve at the required levels. Understanding different strategies in how to use the surplus will be researched.

Grants Update

Mr. Grissom discussed the standard and recurring grants in detail.

ADM Calculation Methodology

Mr. Grissom discussed the ADM calculation in detail for each school and how the percentages are calculated for this year.

R4 Capital Fund Update

Mr. Grissom gave a brief update. The HVAC provider will be closing his operations. Service and maintenance has been done proactively. A contractor will be working with the district for the next 7 months on an on demand basis.

BOE Treasurer Report

No report given.

PRINCIPAL'S REPORT

M. Morgan-Hostetler – JWMS

No update.

M. Barile - VRHS

No Update.

OTHER ITEMS

Enrollment Projections and Section Analysis.

Dr. Brzozowy discussed the enrollment numbers. Class sizes were discussed and graduation requirements. Staffing was discussed.

Presentation of 2021-22 Performance Profile Reports for JWMS and VRHS

Dr. Brzozowy discussed the profile reports. This is 2-year-old data. She also discussed the accountability matrix which measures the district with other districts. Additional information has become available and will be shared in an upcoming meeting.

Presentation of 2022-23 School Performance JWMS and VRHS

Ms. Morgan-Hostetler and Mr. Barile discussed programs at their schools. The curriculum options and number of participants was discussed.

Discussion and possible VOTE to accept a donation of \$5,134 from High Nine for JWMS and VRHS Music and Arts Departments to be used at the discretion of the Administration to benefit the JWMS and VRHS Music and Arts Department; and

Discussion and possible VOTE to accept a grant of \$500 from the American Liberty Association to be used at the discretion of the Administration to purchase library books to benefit students at JWMS; and

Discussion and Possible VOTE to accept a donation of 8 boxes of library books valued at approximately \$800 from the Madison Public Schools to be used to benefit students at JWMS.

Upon a motion duly made and seconded, the Region 4 Board of Education unanimously **VOTED** to accept all donations as presented by the Business Manager.

Discussion and Possible VOTE to direct the Superintendent on how to proceed with respect to the listing of the District Property at Falls Landing

This property will be removed for a period of time. Drainage issues were discussed. The field study could possibly impact how to move forward. It was noted that the Board is happy with the work done by the agent.

Upon a motion duly made and seconded, the Region 4 Board of Education unanimously **VOTED** to allow the Superintendent to terminate the listing agreement and to remove from the market the district property at Falls Landing, Deep River, Connecticut. Abstentions: Jane Cavanaugh

Update Regarding JWMS with Discussion and Possible VOTE to add any action items as needed or to direct the Superintendent with respect to JWMS related items.

No action

Committee Reports

Curriculum

No Update

Finance

Updated previously.

Policy

The audit is complete.

Other Committee Reports

Supervision District Committee Updates

No Update.

Discussion Regarding any Pending Policy for all BOE's

None for this evening.

PUBLIC COMMENT

None

FUTURE AGENDA ITEMS

- Region 4 BOE Special Meeting for Presentation of 2022-23 Audit Report Thurs, December 7, 2023 at 6:00pm.
- Joint BOE Meeting Thursday, December 7, 2023 @ 7:00pm
- Regular Region 4 BOE Meeting Thursday, January 4, 2023 @ 6:00pm

It was suggested that new initiatives that will have budget impact be discussed at the Joint Meeting.

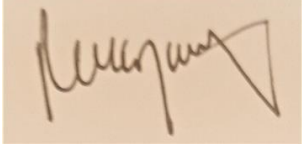
ADJOURNMENT

On motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to adjourn at 9:15p.m.

Respectfully Submitted,

Kelley Frazier Clerk

Respectfully submitted,

A handwritten signature in brown ink on a light brown rectangular background. The signature is cursive and appears to read "Kelley Frazier".

Secretary
Regional District #4 Board of Education



Regional School District No. 4

Grants Presentation
School Year 2023-2024
Thursday, November 2, 2023

Standard & Recurring 7-12 Grants - 2023-2024

- IDEA 611
 - Serves *Special Education student needs*
 - Consortium Grant with the elementary schools in Chester, Deep River, and Essex
- Title I
 - Improves the academic achievement of *low-income and disadvantaged students*, and the basic programs operated by the schools
- Title II
 - Increases student achievement through the improved quality and effectiveness of teachers, principals, and other school leaders; focuses on *Professional Development* of staff
- Title III
 - Helps ensure that *English learners*, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
 - Consortium Grant administered by LEARN
- Title IV
 - Improves students' academic achievement by increasing our capacity to:
 - i. provide all students with access to a *well-rounded education*;
 - ii. *improve school conditions* for student learning; and
 - iii. improve the *use of technology* in order to improve the academic achievement and digital literacy of all students.

Recurring Other State Grants - 2023-2024

- Perkins Career & Technical Education Secondary Grant
 - Supports career and technical education to prepare students for post-secondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to *employment in high-skill, high-wage, high-demand careers*
 - Consortium Grant administered by LEARN
- Workforce Alliance Grant
 - Provides youth experiencing socioeconomic barriers to success with enriching year-round employment opportunities, innovative career development activities, and essential *work readiness skills* through the CT Youth Employment Program
- State Adult Education Cooperator Grant
 - Provides an *offset of the tuition expenses* for Middletown Adult Education program
- Food Service Grants
 - Various grants to compensate / reimburse the district for providing regular, free, and reduced priced meals to students through the National School Lunch Program (NSLP)
 - i. Meal Service Claims
 - ii. Healthy Food Certification
 - iii. CT Nutrition Match
 - iv. State Breakfast Award

Non-Recurring Grants - 2023-2024

- ARP ESSER III
 - Connecticut State-Level Priorities included:
 - Learning Acceleration, Academic Renewal, & Student Enrichment
 - Family and Community Connections
 - Social, Emotional, & Mental Health
 - Strategic Use of Technology & Staff Development
 - Building Safe & Healthy Schools
 - Three year grant, BUT 2023-24 is the **FINAL YEAR** of funding
- ARPA State & Local Fiscal Recovery Funds Grant for VRHS Tennis Court Facility
 - Funds to *repair the tennis court* facility at Valley Regional High School
 - State has agreed to provide *additional enhancements* to the facility along with the surface repairs
 - Surface Repair, Repainting, and Lining - DONE
 - Fencing - DONE
 - Lighting - In Process
 - Other Equipment (Nets, Benches, Windscreens) - In Process

Grant	Allocation 2023-2024	Uses of Funds
IDEA 611	\$ 191,672	<ul style="list-style-type: none"> - Teaching Assistants & Paraeducators employed to assist in delivering general education curriculum to students - Costs to provide additional field trips and parent engagement activities for identified students - Purchase of supplies, instructional materials, equipment, and other services to directly support students
Title I	\$ 51,318	<ul style="list-style-type: none"> - Direct instruction and tutoring services in literacy and reading for identified students - Supplies for tutoring and direct instructional services
Title II	\$ 12,764	<ul style="list-style-type: none"> - Professional Development supports for Staff in ELA, Mathematics, Science, and IB
Title III	\$ 1,340	<ul style="list-style-type: none"> - Purchase instructional materials and online access to learning software for English language learners
Title IV	\$ 10,000	<ul style="list-style-type: none"> - Purchase online resources to support blended learning and technology integration
Perkins	\$ 19,008	<ul style="list-style-type: none"> - Transportation to / from job sites - Supplies to support classroom instruction
Workforce Alliance	\$ 17,000	<ul style="list-style-type: none"> - Wages for identified students in Community Work Placements & Transportation to / from job sites - Supplies to support classroom instruction and celebrations
State Adult Ed Coop	\$ 12,867	<ul style="list-style-type: none"> - Tuition offsets to Middletown Adult Ed
ARP ESSER III	\$ 93,517	<ul style="list-style-type: none"> - 0.8 Tutoring FTE to provide supplemental intervention needs in mathematics and reading - 0.4 Psychologist FTE - Technologies to support student intervention needs - Social & Emotional Learning support services for students as we emerged from COVID Pandemic
ARPA State Grant (VRHS Tennis Courts)	\$ 300,000	<ul style="list-style-type: none"> - Resurfacing / Repainting / Lining (regular tennis and pickleball) - On-Court equipment needs (Netting, Benches, Windscreens, Fences, Gates) - Lighting

Thank you

REGIONAL SCHOOL DISTRICT NO. 4

CHESTER • DEEP RIVER • ESSEX

Brian J. White
Superintendent of Schools
bwhite@reg4.k12.ct.us

Christen Papallo
Director of Pupil Services
cpapallo@reg4.k12.ct.us



Sarah Brzozowy, Ed.D.
Assistant Superintendent of Schools
sbrzozowy@reg4.k12.ct.us

Robert Grissom
Finance Director
rgrissom@reg4.k12.ct.us

Date: October 30, 2023

To: Brian White, Superintendent of Schools

From: Robert Grissom, Finance Director

RE: Average Daily Membership (ADM) Methodology & Calculation

Att: Average Daily Membership for Budget Year 2024-2025 – Region 4
Average Daily Membership for Budget Year 2024-2025 – Supervision District

Average daily membership (ADM) reflects resident students of fiscal responsibility to a municipality. It is the allowed method for regional school districts to allocate budgets. Per the State of Connecticut, students attending the Connecticut Technical High School System or state charter schools are not included in ADM. The ADM allocation rates for a given budget year are based on the October 1 student enrollment counts of the prior year. For example, the ADM rates to be used in the budget development and allocation of expenses for fiscal year 2024-2025 are based on the October 1, 2023 student count.

Our methodology to calculate the ADM each year begins with PowerSchool student enrollment data. A report of student enrollment by school district as of October 1 must be submitted to the Connecticut State Department of Education (CSDE) annually during October via the Public School Information System (PSIS). This same data serves as the primary basis of the ADM calculation. The report to the state counts students by the school district attended. ADM rates are based on each student's town of residence, so the data obtained from PowerSchool must be analyzed to allocate students to their home town. A useful example of this is the Pre-Kindergarten program. As the program is housed at Essex Elementary, all students are reported to the state as part of Essex School District. However, for ADM purposes, Pre-K students are reallocated to be included in their actual town of residence. This methodology ensures the educational costs of each student are more accurately represented in the fiscal responsibility of each of the three towns.

There are other validations and adjustments to be made with the PowerSchool data before the calculation is considered FINAL.

- The Finance Office receives PowerSchool data from two different sources within the District and confirms the information is consistent; this step validates the accuracy of the starting data.
- PowerSchool data may or may not include Out of District (OOD) placements. OOD students are verified with data obtained from the Pupil Services Department and assigned to their town of residence.
- PowerSchool data does not include students attending Magnet schools, the Middletown VoAg High School, and Vinal Technical High School, at the expense of the districts. Working with each school, the Assistant Superintendent, and the Pupil Services Department, students attending Magnet schools and the Middletown VoAg High School are confirmed and added to the counts for their respective towns. Vinal Technical High School students are not included in accordance with

CT statute, and therefore the Finance Department ensures none of those students are listed in the ADM student counts.

- Non-resident students paying tuition to attend one of the schools within the districts are included in the PowerSchool student data as of October 1; these students must be removed from the enrollment data if they do not reside in one of the three towns, or allocated to the correct town if they do reside in one of the three towns.

Once final student count is confirmed by residency town, these figures are used to calculate the Region 4 3-way ADM allocation rate and the Supervision District 3-way and 4-way ADM allocation rates.

The ADM calculation and results are reviewed within Central Office by the Assistant Finance Director and Superintendent to ensure accuracy prior to their release to the towns each year.

**AVERAGE DAILY MEMBERSHIP
FOR BUDGET YEAR 2024-2025**

Based on October 1 2023 State Reporting

REGION 4

JWMS

Grade	Chester	Deep River	Essex	Total
7th	30	39	39	108
8th	<u>27</u>	<u>43</u>	<u>44</u>	<u>114</u>
School Total*	57	82	83	222
Magnet	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
JWMS ADM TOTAL	57	82	83	222

Valley

Grade	Chester	Deep River	Essex	Total
9th	29	43	45	117
10th	25	36	52	113
11th	26	43	46	115
12th	<u>31</u>	<u>59</u>	<u>62</u>	<u>152</u>
School Total*	111	181	205	497
Magnet	2	-	-	2
VoAg	<u>1</u>	<u>2</u>	<u>1</u>	<u>4</u>
VALLEY ADM TOTAL	114	183	206	503

R4 ADM GRAND TOTAL	171	265	289	725
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<u>R4 ADM ALLOCATION</u>	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
2024-2025 R4 ADM	23.59%	36.55%	39.86%	100.00%
2023-2024 R4 ADM	22.71%	36.92%	40.37%	100.00%
Change over prior year	0.88%	-0.37%	-0.51%	

*School totals include OOD placements and Transition Academy, exclude non-resident tuition students and tech school students, per statute.

**AVERAGE DAILY MEMBERSHIP
FOR BUDGET YEAR 2024-2025**

Based on October 1 2023 State Reporting

SUPERVISION DISTRICT


Grade*	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Pre-K	6	7	19	32
Kindergarten	15	32	37	84
1st	36	28	32	96
2nd	34	35	33	102
3rd	26	29	34	89
4th	33	30	41	104
5th	28	26	43	97
6th	39	22	38	99
School Total*	217	209	277	703

PK - 6 ADM TOTAL	217	209	277	703
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	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Oct 1 2023 total count	217	209	277	703
2024-2025 Budget ADM 3-way	30.87%	29.73%	39.40%	100.00%
2023-2024 Budget ADM 3-way	32.31%	28.69%	39.00%	100.00%
Change over prior year	-1.44%	1.04%	0.40%	

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>R4</u>	<u>Total</u>
Oct 1 2023 total count	217	209	277	725	1,428
2024-2025 Budget ADM 4-way	15.20%	14.64%	19.40%	50.77%	100.00%
2023-2024 Budget ADM 4-way	15.77%	14.00%	19.04%	51.19%	100.00%
Change over prior year	-0.57%	0.64%	0.36%	-0.42%	

*Grade and School totals include OOD placements, exclude non-resident tuition students and tech school students, per statute.



Staffing Levels and Class Sizes at Valley Regional High School

Dr. Sarah Brzozowy, Assistant Superintendent

Mike Barile, Valley Regional Principal

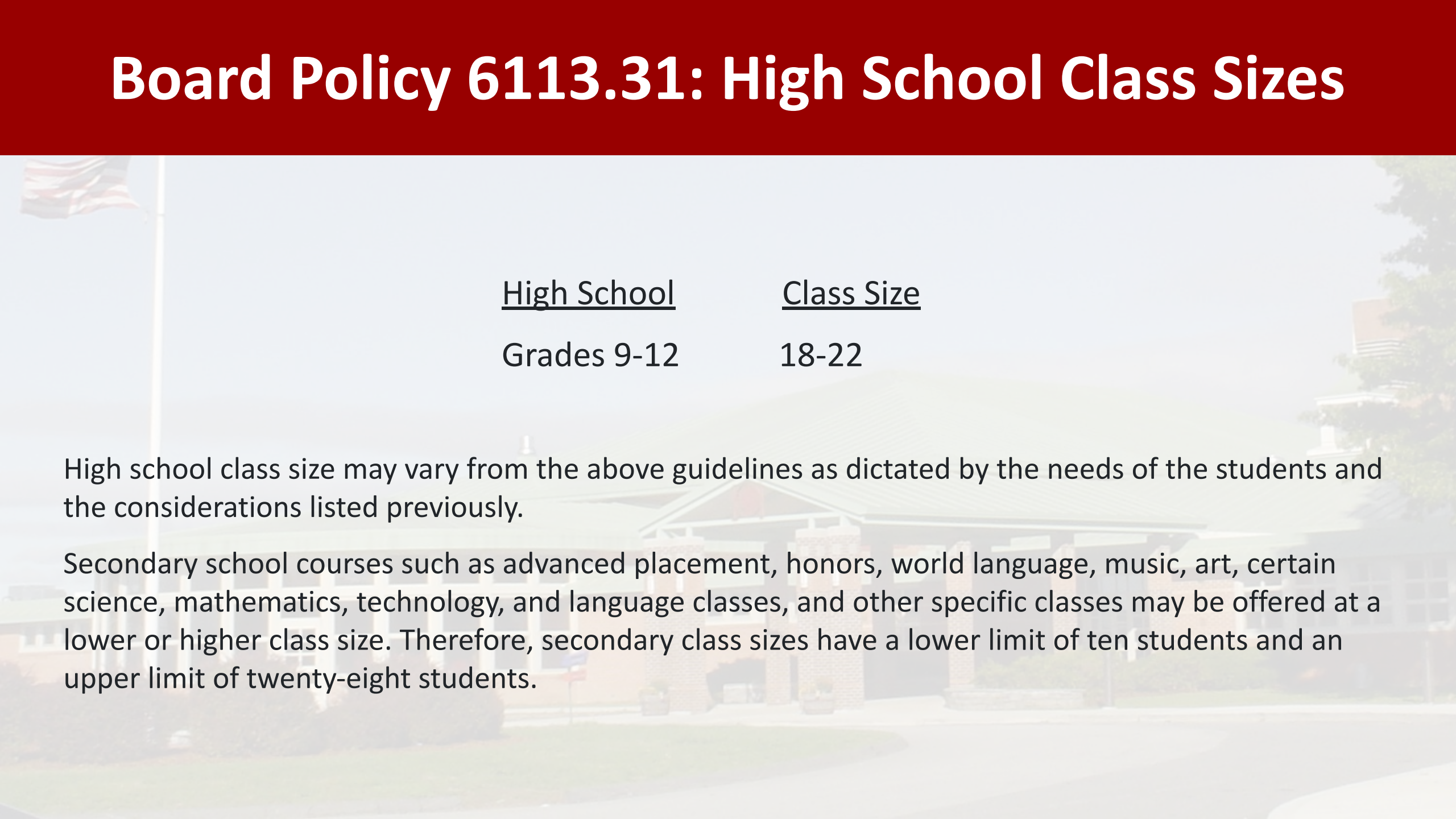
Dr. Carolyn Gbunblee, Valley Regional Associate Principal

Board Policy 6113.31: Class Sizes

Board of Education authorizes the Superintendent or designee to make adjustments in class size and/or consider other alternatives in the configuration of classes. When determining the necessity of class size adjustments or alternative configurations the administration shall consider various factors, including but not limited to the following:

- The mission and goals of the school district
- The number of students with special education and/or remedial education needs
- The number of students who have not met goal on the Connecticut Mastery Test, Connecticut Academic Performance Test, and other performance indicators
- The history of the students in the school
- The balance of student skills and personalities
- The overall school enrollment balanced with student needs and number of teaching sections available
- Financial and building constraints
- Other pertinent factors

Board Policy 6113.31: High School Class Sizes

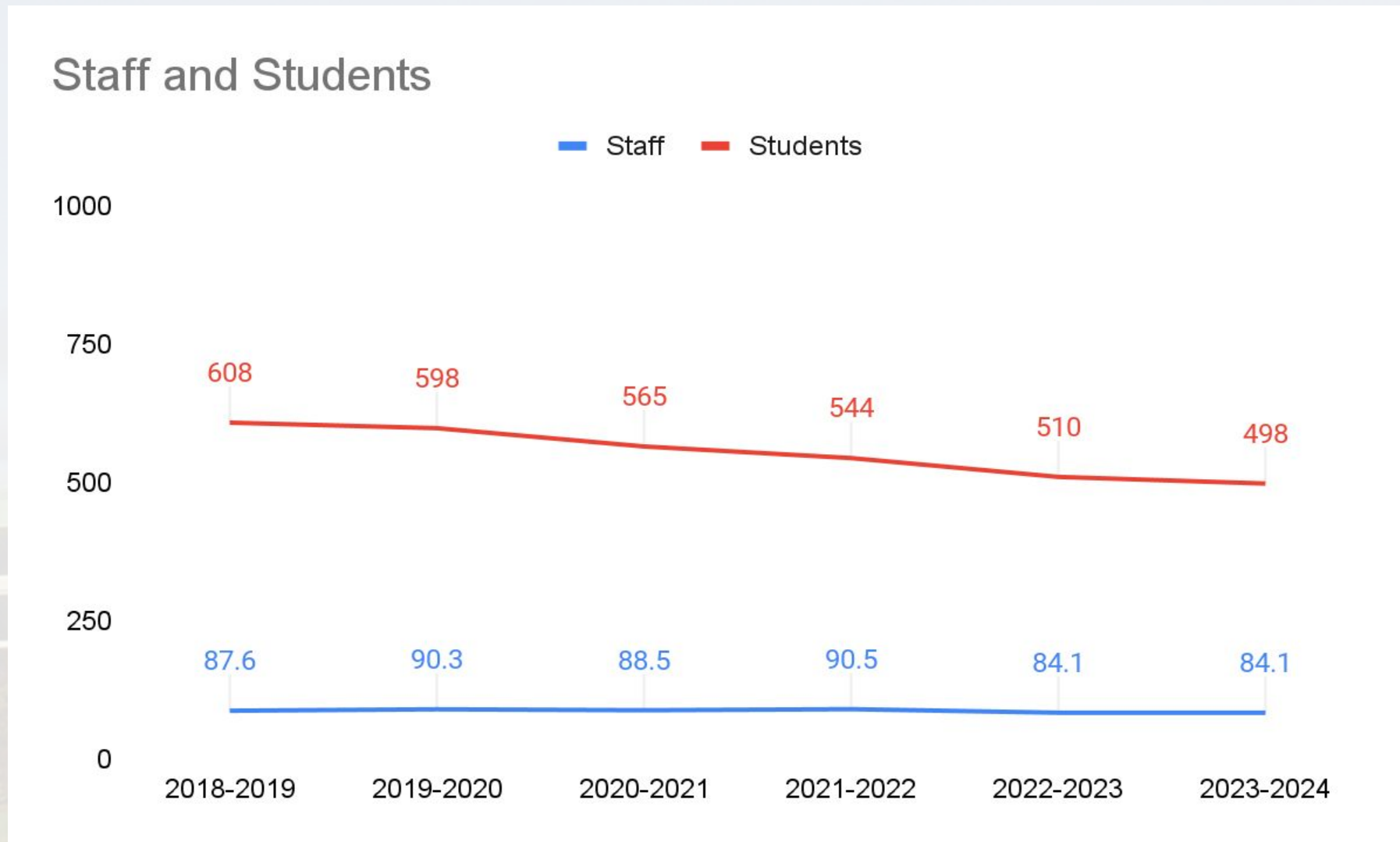


<u>High School</u>	<u>Class Size</u>
Grades 9-12	18-22

High school class size may vary from the above guidelines as dictated by the needs of the students and the considerations listed previously.

Secondary school courses such as advanced placement, honors, world language, music, art, certain science, mathematics, technology, and language classes, and other specific classes may be offered at a lower or higher class size. Therefore, secondary class sizes have a lower limit of ten students and an upper limit of twenty-eight students.

Valley Enrollment and Staffing



Includes transition academy and outplacement

Current Enrollment (October 1 Reporting): Valley Regional High School

	Enrollment	Average Class Size
9th Grade	113	15 (14.5)
10th Grade	113	
11th Grade	116	
12th Grade	140	

Graduation Requirements- Valley Regional

Course	Credit Requirement
English	4
Social Studies	3
Mathematics	3
Science	3
World Language	1
Physical Education	1
Health	1
Fine Arts/Vocational Education/ Or Technology Education	1
Capstone/ CAS Experience	1
Electives	7
Summer Reading	.5
Total Required for Graduation	25.5

Beginning with the Class of 2027 (current Freshman), all students must complete a ½ credit course in personal financial management and financial literacy, which may also count towards the nine credits required in the humanities or as an elective.

Section Analysis by Content Area

Content Area	Number of Sections Offered	Average Class Size	Number of Teachers	Sections below 10 students	Sections Above 28 students
English	30	18	6	2	0
Social Studies	36	17.4	6	4	0
Mathematics	24	17.8	5	5	0
Science	31	15.9	6	5	0
World Language	19	15.5	4	3	0

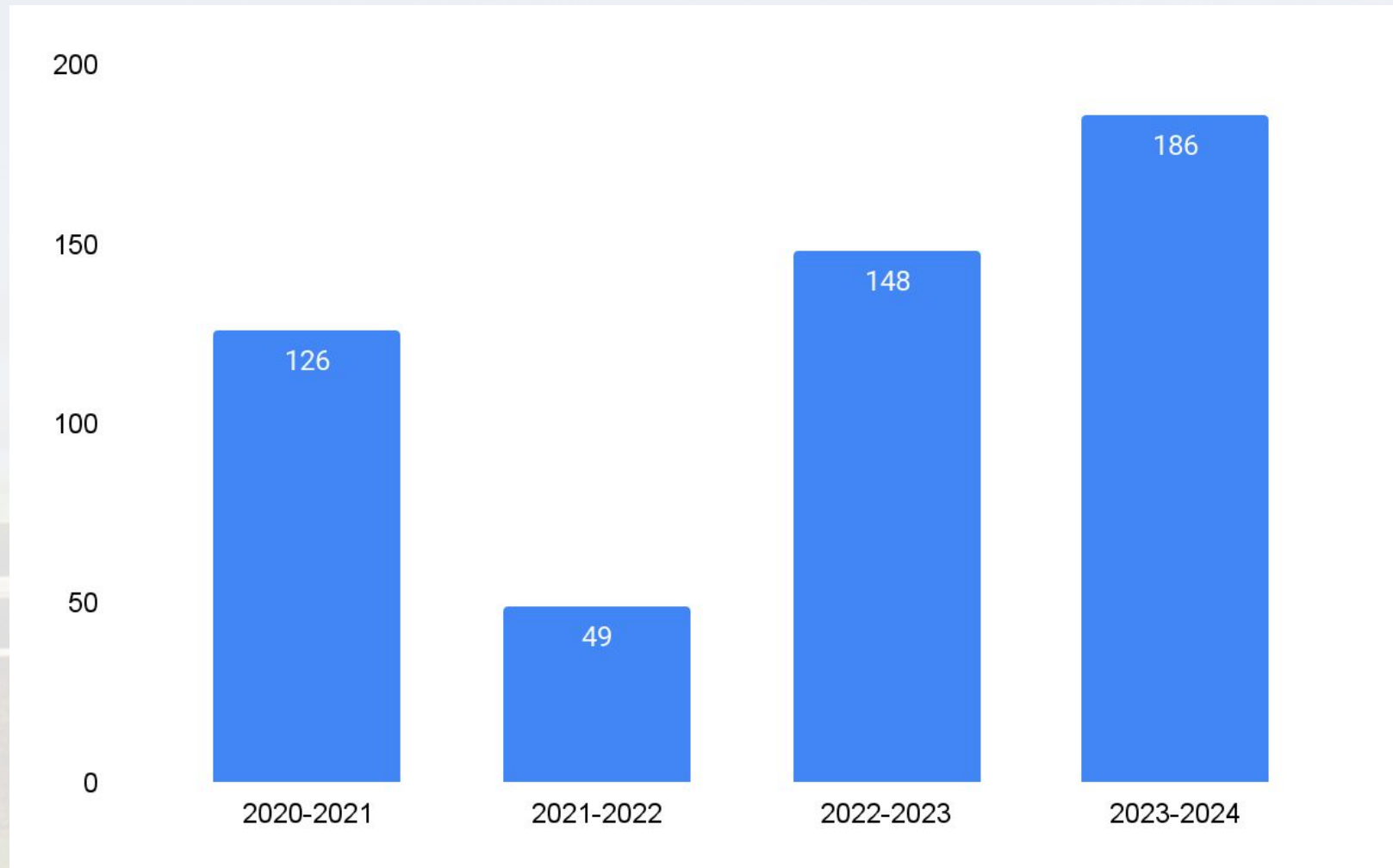
Secondary class sizes have a lower limit of ten students and an upper limit of twenty-eight students.

Section Analysis by Content Area

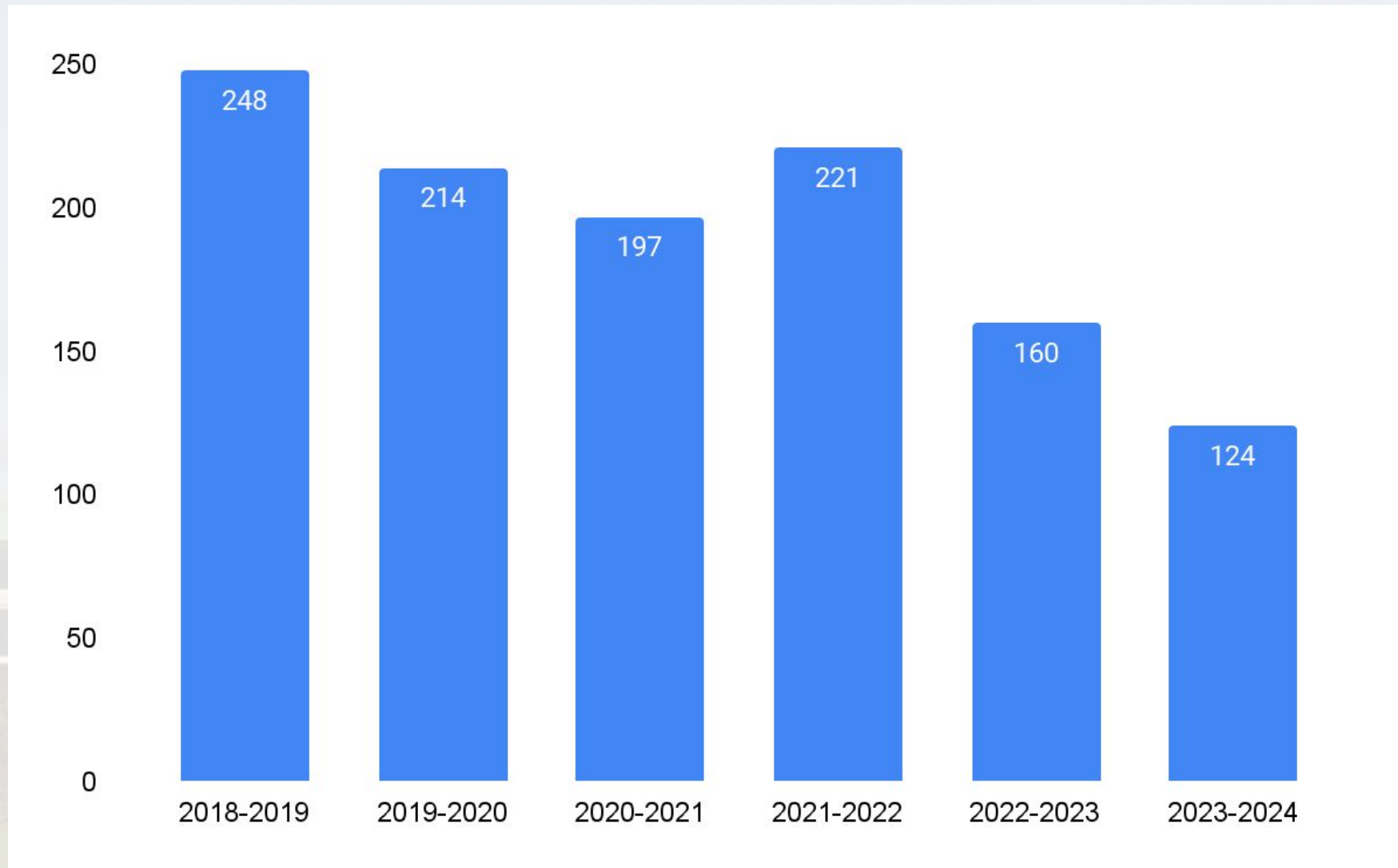
Content Area	Number of Sections Offered	Average Class Size	Number of Teachers	Sections below 10 students	Sections Above 28 students
Physical Education/Health	28	19.4	3	1	1
Art	20	9.7	2.2	10	0
Music	10	11.7	1.5	6	1 (Band)
Tech Ed	25	10.4	3	11	0
Business	11	13.6	2	3	0
FACS	10	12.8	1	2	0

Secondary class sizes have a lower limit of ten students and an upper limit of twenty-eight students.

3 Year Enrollment History- IB Courses



5 Year Enrollment- AP Courses



Valley Regional High School Staffing

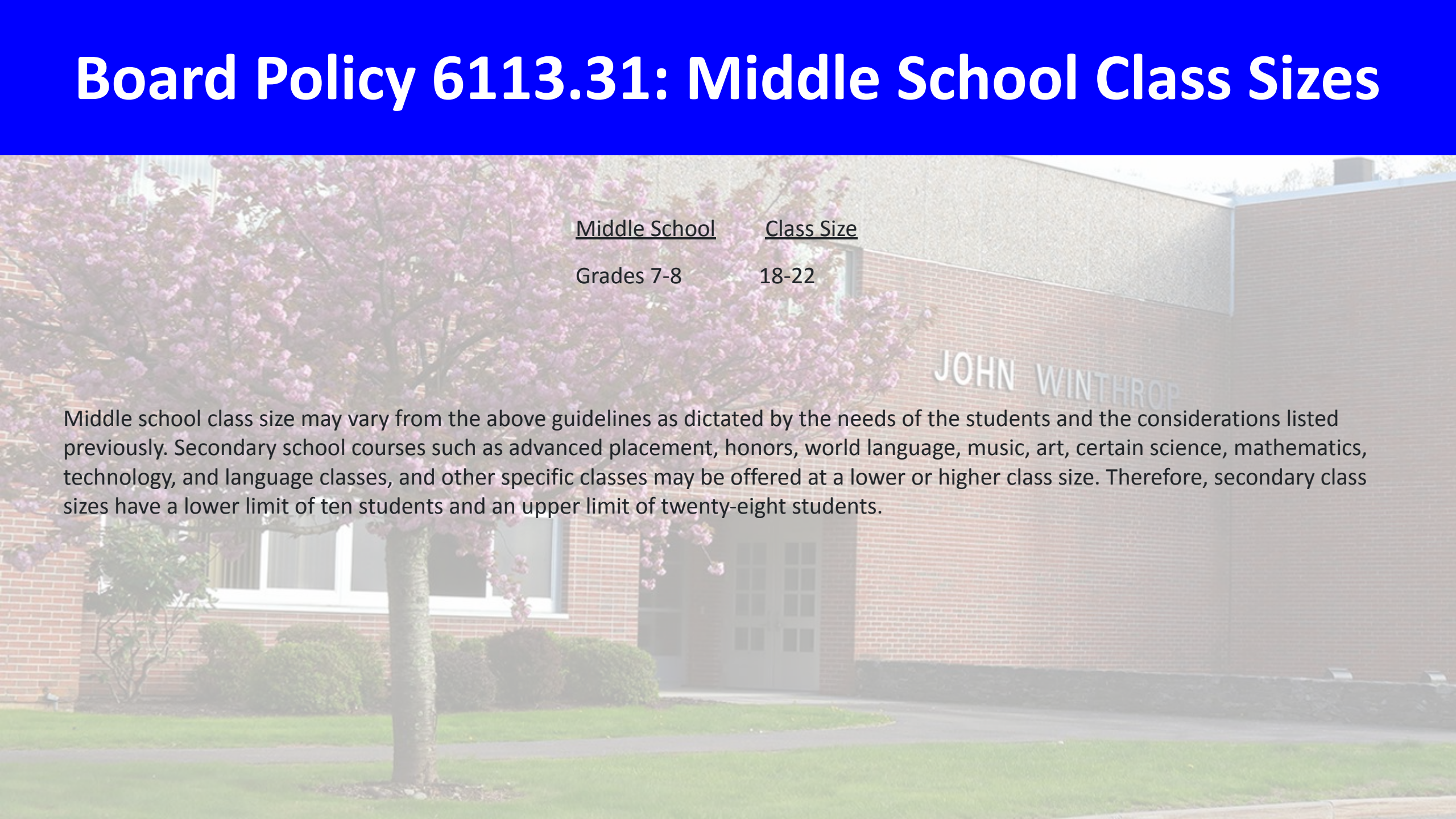
	Enrollment	Administrators	Counselors, Social Workers, Psychologist	General Education Teachers	Special Education Teachers/ School to Career	Paraeducators	Other (Nurses, LMS, Support)	Total
2017-2018	587	2.0	5.2	42.2	7.0	10.5	20.8	87.7
2018-2019	599	2.0	6.2	42.4	7.0	9.9	20.1	87.6
2019-2020	583	2.0	6.2	41.5	8.0	12.5	20.1	90.3
2020-2021	577	2.0	6.2	41.5	8.0	12.5	18.3	88.5
2021-2022	544	2.0	6.0	41.5	8.0	15	18.0	90.5
2022-2023	510	3.0 (AD = 1.0)	7.0	39.5	8.0	15	11.6	84.1
2023-2024	498	3.0	7.0	39	8.0	15	11.6	83.6

The image shows the exterior of John Winthrop Middle School. The building is constructed of red brick with a grey concrete upper section. A large tree with vibrant pink blossoms stands in the foreground on the left. The school's name, "JOHN WINTHROP", is mounted on the brick wall in large, silver, sans-serif capital letters. A set of white double doors with glass panes serves as the main entrance. The scene is set against a clear blue sky with a few wispy clouds.

Staffing Levels and Class Sizes at John Winthrop Middle School

**Dr. Sarah Brzozowy, Assistant Superintendent
Melissa Morgan-Hostetler, John Winthrop Principal**

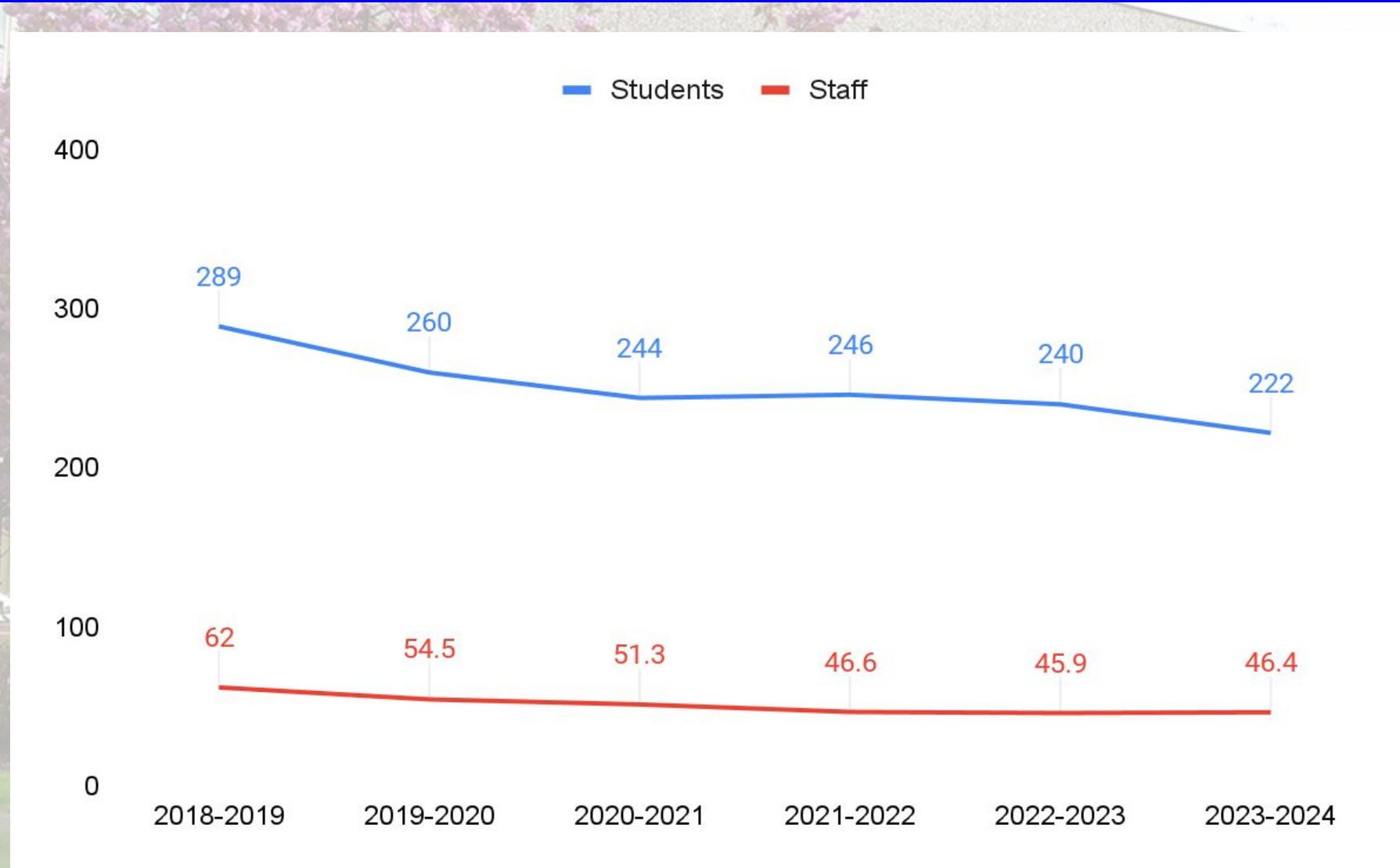
Board Policy 6113.31: Middle School Class Sizes



<u>Middle School</u>	<u>Class Size</u>
Grades 7-8	18-22

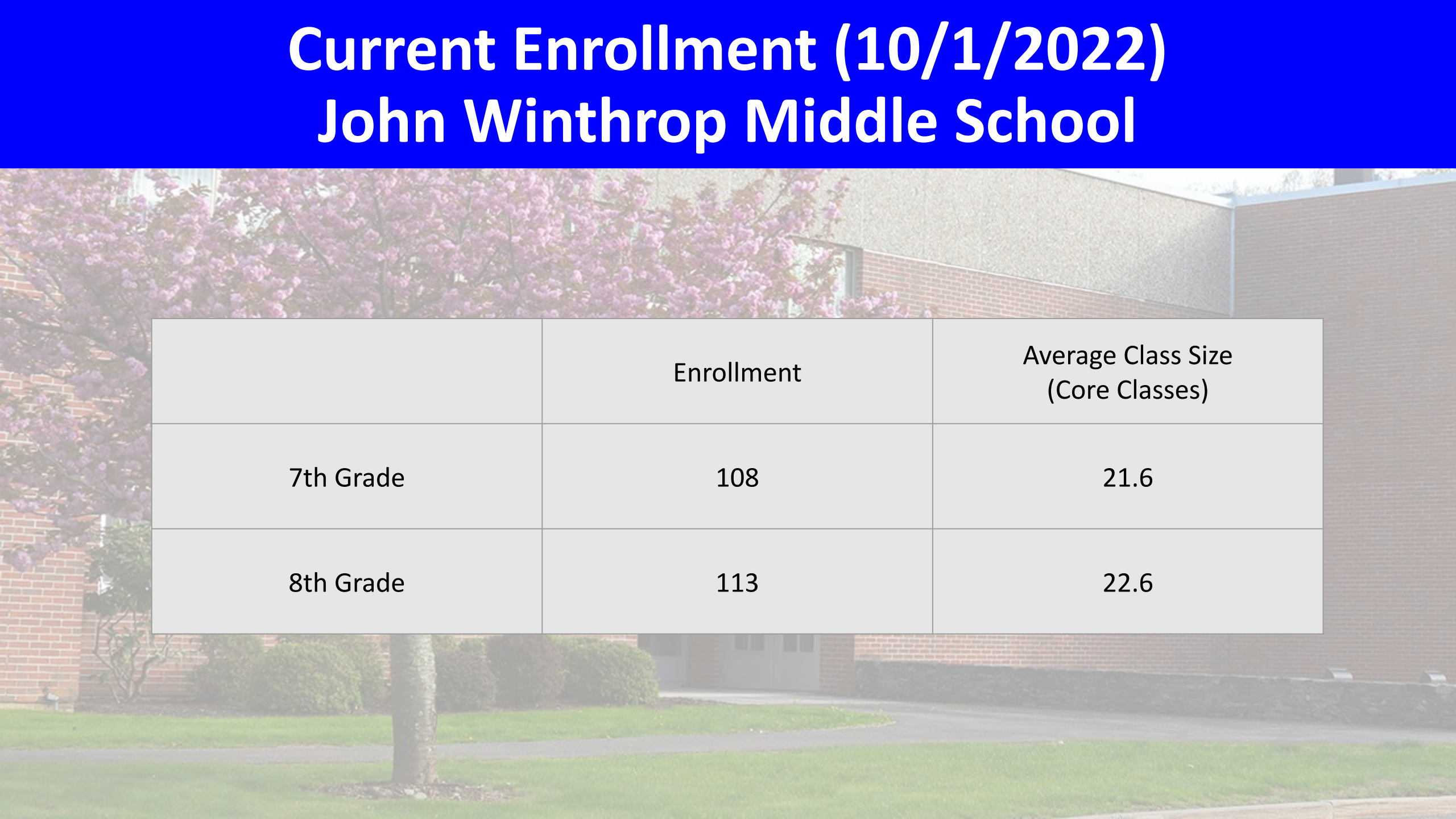
Middle school class size may vary from the above guidelines as dictated by the needs of the students and the considerations listed previously. Secondary school courses such as advanced placement, honors, world language, music, art, certain science, mathematics, technology, and language classes, and other specific classes may be offered at a lower or higher class size. Therefore, secondary class sizes have a lower limit of ten students and an upper limit of twenty-eight students.

JW Enrollment and Staffing



Current Enrollment (10/1/2022)

John Winthrop Middle School



	Enrollment	Average Class Size (Core Classes)
7th Grade	108	21.6
8th Grade	113	22.6

Core Content Classes- Grade 7

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Math 7	3	66	23	20	22	18-22
Pre-Algebra	2	39	20	19	19.5	18-22
Social Studies	5	106	22	21	21	18-22
Science	5	108	23	20	21	18-22
Language Arts	5	106	22	20	21	18-22
Wellness	5	108	24	20	22	18-22

Core Content Classes- Grade 8

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Pre-Algebra	3	63	20	22	21	18-22
Algebra	2	50	25	25	25	18-22
Social Studies	5	113	21	23	23	18-22
Science	5	113	21	24	22	18-22
Language Arts	5	113	21	24	22	18-22
Wellness	5	113	21	25	23	18-22

Unified Arts/Specialists Classes

Course	A/B Day	Total Enrollment		Course	A/B Day	Total Enrollment
Exploratory Technology	A	11		Exploratory Art	A	16
Exploratory Technology	B	10		Exploratory Art	B	18
Technology- Wood in Motion	A	7		Art	A	9
Technology- Wired and Coded	B	1		Art	B	9
Technology- Wood in Motion	B	7		Exploratory Art	A	9
Exploratory Technology	B	20		Exploratory Art	B	7
Exploratory Technology	A	10		Art	A	5
Technology- Wood in Motion	B	20		Art	B	19
Technology- Wired and Coded	A	4		Exploratory Computers	A	16
Spanish 1	A/B Day	46		Applied Computers	B	15
Exploratory Life Management	A	15		Applied Computers	A	5
Exploratory Life Management	B	18		Exploratory Computers	B	10
Life Management	A	8		Applied Computers	B	16
Life Management	B	8		Applied Computers	A	8
Exploratory Life Management	B	15		Exploratory Computers	B	13
Life Management	A	10				
Life Management	B	17				

John Winthrop Music

Course	A/B Day	Total Enrollment
Band 8 - Full Year	A	31
Chorus 8 - Full Year	B	18
Band 7 - Full Year	A	55
Chorus 7 - Full Year	B	43
Exploratory Music	A	18
Exploratory Music	B	16
Chorus 8 - 1/2 Year	B	7
Music 8	A	10

Total Band: 86 students (up from 48 students in 2021)
Total Chorus: 68 students (up from 43 students in 2021)

John Winthrop Middle School Staffing

	Enrollment	Administrators	Counselors, Social Workers, Psychologist	General Education Teachers	Special Education Teachers	Paraeducators	Other (Nurses, LMS, Support)	Total
2017-2018	327	2	3.4	26.0	6.2	9.7	14.7	62
2018-2019	289	2	3.4	22.0	5	9.3	12.9	54.6
2019-2020	257	2	2.4	20.5	4	10.4	16	51.3
2020-2021	244	2	3.4	16.5	3	10.4	11.3	46.6
2021-2022	244	1.6	3.4	16.8	4	9.1	11.0	45.9
2022-2023	236	1.6	3.4	16.8	4	9.1	11.0	45.9
2023-2024	223	1.6	3.4	17.3	4	9.1	11.0	46.4

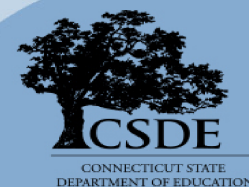
Added .5 FTE for a Wellness Teacher.

Questions?



Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



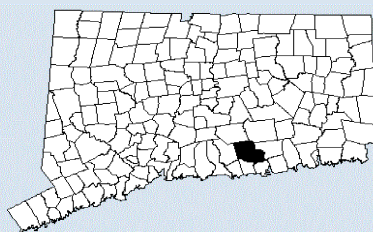
Regional School District 04

Mr. Brian White, Superintendent • 860-526-2417 • <http://www.reg4.k12.ct.us>

District Information

Grade Range	7-12
Number of Schools/Programs	3
Enrollment	816
Per Pupil Expenditures ¹	\$22,071
Total Expenditures ¹	\$18,804,905

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	417	51.1	48.5
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	17	2.1	5.1
Black or African American	*	*	12.6
Hispanic or Latino of any race	52	6.4	29.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	31	3.8	4.3
White	706	86.5	48.6
English Learners/Multilingual Learners	9	1.1	8.8
Eligible for Free or Reduced-Price Meals	185	22.7	40.6
Students with Disabilities ³	156	19.1	16.7

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	71	17.0	10	2.4
Male	*	*	24	6.0
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	16.1	*	*
White	122	17.4	27	3.8
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	60	31.7	16	7.6
Students with Disabilities	43	27.6	14	8.5
District	140	17.2	34	4.1
State		23.7		6.5

Number of students qualified as truant under state statute: 106

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.

District Profile and Performance Report for School Year 2021-22

Regional School District 04

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	59.4
Paraprofessional Instructional Assistants	1.9
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	24.5
Administrators, Coordinators and Department Chairs	
District Central Office	1.1
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	9.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	41.1

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	1.1	1.3
Black or African American	0	0.0	4.3
Hispanic or Latino of any race	0	0.0	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	89	98.9	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	*	*	*
White	108	93.9	144	86.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	19	*	23	67.6
Students with Disabilities	17	85.0	17	53.1
District	123	93.9	155	86.1
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	12	35.3
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	52	89.7
Other Health Impairment	31	83.8
Other Disabilities	6	*
Speech/Language Impairment	*	*
District	106	66.7
State		68.4

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).

District Profile and Performance Report for School Year 2021-22

Regional School District 04

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	4.1	2.3
Emotional Disturbance	9	1.1	1.1
Intellectual Disability	*	*	0.6
Learning Disability	58	7.0	6.1
Other Health Impairment	37	4.5	3.3
Other Disabilities	12	1.4	1.1
Speech/Language Impairment	*	*	1.9
All Disabilities	159	19.2	16.3

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.6

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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$11,093,419	\$13,020	\$12,000
Support services - students	\$1,494,988	\$1,803	\$1,468
Support services - instruction	\$170,701	\$206	\$780
Support services - general administration	\$1,048,703	\$1,265	\$472
Support services - school based administration	\$1,359,709	\$1,640	\$1,103
Central and other support services	\$788,765	\$951	\$703
Operation and maintenance of plant	\$2,013,706	\$2,429	\$1,910
Student transportation services	\$656,208	\$777	\$1,287
Food services	\$178,706	\$216	\$28
Enterprise operations	.	.	\$170
Total	\$18,804,905	\$22,071	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$917,892	24.3	29.7
Instructional Aide Salaries	\$697,533	18.5	10.8
Other Salaries	\$153,416	4.1	9.8
Employee Benefits	\$554,525	14.7	13.8
Purchased Services Other Than Transportation	\$26,016	0.7	5.7
Special Education Tuition	\$1,180,166	31.2	22.6
Supplies	\$19,715	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$229,891	6.1	6.3
Equipment	\$530	0.0	0.2
All Other Expenditures	\$375	0.0	0.1
Total	\$3,780,058	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.1	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	89.3
State	8.5
Federal	2.2
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).

District Profile and Performance Report for School Year 2021-22

Regional School District 04

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
Asian	9	*	9	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	23	61.8	23	52.8	15	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	17	*	17	*	9	*
White	305	68.5	304	61.5	209	64.5
English Learners/Multilingual Learners	10	*	10	*	*	*
Non-English Learners/Non-Multilingual Learners	350	67.7	349	60.9	*	*
Eligible for Free or Reduced-Price Meals	75	59.1	75	52.3	44	53.1
Not Eligible for Free or Reduced-Price Meals	285	69.9	284	62.8	198	66.3
Students with Disabilities	62	47.1	62	38.9	41	44.4
Students without Disabilities	298	71.9	297	65.1	201	67.9
High Needs	118	54.8	118	48.0	73	50.5
Non-High Needs	242	73.9	241	66.8	169	69.7
District	360	67.6	359	60.6	242	63.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at

https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	56.9	94.2	222	77.0
Curl Up	N/A	N/A	32.4	91.7	222	64.4
Push Up	N/A	N/A	54.9	97.5	222	77.9
Mile Run/PACER	N/A	N/A	42.2	65.0	222	54.5
All Tests - District	N/A	N/A	6.9	60.8	222	36.0
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The 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.

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

District Profile and Performance Report for School Year 2021-22

Regional School District 04

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	132	92.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	36	86.1
Students with Disabilities	32	71.9
District	141	92.2
State		89.6

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 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.1	107	67.7
Male	*	*	*
Non-Binary	*	*	*
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	96.8	174	61.7
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	88.7	21	39.6
Students with Disabilities	82.7	9	17.3
District	96.5	188	60.5
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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.

Copyright © 2022 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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.1	96.8
Male	58.2	86.5
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	73.4	93.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	76.9
Students with Disabilities	42.3	*
District	70.5	92.1
State	66.1	84.9

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

District Profile and Performance Report for School Year 2021-22

Regional School District 04

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	67.6	75	45.1	50	90.2	64.2
	High Needs Students	54.8	75	36.5	50	73.1	54.2
Math Performance Index	All Students	60.6	75	40.4	50	80.8	58.6
	High Needs Students	48.0	75	32.0	50	64.0	47.7
Science Performance Index	All Students	63.9	75	42.6	50	85.2	61.4
	High Needs Students	50.5	75	33.6	50	67.3	51.3
ELA Academic Growth	All Students	45.3%	100%	45.3	100	45.3	60.4%
	High Needs Students	32.5%	100%	32.5	100	32.5	56.2%
Math Academic Growth	All Students	50.7%	100%	50.7	100	50.7	65.2%
	High Needs Students	44.3%	100%	44.3	100	44.3	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	17.2%	<=5%	25.6	50	51.2	23.7%
	High Needs Students	27.9%	<=5%	4.1	50	8.3	34.0%
Preparation for CCR	% Taking Courses	89.4%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	60.5%	75%	40.3	50	80.6	43.5%
On-track to High School Graduation		97.0%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		92.2%	94%	98.1	100	98.1	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		88.1%	94%	93.8	100	93.8	85.2%
Postsecondary Entrance (Class of 2021)		70.5%	75%	94.0	100	94.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		84.4% 36.0%	75%	12.0	50	24.0	94.0% 45.8%
Arts Access		43.6%	60%	36.3	50	72.6	52.4%
Accountability Index				907.2	1350	67.2	

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?					Y
ELA Performance Index Gap	73.9	54.8	19.1	16.6	
Math Performance Index Gap	66.8	48.0	18.8	18.2	
Science Performance Index Gap	69.7	50.5	19.3	17.4	
Graduation Rate Gap	94.0%	88.1%	5.9%	10.2%	N

¹If 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.

²If 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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.3
	High Needs Students	92.3
Math	All Students	96.0
	High Needs Students	92.3
Science	All Students	96.8
	High Needs Students	92.4

³Minimum 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: 49.7

District Profile and Performance Report for School Year 2021-22

Regional School District 04

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 conversations 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. Students from JWMS have participated regularly 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 Start with Hello Day, 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.

District Profile and Performance Report for School Year 2021-22

Regional School District 04

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 projection 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 a review of instructional versus non-instructional costs, the 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.

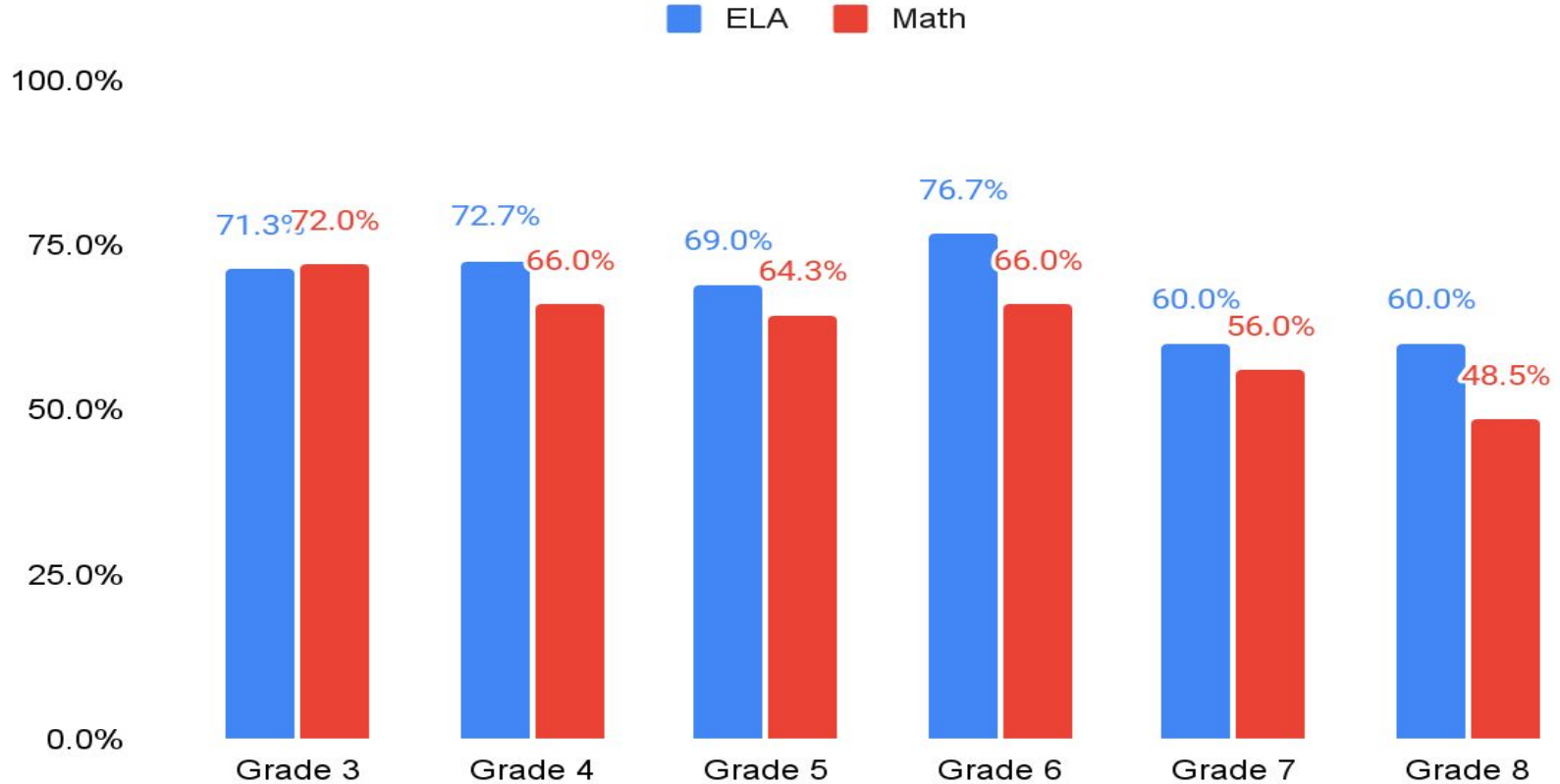


2023 State Assessment Performance

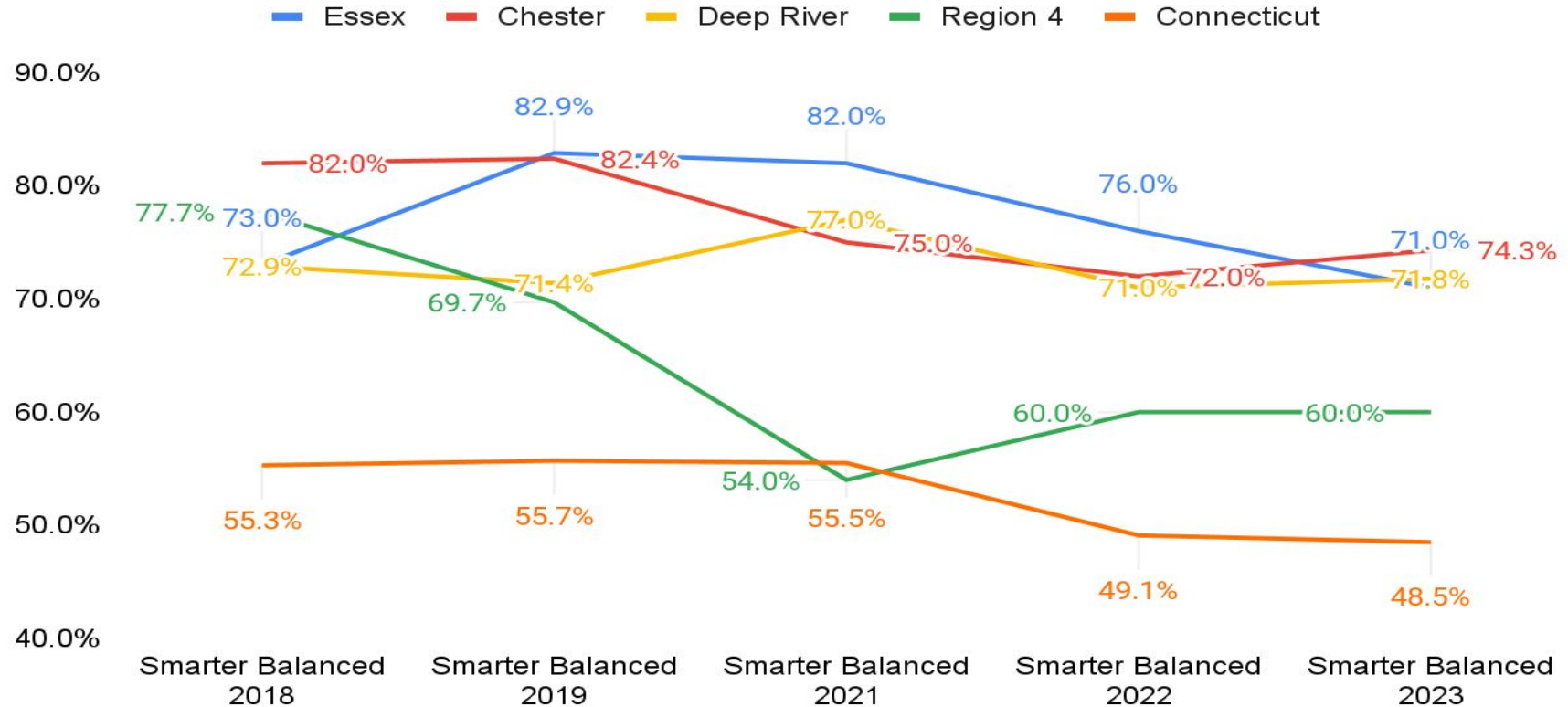
Chester, Deep River, Essex, and Region 4 Public Schools

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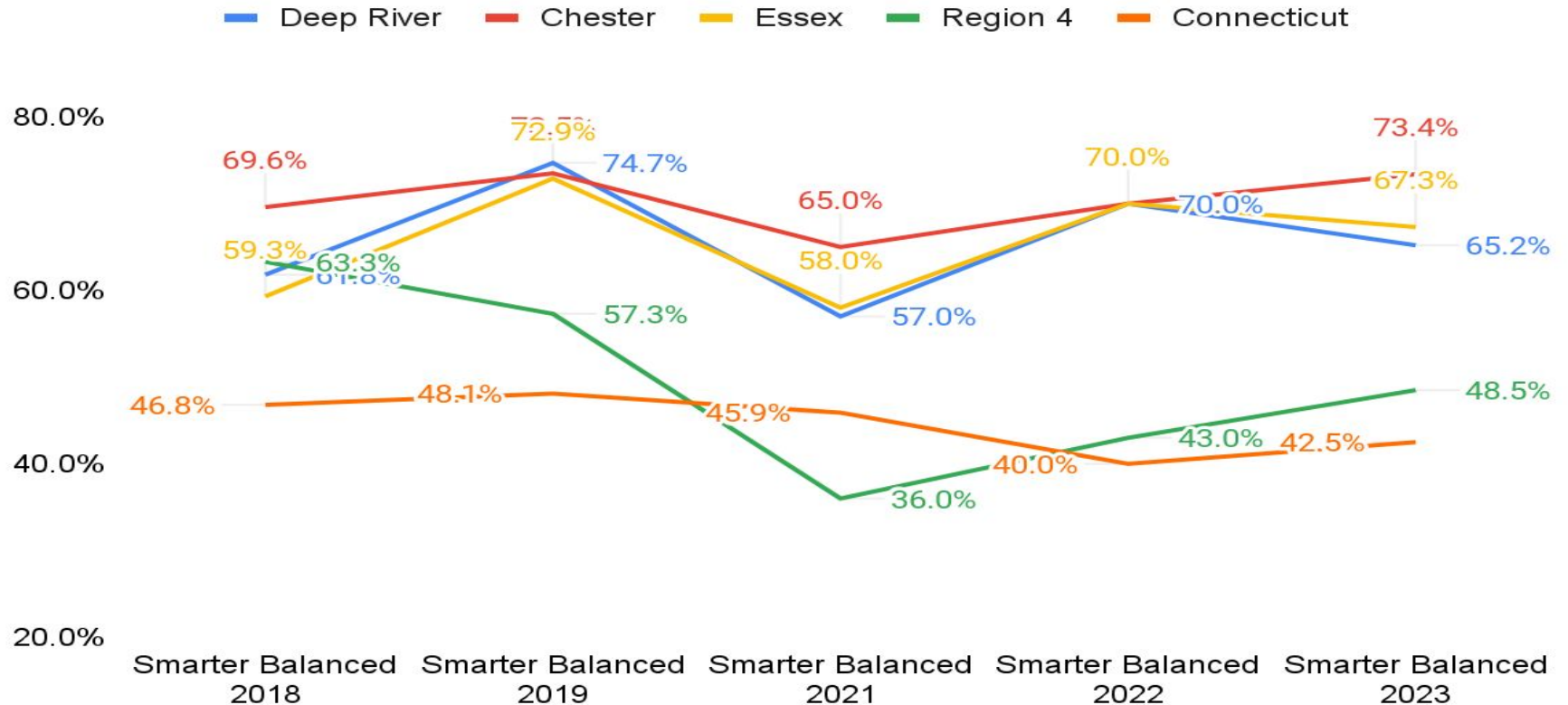
2023 Smarter Balanced Overall Achievement



5 Year Historical Smarter Balanced ELA Data



5 Year Historical Smarter Balanced Math Data



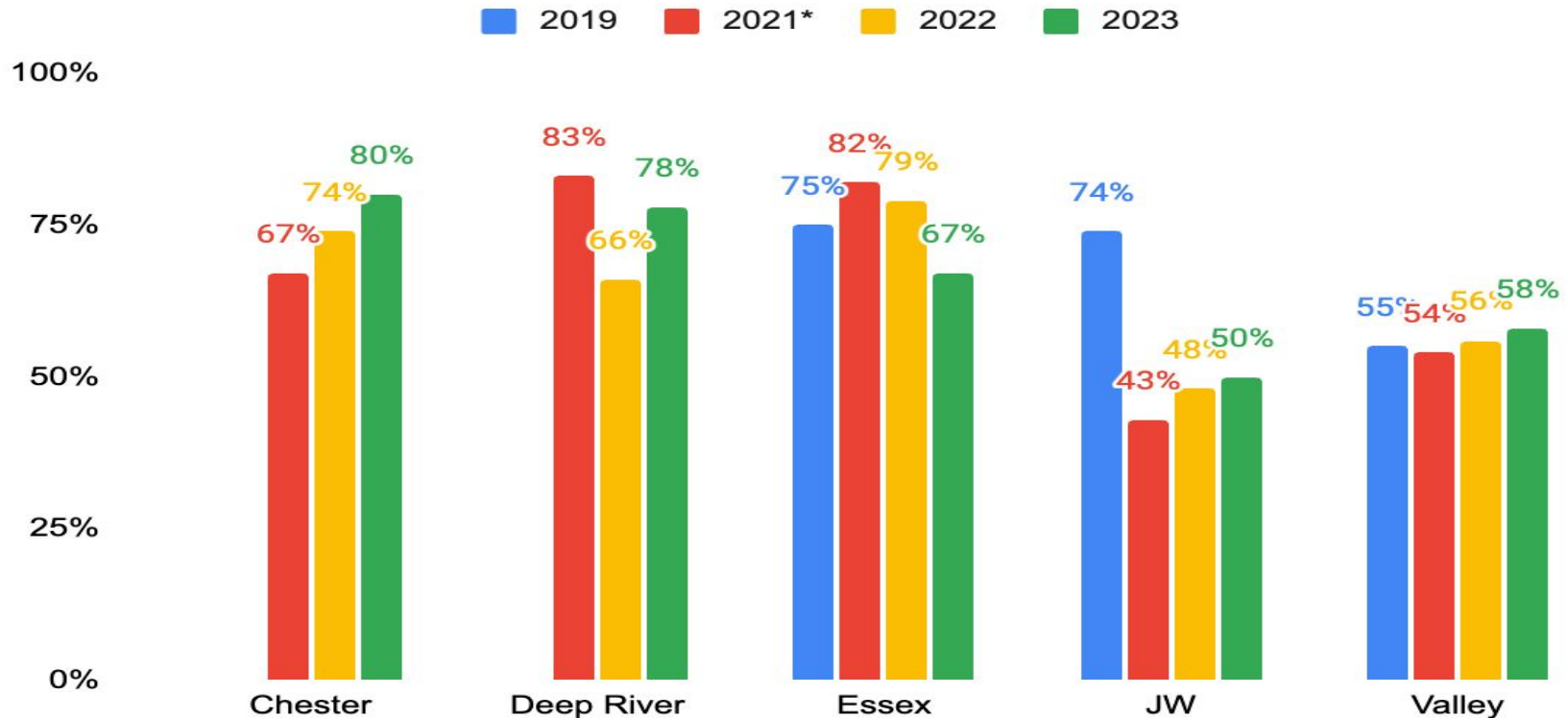
Connecticut District Comparison Data- ELA

	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2022	Smarter Balanced 2023
Madison	66.0	69.0	73.4	78.4
Chester	82.0	82.4	72.0	74.3
Region 17	73.8	71.9	70.9	73.1
Guilford	81.8	81.2	75.0	73.0
Deep River	72.9	71.4	71.0	71.8
Essex	73.0	82.9	76.0	71.0
Region 18	80.8	79.5	76.3	70.8
Old Saybrook	64.5	73.0	65.5	66.7
Westbrook	72.6	73.8	65.7	61.9
Region 13	69.8	70.5	60.9	61.5
East Lyme	77.0	74.4	63.1	61.4
Colchester	71.1	70.3	63.4	60.9
Region 4	77.7	69.7	60.0	60.0
Region 15	72.1	75.0	58.2	59.3
Cromwell	63.8	67.5	55.1	52.9
Clinton	59.7	61.4	52.7	49.1
Connecticut	55.3	55.7	49.0	49.0

Connecticut District Comparison Data- Math

	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2022	Smarter Balanced 2023
Madison	65.1	66.8	71.5	79.2
Chester	69.6	73.5	71.6	73.4
Region 18	78.4	79.1	70.4	73.2
Essex	59.3	72.9	70.1	67.3
Guilford	78.1	77.6	67.6	66.3
Westbrook	69.5	69.1	59.3	66.1
Colchester	67	69.6	64	65.8
Deep River	61.8	74.7	69.9	65.2
Region 17	64.9	62	58.8	61.7
Region 15	65.8	70.8	58	60.6
East Lyme	65.8	67.8	55.4	59.6
Old Saybrook	57	66	58.4	55.2
Region 13	59.5	64.5	45.8	53.4
Clinton	49.5	55.2	45.7	48.5
Region 4	63.3	57.3	43.0	48.5
Cromwell	54.7	60.2	48.7	48.1
Connecticut	46.8	48.1	40.0	42.5

2023 Next Generation Science Standards Achievement



2023 SAT Performance Data- English Language Arts

	2018-2019		2021-2022		2022-2023	
English Language Arts	Percent. Level 3 or 4 (Met or Exceeded)	Average Score	Percent. Level 3 or 4 (Met or Exceeded)	Average Score	Percent. Level 3 or 4 (Met or Exceeded)	Average Score
State of Connecticut	61.6	514	55.6	501	52.4	493
Valley Regional	79.6	566	80.5	565	62.1	524

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2023 SAT Performance Data- Mathematics

	2018-2019		2021-2022		2022-2023	
Mathematics	Percent. Level 3 or 4 (Met or Exceeded)	Average Score	Percent. Level 3 or 4 (Met or Exceeded)	Average Score	Percent. Level 3 or 4 (Met or Exceeded)	Average Score
State of Connecticut	40.6	500	34.8	486	34.1	482
Valley Regional	54.7	538	51.7	531	37.1	502

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Individual School Level Data will be shared in
upcoming Board of Education Meetings

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