THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT
REGIONAL SCHOOL DISTRICT NO. 4 Board of Education Regular Meeting
John Winthrop Middle School Library
November 3, 2022 at 7:00pm

A regular meeting of the Regional School District No. 4 Board of Education was held on Thursday, November 3, 2022 at 7:00pm in the John Winthrop Middle School Library.

CALL TO ORDER

VERBAL ROLL CALL

Region 4 BOE	**Administration**
Lol Fearon	Brian White
John Stack	Bob Grissom
Richard Strauss	Sarah Brzozowy
Jennifer Clark	Mike Barile
Jane Cavanaugh	Melissa Morgan-Hostetler
Alex Silva	
Kate Sandmann	
Lon Seidman	
Absent: Rick Daniels	

Also in attendance: Board Clerk Kelley Frazier (Substitute), Senior Student Representatives Jack Finnegan and Emily Mezick and John Winthrop Representatives River Merola and Matilda Boutilier.

ELECTION OF OFFICERS
Mr. White opened the floor for the nominations for the office of chairman.

A motion was made by Jennifer Clark to nominate Kate Sandmann as the Chairman of the Region 4 Board of Education. Jane Cavanaugh seconded the motion. The motion passed unanimously.

Chairman Sandmann opened the floor for the following nominations:

A motion made by Jennifer Clark to nominate Lol Fearon as the Vice Chair of the Region 4 Board of Education. Jane Cavanaugh seconded the motion. The motion passed unanimously.

A motion made by Jennifer Clark to nominate Rick Daniels as the Secretary of the Region 4 Board of Education. Lon Seidman seconded the motion. The motion passed unanimously.

A motion made by Jennifer Clark to nominate John Stack as the Treasurer of the Region 4 Board of Education. Lon Seidman seconded the motion. The motion passed unanimously.

The Supervision District representatives will be Jane Cavanaugh, John Stack and Kate Sandmann.

PUBLIC COMMENT
No comments

CONSENT AGENDA
On motion made by Lon Seidman and seconded by Jennifer Clark the Board **VOTED** to approve the Minutes of the Regular meeting of September 1, 2022, the minutes of the Special Meeting of September 28, 2022 and the accounts payable report.
Amendments:
Dr. Clark noted that she had abstained the Consent Agenda vote for the September 28, 2022 meeting.

REPORTS AND OTHER ITEMS
Region 4 Student Representatives Report
Ms. Mezick and Mr. Finnegan gave an update on the events happening at Valley Regional and also discussed the course offerings and process seniors go through their senior year.

JWMS Middle School Student Report
Ms. Merola and Ms. Boutilier gave the student report. They discussed events happening at John Winthrop Middle School for the fall.

Superintendent's Report
District Update
Mr. White gave a brief update. The land sale is going through the process for various town departments. Things are progressing on schedule.

Information and Communication
Financial information is being requested for booster clubs. Five contracts are being negotiated. A key summary will be presented in the future. Mr. White discussed the Technology Lease. This will continue to be discussed.

Bonding Timeline
A bonding timeline was discussed. The school tennis courts will be evaluated in the Spring. Information is being relayed to Tennis families. Work will be done at the end of the spring season. Athletic fields will also be evaluated and a recommendation will be presented.

Assistant Superintendent's Report
General Update
Ms. Brzozowy discussed how different both buildings feel this year. Last week there was a professional development half day. Positive feedback was received from staff.

Financial Status Report
Financial Status Update
Current Year to Date Financial Status Update
All financial obligations are expected to be met.

Cafeteria Fund Update
This report is through September. Half of the revenue is from the state food program reimbursement. December 15th is the expected last date free meals will be available. Communication is being sent to families.

Medical Reserve Tracking
Things are favorable. Claims are climbing during the first part of the year. This balances out at the end of the year. Mr. Seidman asked if funds are in the best place with interest rates rising. Mr. Grissom will research.

Grants Update
No update

ADM Calculating Methodology
Mr. Grissom discussed how ADM is measured. There have been no changes in the methodology. He discussed the allocations for each town.

Discuss and Possible VOTE to Contract with recommended vendor for snowplowing and sanding services in accordance with RFP#4202307
Two vendors submitted bids.

Upon a motion made by Lol Fearon and seconded by John Stack the Regional 4 Board of Education unanimously **VOTED** to approve Giroux Landscaping to provide snowplowing and sanding services as stated in the all inclusive package for a FY22-25 in accordance with RFP#4202307.

BOE Treasurer's Report
Transferring funds between major accounts was discussed. It was recommended that fund transfers between major accounts be reviewed by the Board. Approval would need to occur before the transfer occurs. The Finance Committee will develop guidelines. Dr. Clark suggested considerations for emergencies. All other Boards should consider this as well. Auditors have been asked to review this practice.

Principal Updates
Valley Regional High School
No Report

John Winthrop Middle School
No Report

Other Items
Student Achievement Data
Ms. Brzozowy discussed student achievement data for John Winthrop. Mr. Barile discussed the data for Valley Regional. A plan of action was discussed for both schools.

Enrollment Projections and Section Analysis
Class sizes are in policy guidelines. Dr. Gbunblee discussed averages class size at Valley Regional. Staffing was reviewed. This will be reviewed during the budget process. Members should review the information and send questions to Mr. White.

Presentation of Proposed Strategic Priorities
Mr. White discussed the Strategic Priorities developed at the Joint Board retreat. All Boards will have this information presented to them in their individual meetings. Please contact Mr. White if you have questions or comments. This is a baseline year as we emerge from the pandemic. Discussion held regarding next steps for the process.

Presentation of 2020-21 Performance Profile Reports for JWMS and VRHS
Ms. Brzozowy highlighted data. The Accountability Matrix will be reviewed further. Please contact her with any questions.

Possible VOTE to accept a Donation of $500 from VRHS Class of 1982 to be Used at the Discretion of Administration to Support Region 4 Athletics Programs at Either School
Upon a motion made by Lon Seidman and seconded by Jennifer Clark the Region 4 Board of Education unanimously **VOTED** to accept the donation of $500 from VRHS Class of 1982 to be used at the discretion of the administration to support Region 4 athletics programs at either school.

Technology Lease
Discussed previously

Committee Reports
No Committee Report updates at this time

Other Committee Reports
No Discussion

Discussion Regarding any Pending Policy for all BOE's
None to Discuss this Evening

PUBLIC COMMENT
No Comment

EXECUTIVE SESSION
No session needed

FUTURE AGENDA ITEMS
- Joint BOE Meeting Thursday, December 1, 2022 at 7pm
- Region 4 Special Meeting for Presentation of 2021-22 Audit Report Monday December 12, 2022 immediately following 6:00pm Presentation of Supervision District Audit Report @JWMS Library
- Regular Region 4 BOE Meeting Thursday, January 5, 2023 @7:00pm
- Joint BOE Retreat – Saturday January 21, 2023 from 9:00am-Noon @JWMS Library

ADJOURNMENT
On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 9:26p.m.

Respectfully Submitted,

(Kelley Frazier, Substitute Clerk)

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

Sarah Smalley
Director of Pupil Services
ssmalley@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 13, 2022

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 2023-2024 – Region 4
Average Daily Membership for Budget Year 2023-2024 – 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 2023-2024 are based on the October 1, 2022 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 2023-2024
Based on October 1 2022 State Reporting

REGION 4

JWMS

Grade	Chester	Deep River	Essex	Total
7th	25	44	44	113
8th	29	49	47	125
School Total*	54	93	91	238
Magnet	-	-	-	-
JWMS ADM TOTAL	54	93	91	238

Valley

Grade	Chester	Deep River	Essex	Total
9th	23	34	52	109
10th	26	43	44	113
11th	30	56	56	142
12th	36	50	60	146
School Total*	115	183	212	510
Magnet	2	-	1	3
VoAg	-	2	-	2
VALLEY ADM TOTAL	117	185	213	515
R4 ADM GRAND TOTAL	**171**	**278**	**304**	**753**

R4 ADM ALLOCATION	Chester	Deep River	Essex	Total
2023-2024 R4 ADM	**22.71%**	**36.92%**	**40.37%**	**100.00%**
2022-2023 R4 ADM	23.30%	35.07%	41.63%	100.00%
Change over prior year	**-0.59%**	**1.85%**	**-1.26%**	

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

AVERAGE DAILY MEMBERSHIP
FOR BUDGET YEAR 2023-2024
Based on October 1 2022 State Reporting

SUPERVISION DISTRICT

Grade*	Chester	Deep River	Essex	Total
Pre-K	10	8	14	32
Kindergarten	32	29	35	96
1st	34	31	33	98
2nd	27	26	35	88
3rd	37	29	40	106
4th	26	24	42	92
5th	36	22	39	97
6th	30	37	42	109
School Total*	232	206	280	718
PK - 6 ADM TOTAL	**232**	**206**	**280**	**718**

	Chester	Deep River	Essex	Total
Oct 1 2022 total count	232	206	280	718
2023-2024 Budget ADM 3-way	**32.31%**	**28.69%**	**39.00%**	**100.00%**
2022-2023 Budget ADM 3-way	30.63%	30.21%	39.16%	100.00%
Change over prior year	**1.68%**	**-1.52%**	**-0.16%**	

	Chester	Deep River	Essex	R4	Total
Oct 1 2022 total count	232	206	280	753	1,471
2023-2024 Budget ADM 4-way	**15.77%**	**14.00%**	**19.03%**	**51.19%**	**100.00%**
2022-2023 Budget ADM 3-way	14.23%	14.04%	18.19%	53.54%	100.00%
Change over prior year	**1.54%**	**-0.04%**	**0.84%**	**-2.35%**	

*Grade and school totals include OOD placements, exclude non-resident tuition students

Regional School District No. 4
Snowplow Removal RFP Bid Tabulation
Nov 3, 2022

Giroux Landscaping - Year 1

Bid Form A	Cost		Est # Storms	Extended Cost		Bid Form B (All-Inclusive)
1" - 3"	$	2,000.00	4	$	8,000.00	
3" - 6"	$	3,500.00	3	$	10,500.00	
6" - 9"	$	5,000.00	3	$	15,000.00	
9" +	$	6,500.00	3	$	19,500.00	
Salt / Sand	$	350.00	30	$	10,500.00	
TOTAL ESTIMATED COST - Bid Form A				**$ 63,500.00**		**$ 54,000.00**

Giroux Landscaping - Year 2

Bid Form A	Cost		Est # Storms	Extended Cost		Bid Form B (All-Inclusive)
1" - 3"	$	2,060.00	4	$	8,240.00	
3" - 6"	$	3,605.00	3	$	10,815.00	
6" - 9"	$	5,150.00	3	$	15,450.00	
9" +	$	6,695.00	3	$	20,085.00	
Salt / Sand	$	361.00	30	$	10,830.00	
TOTAL ESTIMATED COST - Bid Form A				**$ 65,420.00**		**$ 56,700.00**

Giroux Landscaping - Year 3

Bid Form A	Cost		Est # Storms	Extended Cost		Bid Form B (All-Inclusive)
1" - 3"	$	2,122.00	4	$	8,488.00	
3" - 6"	$	3,713.00	3	$	11,139.00	
6" - 9"	$	5,305.00	3	$	15,915.00	
9" +	$	6,896.00	3	$	20,688.00	
Salt / Sand	$	372.00	30	$	11,160.00	
TOTAL ESTIMATED COST - Bid Form A				**$ 67,390.00**		**$ 59,500.00**

Riggio & Sons - Year 1

| Bid Form A	Cost		Est # Storms	Extended Cost		Bid Form B (All-Inclusive)
1" - 3"	$	3,920.00	4	$	15,680.00	
3" - 6"	$	3,920.00	3	$	11,760.00	
6" - 9"	$	5,280.00	3	$	15,840.00	
9" +	$	6,640.00	3	$	19,920.00	
Salt / Sand	$	84.00	30	$	2,520.00	
TOTAL ESTIMATED COST - Bid Form A				**$ 65,720.00**		**N/A**

High Stakes Student Achievement 2022

Points of Consideration

- 2022 was the first year that the test was administered to students in Connecticut in a fully in-person format since 2019
- Smarter Balanced scores should be viewed as only one measure of a child's knowledge and skills.
- During the 2020-2021 school year, state assessments were administered in a hybrid format, yielding a different set of performance analyses.
- Because of this variance around testing over the last three years, it is unreliable to make year to year comparisons
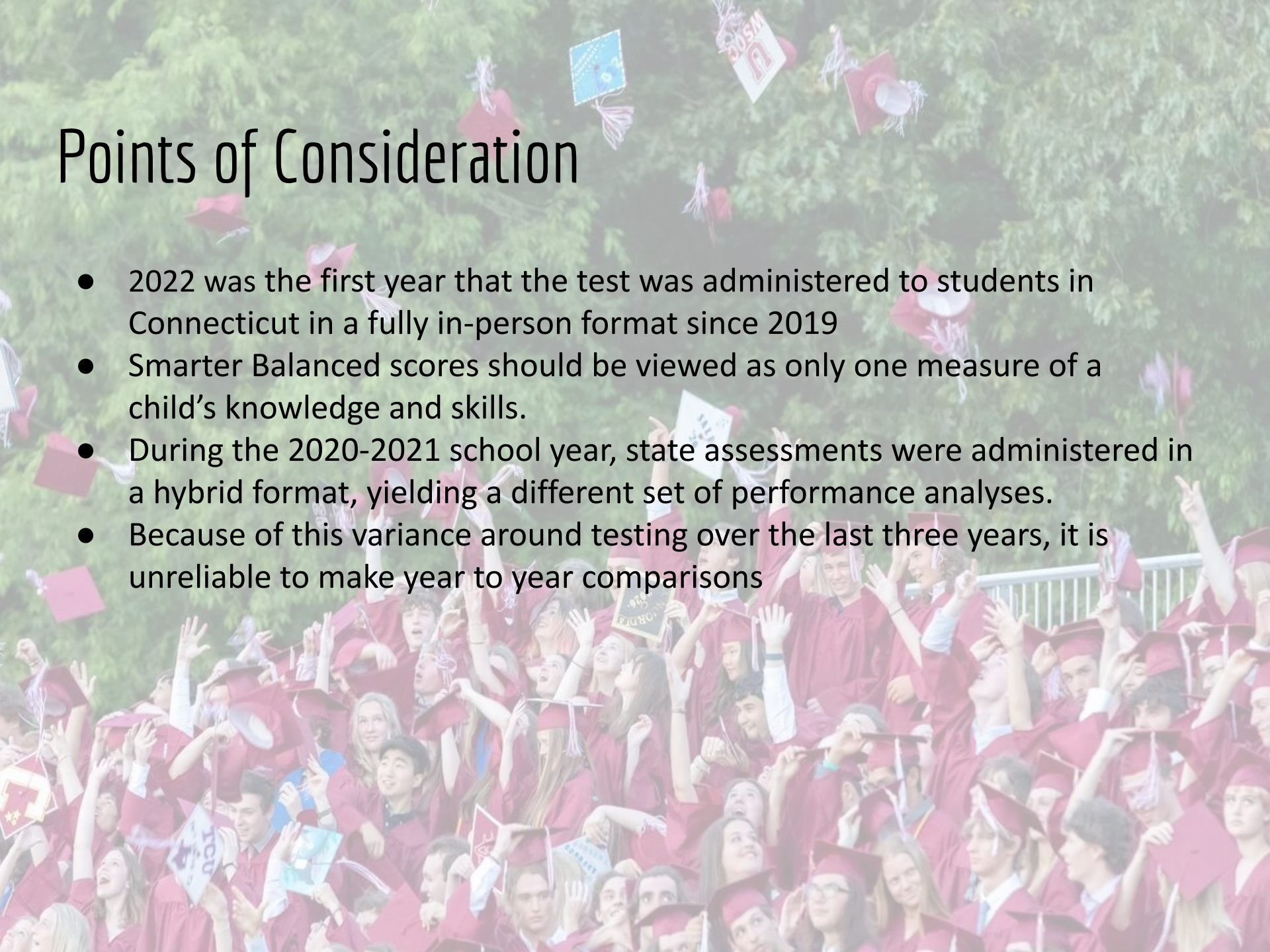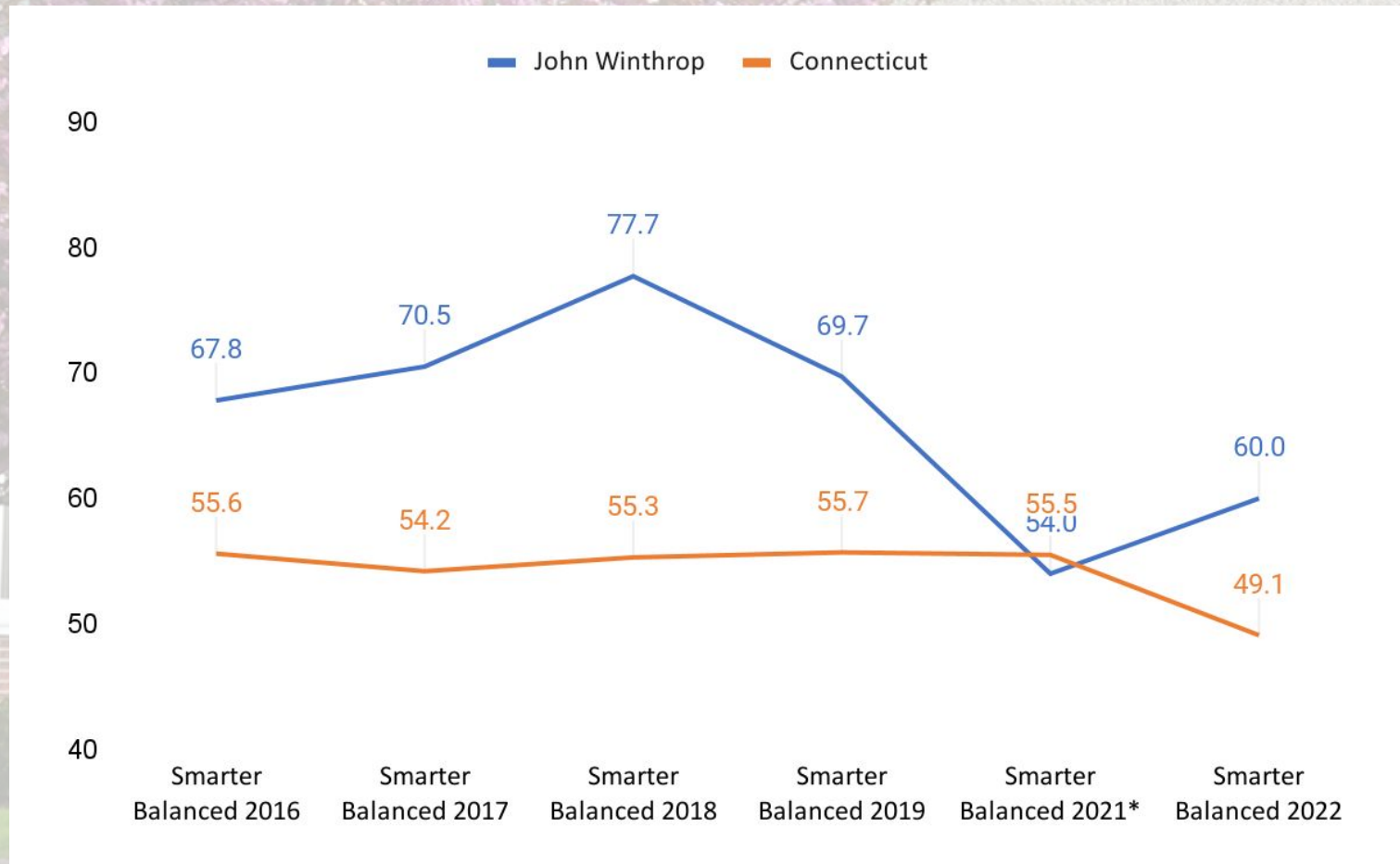
John Winthrop Middle School

John Winthrop- ELA Performance vs CT

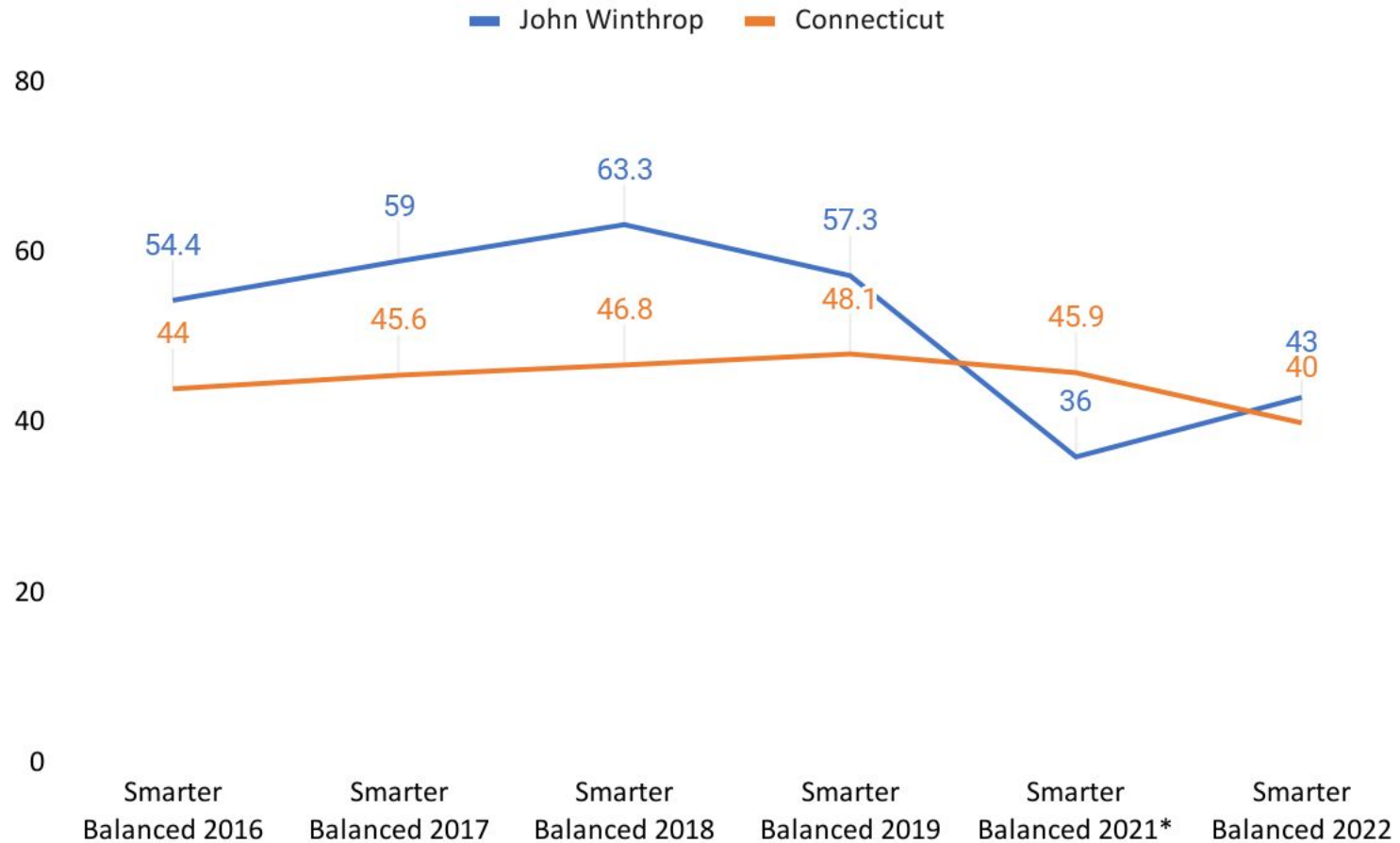John Winthrop — Connecticut

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021*	Smarter Balanced 2022
John Winthrop	67.8	70.5	77.7	69.7	54.0	60.0
Connecticut	55.6	54.2	55.3	55.7	55.5	49.1

John Winthrop- ELA Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 7	60.3%	73.0%	75.6%	68.8%	53.0%	63.0%
Grade 8	74.5%	67.5%	79.3%	70.7%	56.0%	56.0%
School	67.8%	70.5%	77.7%	69.7%	54.0%	60.0%

John Winthrop- Math Performance vs CT

John Winthrop- Math Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 7	52.7%	60.6%	68.7%	52.5%	41.0%	48.0%
Grade 8	55.9%	57.0%	59.2%	62.4%	31.0%	37.0%
School	54.4%	59.0%	63.3%	57.3%	36.0%	43.0%

Plan of Action- John Winthrop Middle School

- Vertical conversations between Math teachers in Grades 5-9 throughout the year
- Mathematics curriculum enhancements and writing during the Summer 2022 with grades 7-9
- Plan for intervention in mathematics at John Winthrop
  - Review of student performance on Smarter Balanced
  - Analysis of performance on Focus IABs as interim assessments
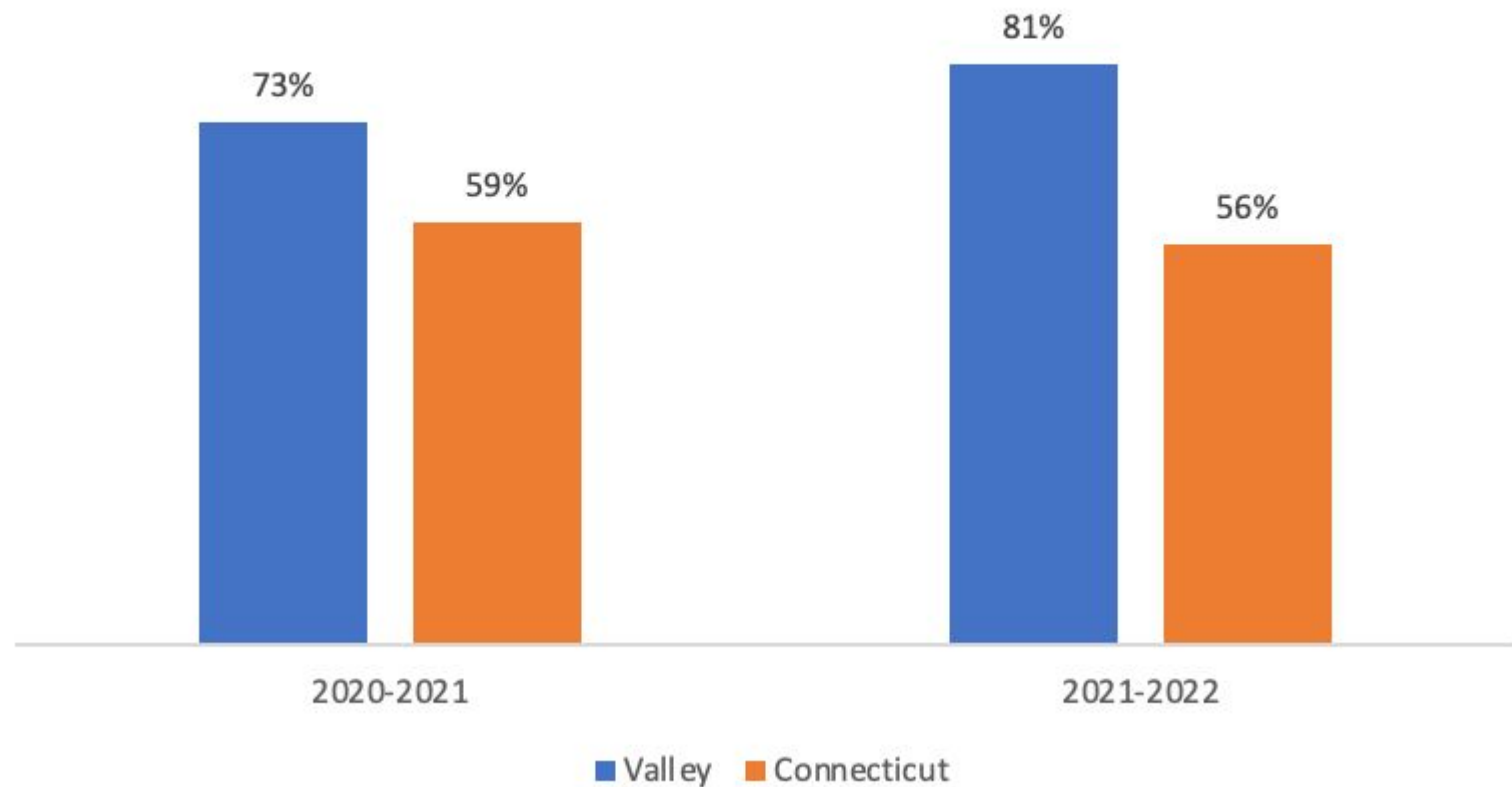- Leverage ENCORE block to provide intervention to students
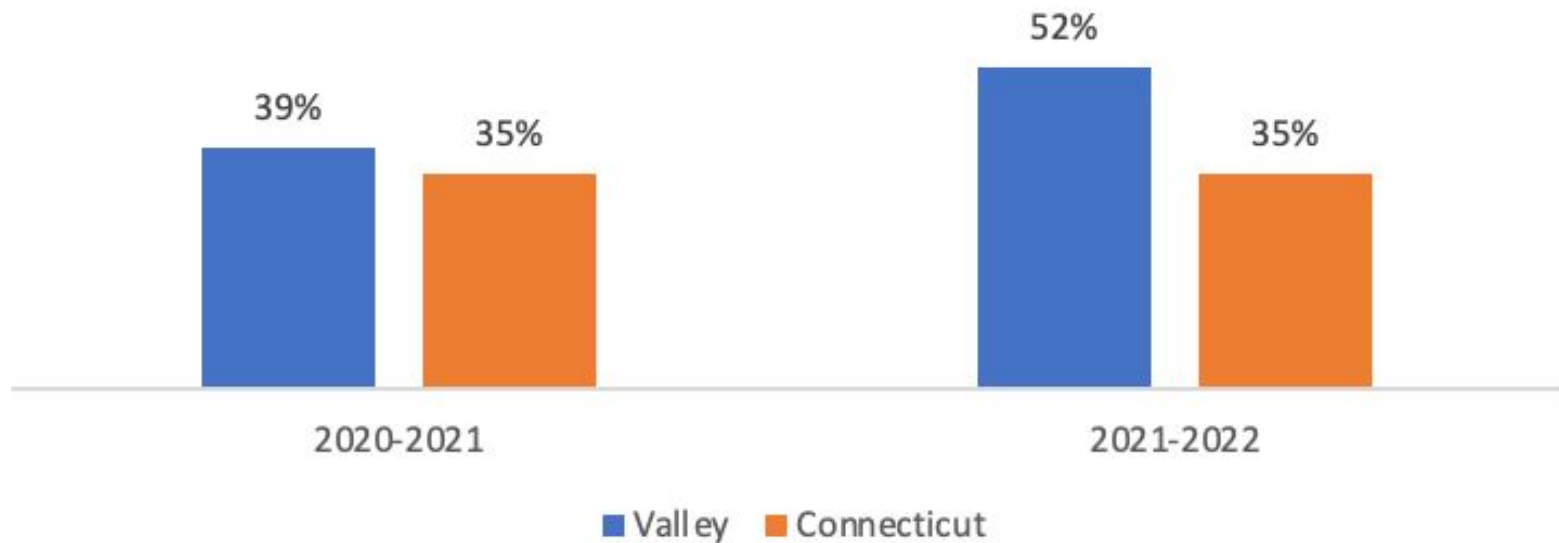- Targeted intervention to both Mathematics and ELA students

SAT Performance- EBRW
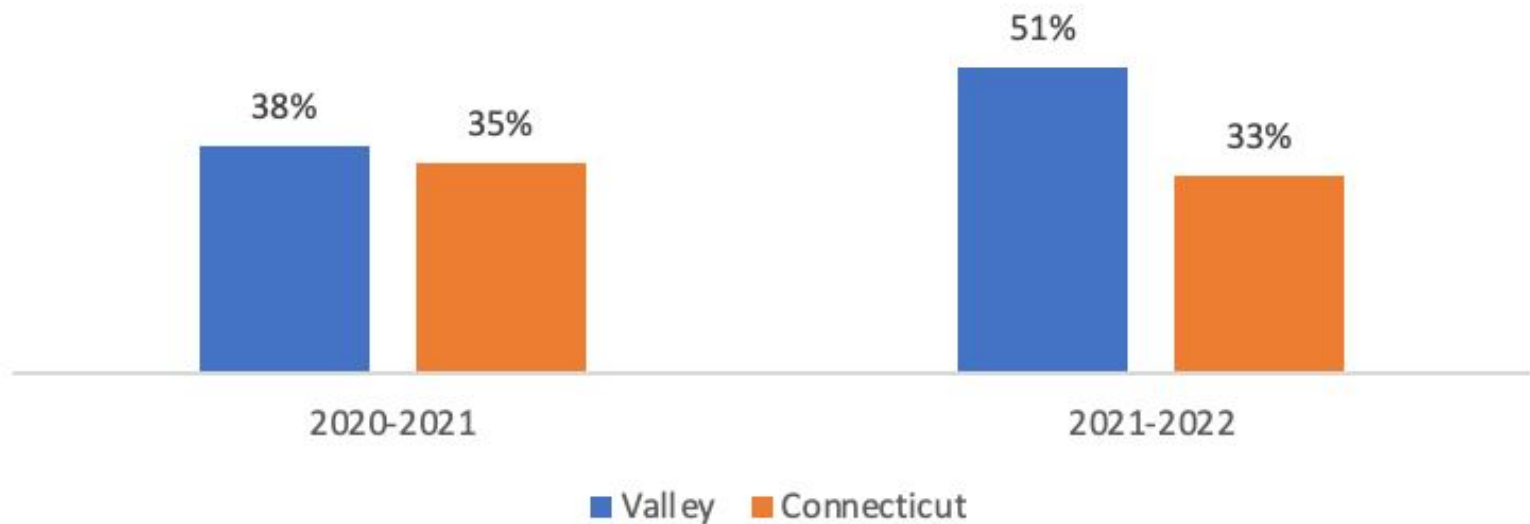

Percent of Students Meeting SAT EBRW Benchmark

SAT Performance- Math

Percent of Students Meeting SAT Math Benchmark

- 2020-2021: Valley 39%, Connecticut 35%
- 2021-2022: Valley 52%, Connecticut 35%

Legend: Valley, Connecticut

SAT Performance

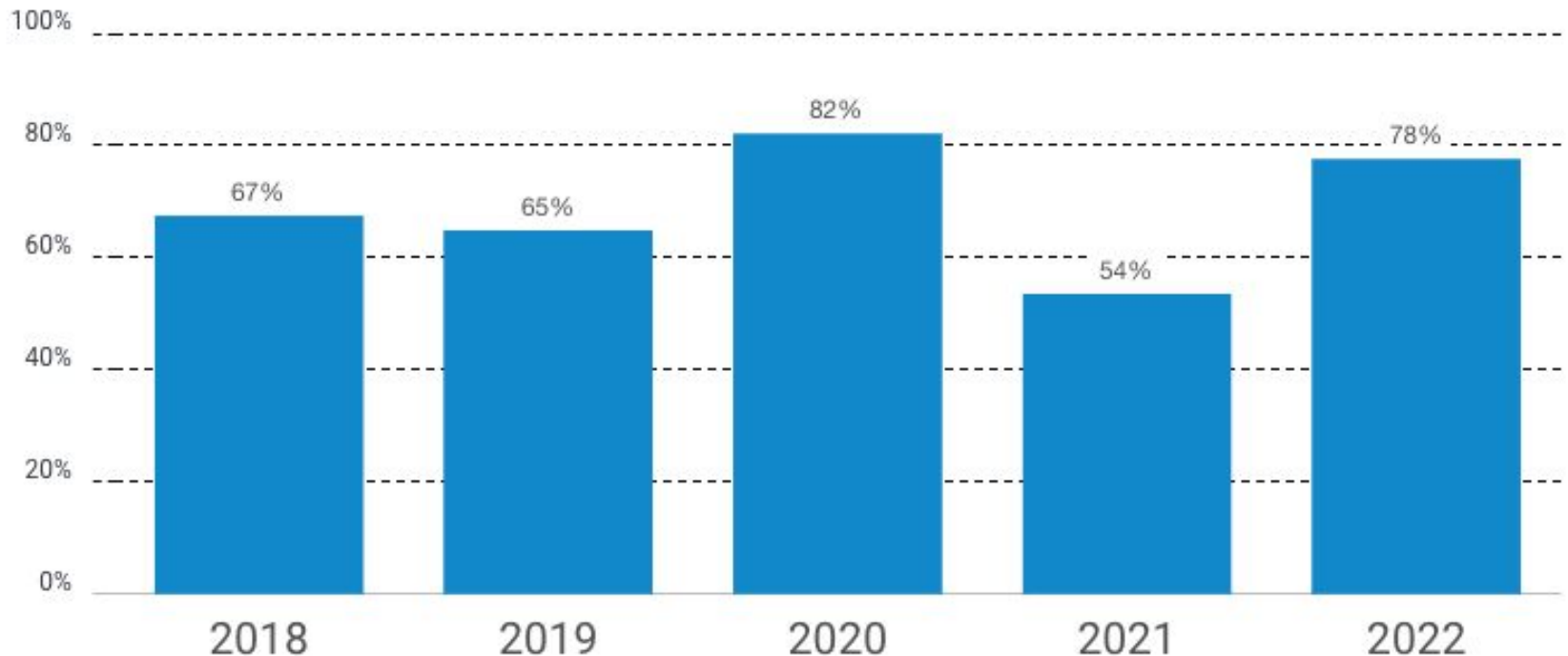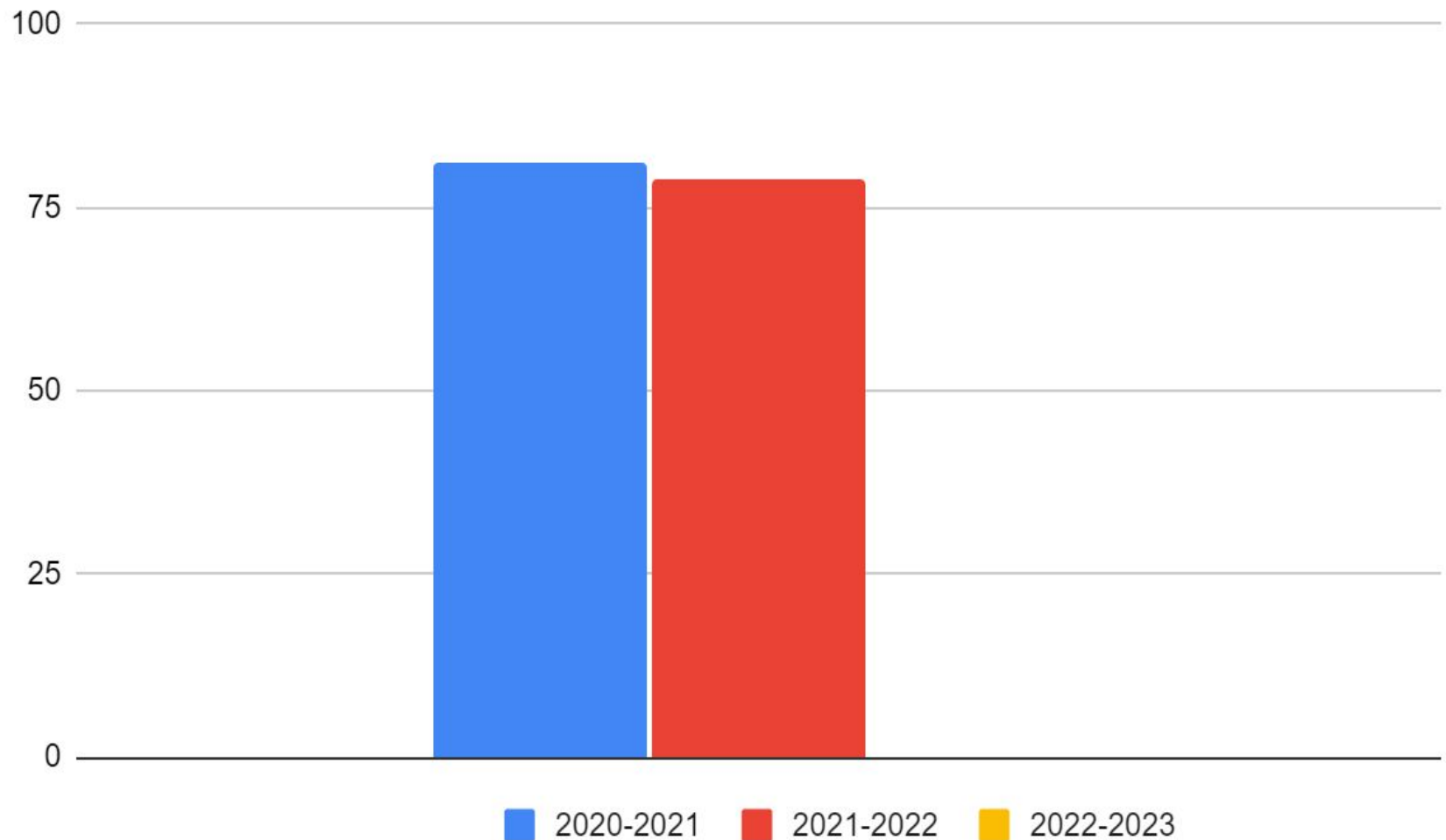Percent of Students Meeting Both SAT Benchmarks

Advanced Placement (AP)
Valley Regional High School

% OF TOTAL AP STUDENTS WITH SCORES 3+

International Baccalaureate (IB)
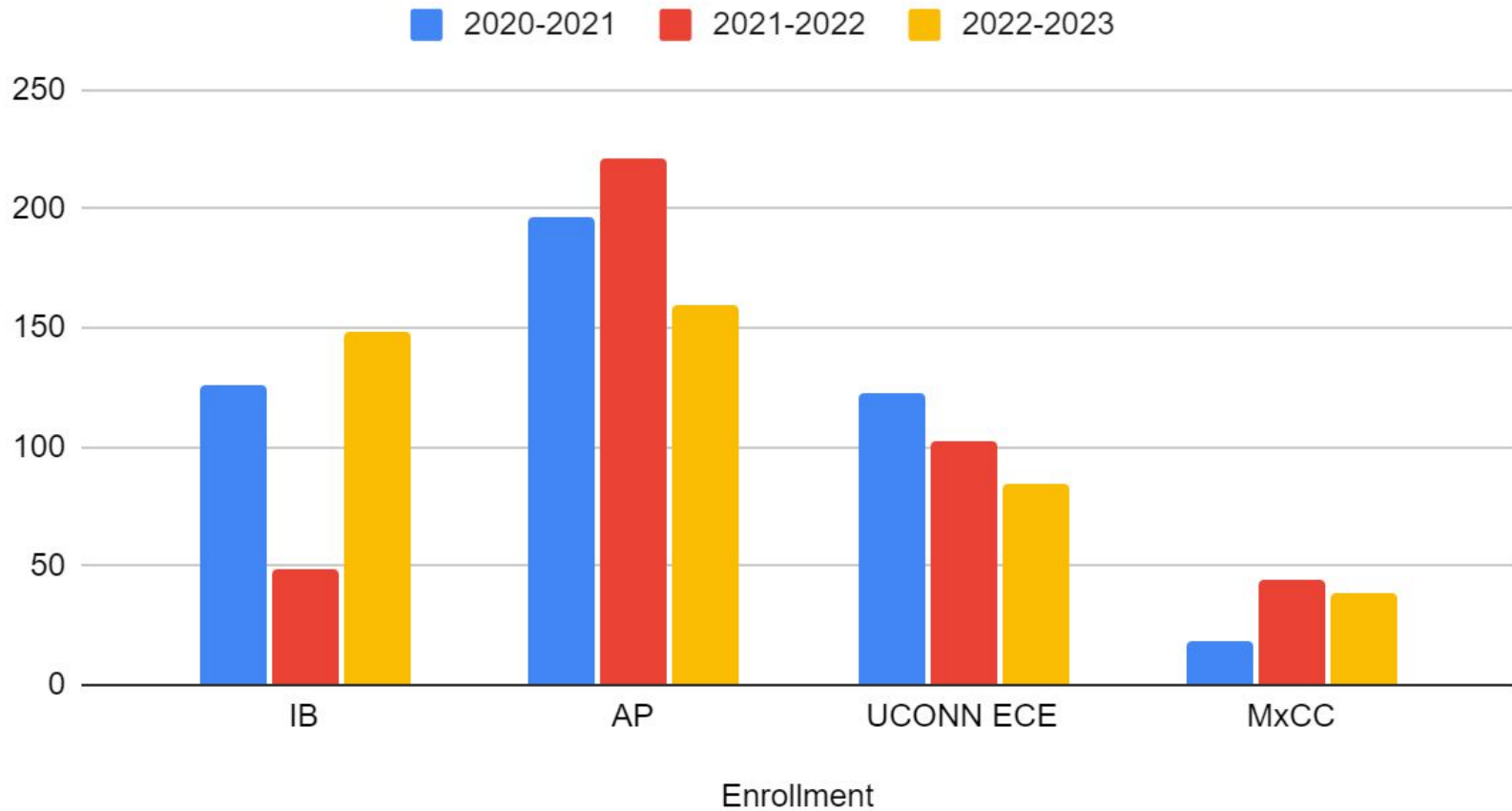

International Baccalaureate (IB) Pass Rate

Legend: 2020-2021, 2021-2022, 2022-2023

College Course Exams Taken & Pass Rate

Program	2020-2021		2021-2022		2022-2023	
	Exams Taken	Pass Rate	Exams Taken	Pass Rate	Exams Taken	Pass Rate
IB	126	81%	51	79%	148	May '23
AP	197	54%	221	78%	160	May '23
UConn ECE	123	98%	102	98%	85	May '23
MxCC	18	94%	44	100%	39	May '23
Totals	464		416		432	

College Course Exams Taken

Number of Exams Administered

Legend: 2020-2021 (blue), 2021-2022 (red), 2022-2023 (yellow)

Enrollment categories: IB, AP, UCONN ECE, MxCC

College Course Exam Pass Rate
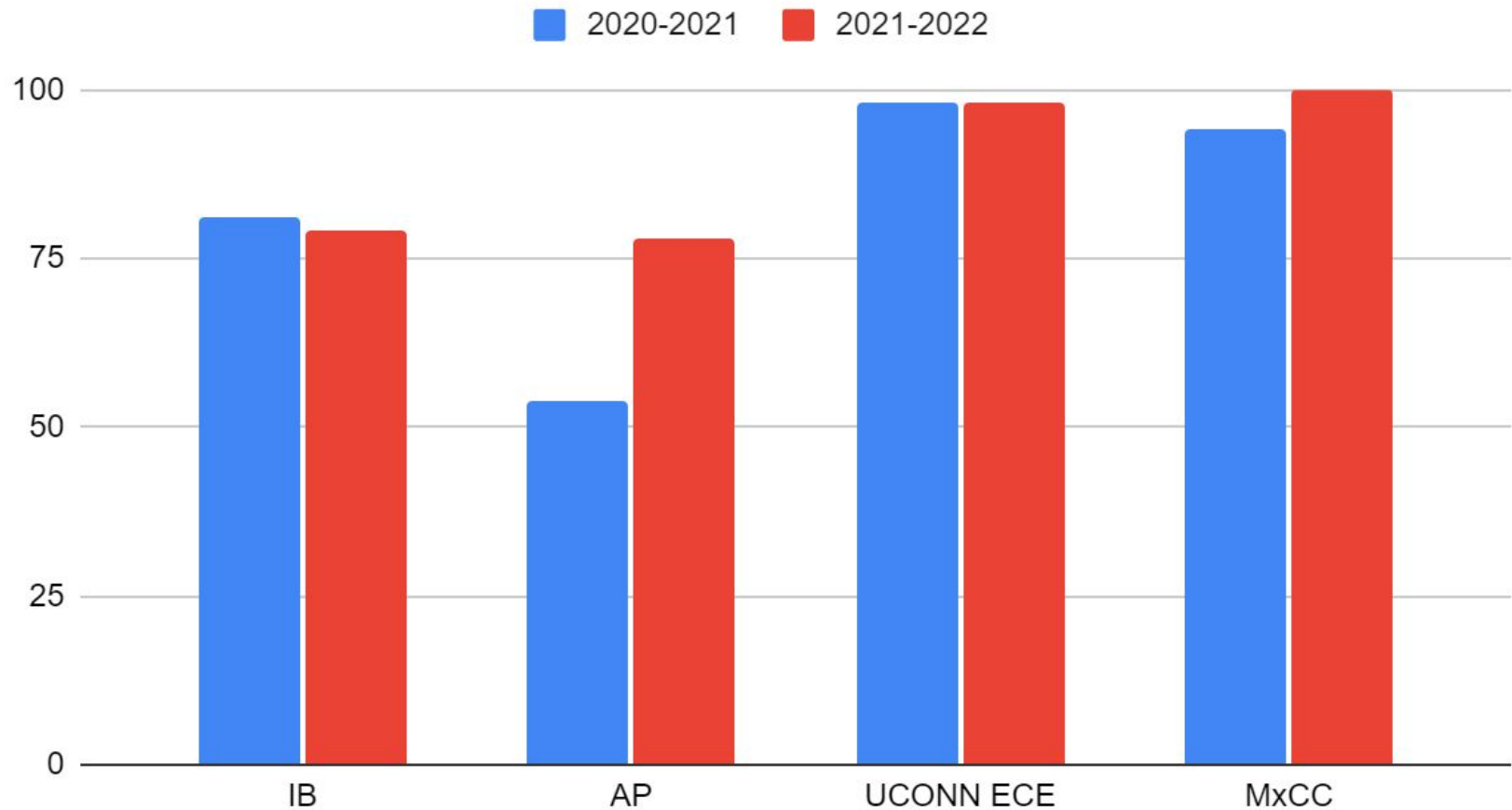
Plan of Action- Valley Regional High School

- Provide opportunities for enrichment and intervention to students
- Incorporate the IB learner profile throughout all classes and high yield instructional strategies into lessons
- Review student performance on PSATs for instructional planning
- Utilize common planning time to create specific student goals
- Leverage Flex block to provide SAT Prep to students
- Targeted intervention to both Mathematics and ELA students using SRBI process and tutors
- Continue to provide targeted professional development opportunities to staff

Thank You

Staffing Levels and Class Sizes at Valley Regional High School

Dr. Sarah Brzozowy, Assistant Superintendent
Mike Barile, Valley Regional Principal
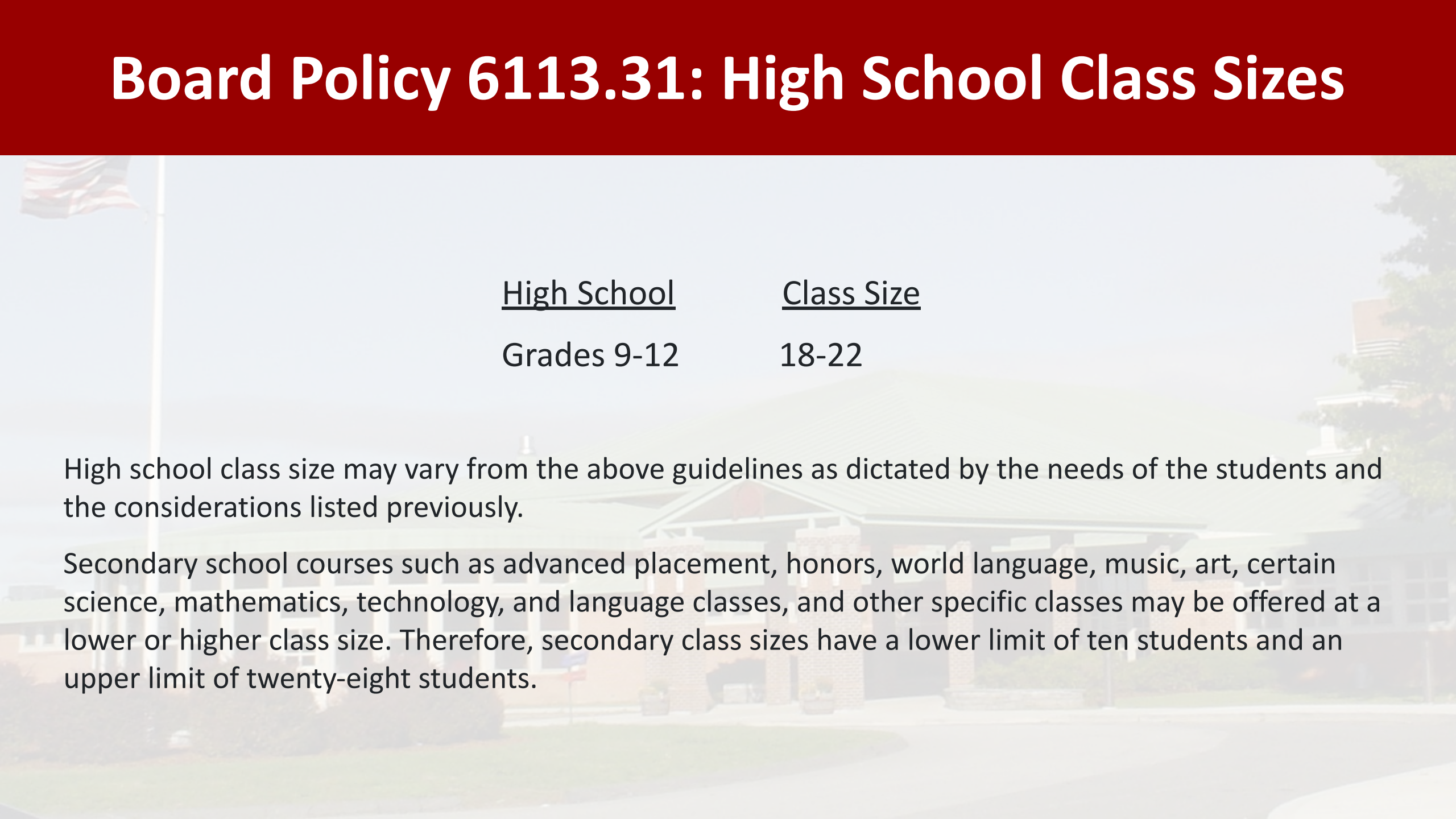**Dr. Carolyn Gbunblee, Valley Regional Associate Principal**

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

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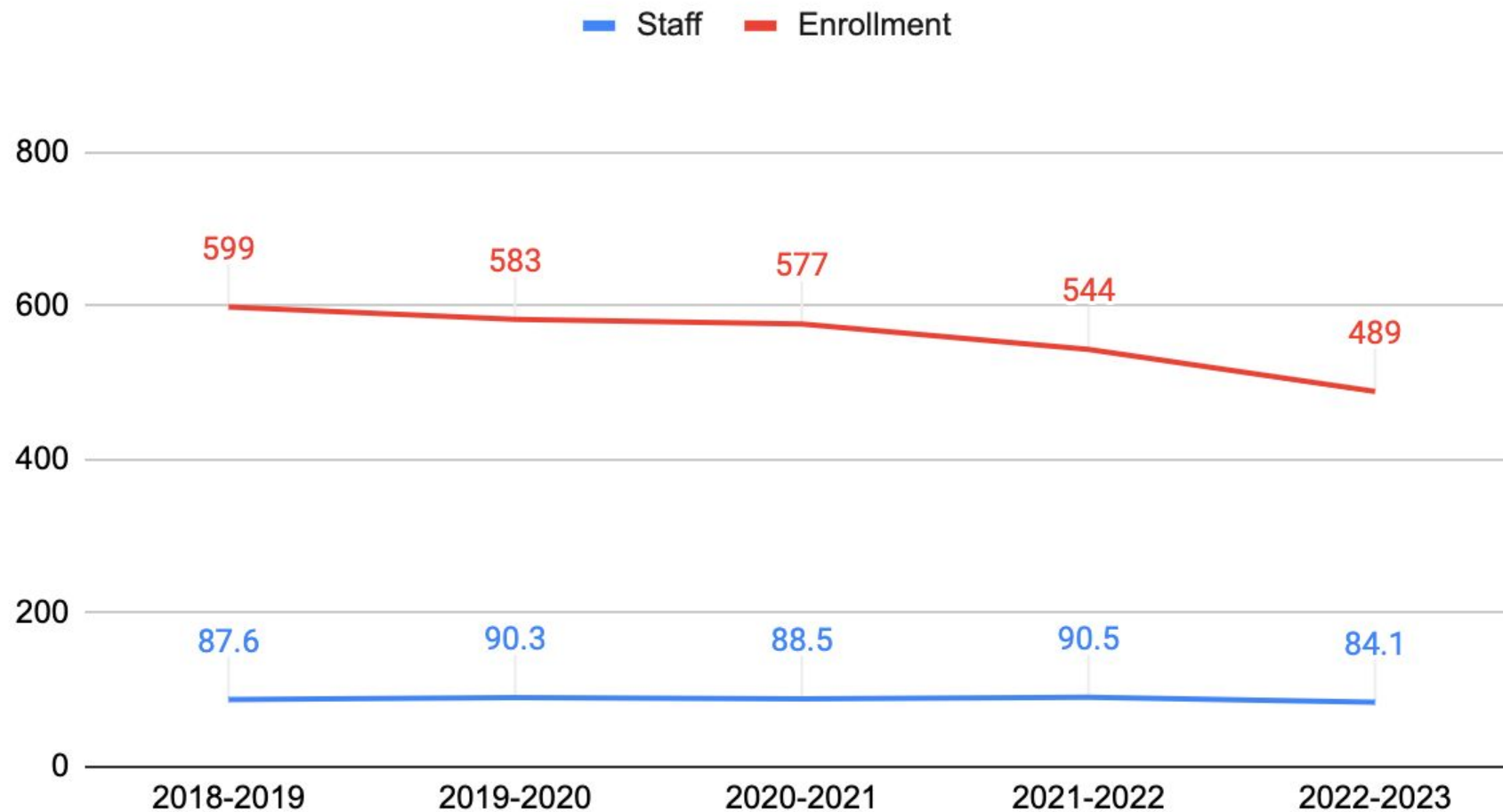
Current Enrollment (October 1 Reporting): Valley Regional High School

	Enrollment	Average Class Size
9th Grade	109	
10th Grade	112	
11th Grade	141	15
12th Grade	127	

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

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	29	18.4	5.8	2	0
Social Studies	32	19	6	0	0
Mathematics	24	18.2	5	2	0
Science	32	15.7	6	4	0
World Language	15	16.7	4	3	0

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	26	19.6	2.8	1	3
Art	19	10.7	2	11	0
Music	9	13.9	1.5	6	1
Tech Ed	27	10.6	3	9	0
Business	8	13	2	3	0
FACS	10	14.6	1	1	0

Projected Enrollment (2023-2024)

|	Enrollment	Average Class Size* based on current staffing levels
9th Grade	116 (+7)	15
10th Grade	110 (-2)	
11th Grade	114 (-27)	
12th Grade	140 (+13)	

Current Section Analysis

- Total Sections at Valley = 273

- Sections with 1-9 students = 68

- Sections with 10-23 students = 170

- Sections with 24 Students- 10

- Sections "over" range (25+ students)= 25

- *Numbers provide Co-Seated classes and Department-assigned staff information*
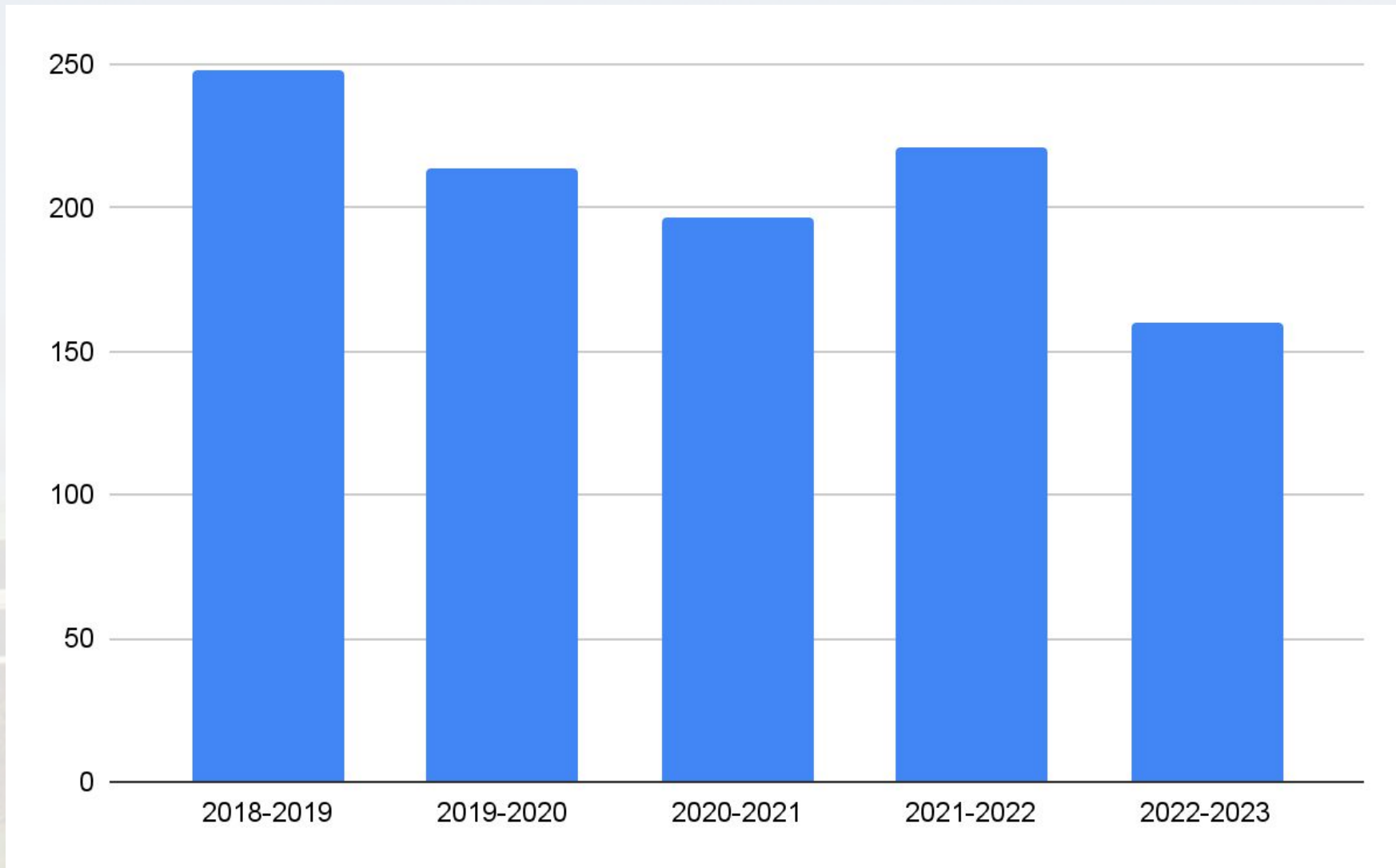
Section Analysis by Content Area- IB

Content Area	Number of Sections Offered	Average Class Size	Number of Teachers	Sections below 10 students	Sections Above 24 students
Core	2	22	1	0	0
ELA	2	22	1	0	0
Math	4	12	2	1	0
Science	1	20	1	0	0
Social Studies	4	18	2	0	0
Spanish	2	17.5	1	0	1
French	2	12.5	1	1	0
Business	2	8	1	1	0
Art	1	11	1	1	0
Music	1	3 (co-sat)	1	0	0

3 Year Enrollment History- IB Courses
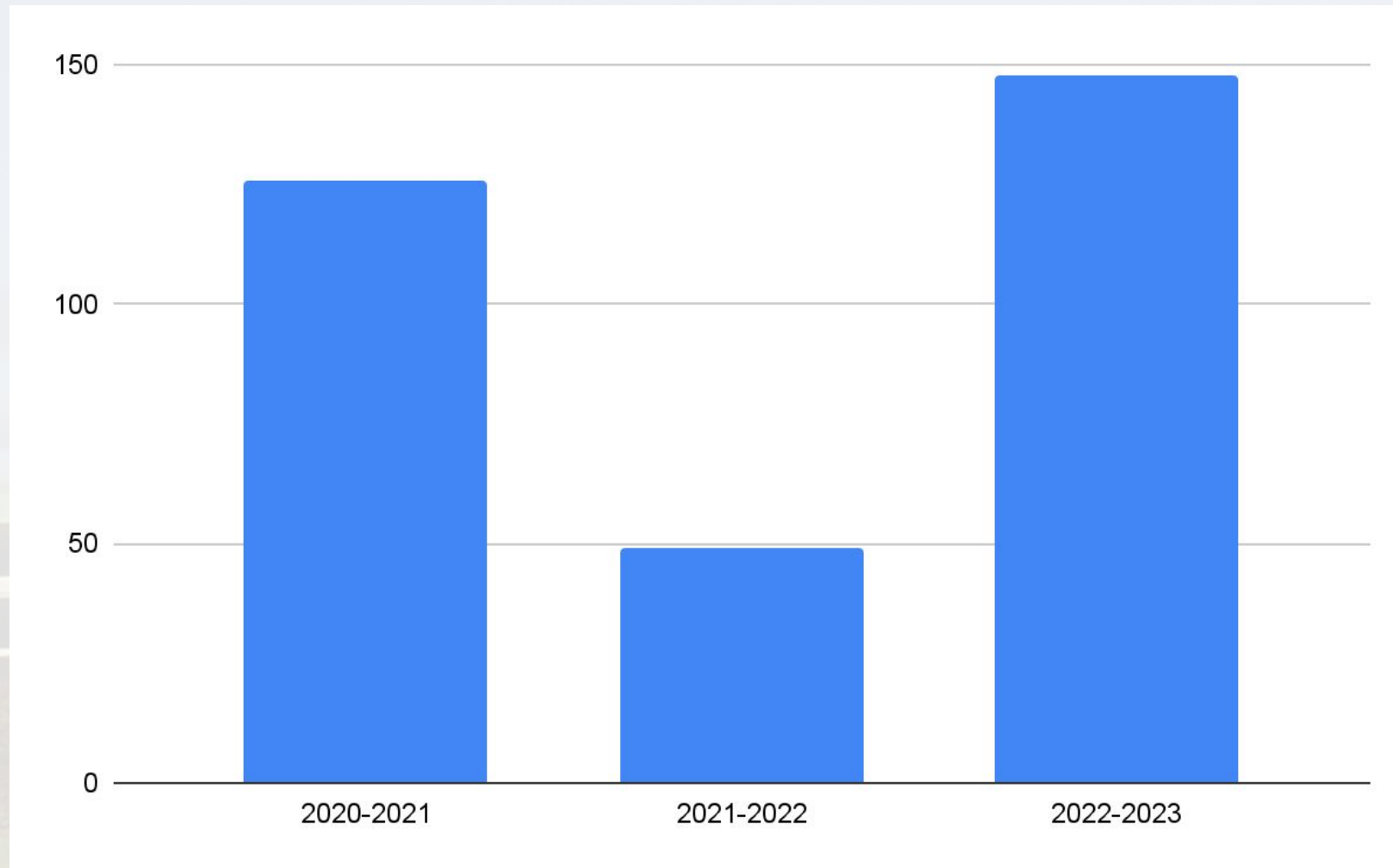
5 Year Enrollment- AP Courses

Section Analysis by Content Area- AP

Content Area	Number of Sections Offered	Average Class Size	Number of Teachers	Sections below 10 students	Sections Above 24 students
Biology	1	20	1	0	0
Calculus BC	1	12	1	0	0
English Lit/Comp	5	19.2	3	0	0
Music Theory	1	7	1	1	0
Spanish	1	3	1	1	0
Statistics	1	28	1	0	0
U.S. History	1	13	1	0	0

2022-2023 Section Analysis by Content Area

Content Area	Number of Teachers 2022-2023	Number of Sections w/Current Staffing	Average Class Size
English	5.8	29	18.4
Social Studies	6	38	19.6
Mathematics	5	24	18.2
Science	6	32	15.7
World Language	4	19	16.5

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	489	3.0 (AD = 1.0)	7.0	39.5	8.0	15	11.6	84.1
Change	-98	+1	+1.8	-2.7	+1	+4.5	-9.2	-3.6
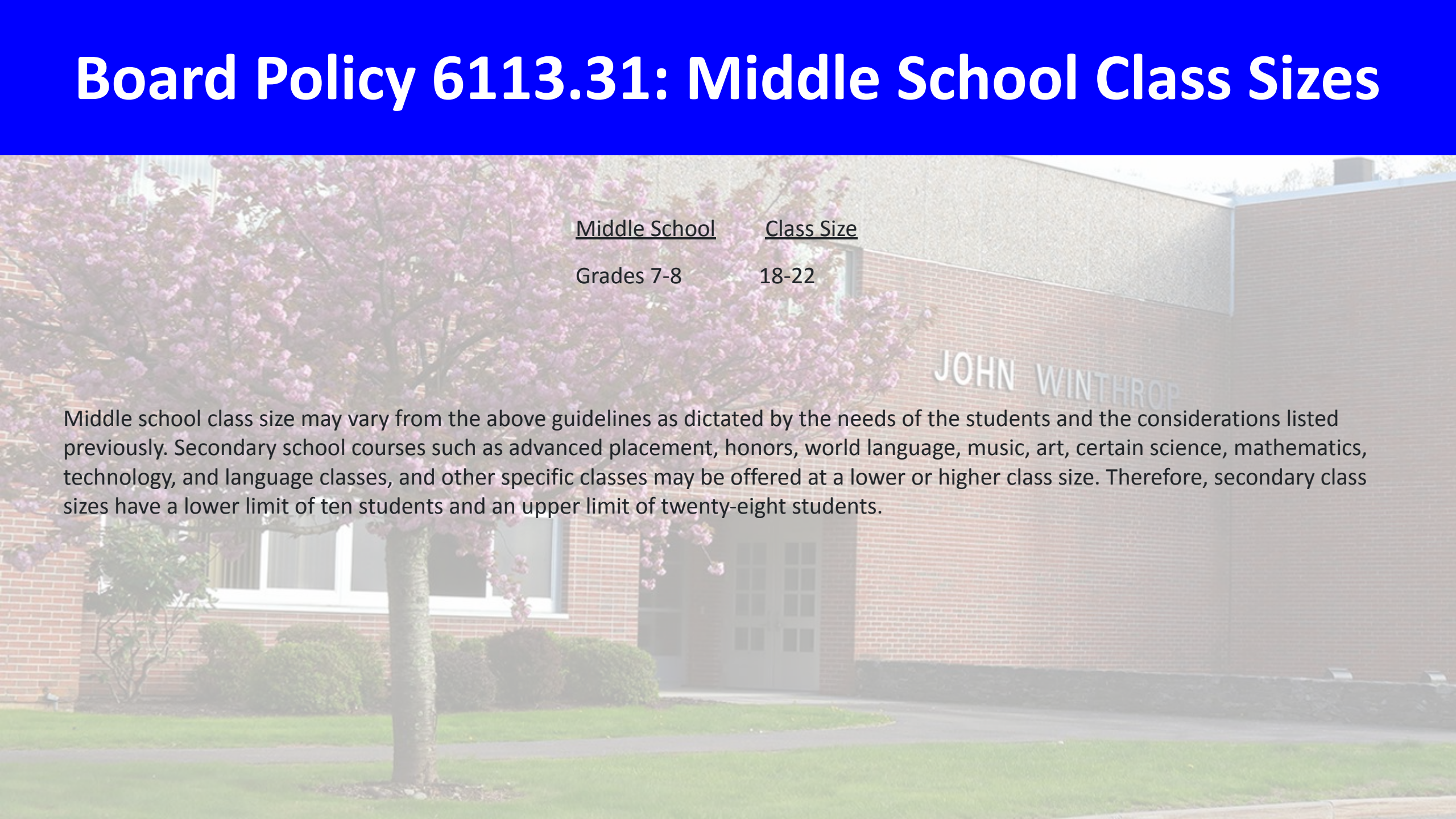
Staffing Levels and Class Sizes at John Winthrop Middle School

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

Board Policy 6113.31: Middle School Class Sizes

Middle School	Class Size
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
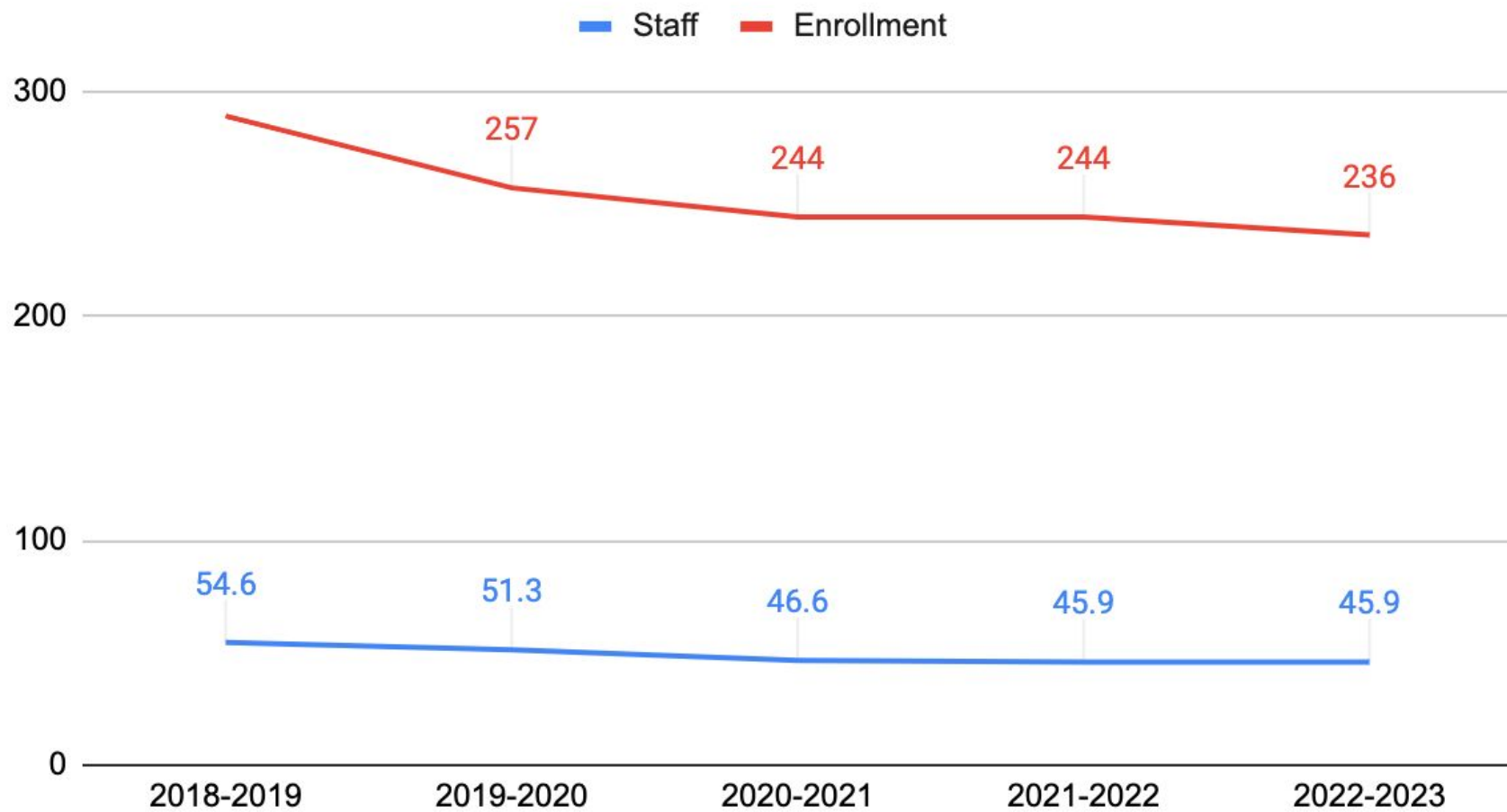
Current Enrollment (10/1/2022)
John Winthrop Middle School

	Enrollment	Average Class Size (Core Classes)
7th Grade	113	22.8
8th Grade	123	24.1

It is important to note:
Physical Education classes are up to 34 students
Health classes (7th grade) are up to 30 with an average of 29

Projected Enrollment (2022-2023)

	Enrollment	Average Class Size* Current Staffing Levels
7th Grade	112	22
8th Grade	116	23

Core Content Classes- Grade 7

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Mathematics	5	78	12	18	15.4	18-22
Pre-Algebra +	2	35	19	17	18	18-22
Social Studies	5	113	11	27	22	18-22
Science	5	113	17	26	22	18-22
Language Arts	5	113	16	26	22	18-22

World Language Classes- Grade 7

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Spanish 7	4	68	25	16	19.5	18-22
French 7	3	36	15	13	12	18-22

Core Content Classes- Grade 8

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Pre-Algebra	5	78	12	26	18.6	18-22
Algebra	2	28	13	15	14	18-22
Social Studies	5	120	15	29	25	18-22
Science	5	120	15	29	25	18-22
Language Arts	5	120	20	29	25	18-22

World Language Classes- Grade 8

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Spanish 8	4	72	26	22	24	18-22
French 8	2	47	22	25	23.5	18-22

Unified Arts/Specialists Classes

Course	# Classes	Total Enrollment	Max.	Min.	Average	Recommended Range
Art 7	8	111	17	10	13.8	18-22
Art 8	6	94	11	22	15.6	18-22
Computers 7	8	114	11	18	14.2	18-22
Computers 8	6	63	18	7	10.5	18-22
Life Manag. 7	8	112	15	13	14	18-22
Life Manag. 8	4	97	29	20	24.3	18-22
General Music 7	4	62	36	12	15.5	18-22
Band 7	1	36	36	36	36	18-22
Chorus 7	1	29	29	29	29	18-22
Band 8 (Full and Half Year)	2	21	17	4	NA	18-22
Chorus 8 (Full and Half Year)	2	32	24	8	NA	18-22
PE 7	4	113	34	25	28.25	18-22
PE 8	5	123	39	21	30	18-22
Health 7	4	113	30	27	29	18-22
Health 8		Not Offered				
Tech Ed 7	8	113	17	11	14	18-22
Tech Ed 8	3	28	10	9	9.5	18-22

Tech Ed Life Management are both .8 positions

Health 7 is a .2 position at JW

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
Change	-91	-.4	0	-9.2	-2.2	-.6	-3.7	-16.1

Questions?

5 Year Strategic Planning Process

Chester, Deep River, Essex and Region 4 Schools

Fall 2022

Strategic Planning Considerations

- The BOE strategic priorities should recognize and honor the current work and strengths of our districts.
- The strategic priorities should build on existing efforts ensuring continuity in teaching and learning practices for students and faculty.
- Strategic priorities should support increased coherence among individual districts.
- Strategic priorities should provide clear throughlines for district initiatives, while providing autonomy at the school level to address local needs and concerns.

Strategic Priority Development

Identified Strategic Priorities

Teaching and Learning

Climate and Culture

Finance and Operations

Strategic Priority #1: Teaching and Learning

To provide each student with high quality classroom instruction to promote successful student outcomes.

High Leverage Strategies

- Provide a standards aligned curriculum in all grades Pre-K - 12
- Operationalize a unified focus – Pre-K to 12 – on critical and creative thinking for solving difficult problems and to focus and align the districts' goal setting processes with these priorities across towns, building and grades.
- Utilize school, district,and state data to create meaningful instructional opportunities for each learner.
- To ensure equal access to intervention and enrichment opportunities for all students.

Strategic Priority #1: Teaching and Learning

To provide each student with high quality classroom instruction to promote successful student outcomes.

High Leverage Strategies

- Develop district-wide approach to implementing best instructional practices for all grades Pre-K -12.
- Implement a universal screening assessment for Mathematics, Literacy, and Social Emotional Learning K-12).
- Develop and implement multi-tiered systems of academic support and intervention.
- Conduct and complete an audit of curriculum, instruction, and assessment practices for each grade level and content area, Pre-K -12.
- Develop and implement a 5 year curriculum cycle review.
- Develop a plan of professional development for all teachers Pre-K -12 to support best instructional practices.

Strategic Priority #1: Teaching and Learning

To provide each student high quality classroom instruction to promote successful student outcomes.

Measures of Success

- SBAC (Grades, 3-8)
- SAT (Grades 11)
- AP Exams
- IB Exams
- Internal Academic Assessments
- College/Career Readiness
- High School Graduation Rate

Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning where every child is successful.

High Leverage Strategies

- Develop Communication Plan
- To celebrate all student accomplishments in all areas of education including academic, athletics, and the arts.
- To implement social emotional programming through instruction, curriculum model, instruction, and supports to ensure the safety and engagement of all students
- To engage faculty, staff, students, and families in accessible, frequent, and friendly communication
- To promote the importance of daily school attendance
- To revise and refine the Teacher Evaluation system to promote focused growth opportunities and leverage professional expertise across schools and the district
- To develop and implement Professional Development opportunities to promote growth and expertise
  - PreK-12 Behavioral Intervention Model
  -

Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning where every child is successful.

- Stakeholder surveys
- Discipline data
- Attendance data/ Chronic Absenteeism Rate
- Participation Rate for Student Recognition Programs
- Participation rates for extra-curricular spots , clubs and activities.

Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

High Leverage Strategies

- To promote efficiency, eliminate operational silos, and enhance collaborative systems across schools and boards of education.
- Develop electronic, paperless systems for central office administrative processes.
- Develop a Facilities Master Plan for all schools across our districts.
- Develop multi-year capital plans for each district to implement recommendations of 2022 building study.

Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

Measures of Success

- TBD

Next Steps for Our Strategic Planning Process

- Review Draft Strategic Priorities with all BOEs for feedback (Nov/Dec)
- Present Finalized Strategic Priorities to Joint BOE for Approval (Dec 1st)
- Joint BOE Retreat to discuss performance measure and building–based, continuous improvement planning (January 21st)
- Develop Building– Based goals and plans (Spring 2023)

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION
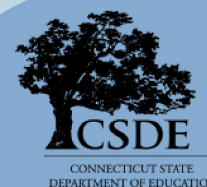
John Winthrop Middle School
Regional School District 04

860-526-9546 • http://www.reg4.k12.ct.us

School Information

Grade Range	7-8
Enrollment	241
Per Pupil Expenditures[1]	$21,511
Total Expenditures[1]	$5,528,372

[1] *Expenditure data reflect the 2019-20 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

Contents

Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the school.

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

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	113	46.9	*
Male	128	53.1	50.4
American Indian or Alaska Native	0	0.0	*
Asian	*	*	1.4
Black or African American	*	*	*
Hispanic or Latino of any race	23	9.5	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	8	3.3	3.0
White	205	85.1	89.1
English Learners	*	*	0.8
Eligible for Free or Reduced-Price Meals	65	27.0	22.4
Students with Disabilities[2]	46	19.1	20.4

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

[2] 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[3]		Suspension/Expulsion[4]	
	Count	Rate (%)	Count	Rate (%)
Female	9	7.8	*	*
Male	19	14.8	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	23	11.3	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	14	21.9	*	*
Students with Disabilities	7	14.6	0	0.0
School	28	11.5	*	*
District		12.8		2.5

Number of students in 2019-20 qualified as truant under state statute: 6

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[3] 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.

[4] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	0.9
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	9.5
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	3.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	9.3

Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	3.4	1.2
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	0	0.0	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	28	96.6	97.7

Classroom Teacher Attendance, 2019-20

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.5	7.3

[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.

Instruction and Resources

School-Level Expenditures[2]: 2019-20

	Total ($)	Per Pupil ($)
Instruction	$3,377,700	$13,143
Support Services - Students	$569,137	$2,215
Improvement of Instruction	.	.
Library and Media Services	$102,985	$401
Support Services - Instruction	$19,694	$77
Support Services - School-Based	$583,918	$2,272
Operation and Maintenance of Plant	$874,939	$3,404
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	$5,528,372	$21,511

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	16	76.2
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	0	0.0
School	31	67.4
District		70.9

[3] This table includes students ages 6-21 with an IEP or services plan.

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

School Schedule

Days of Instruction	177
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	894
Half/Extended Day Kindergarten	N/A

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved.Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at

https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	11.5%	<=5%	19.0%
	High Needs Students	18.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		94.9%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

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]
Graduation Rate Gap	.	.	.	.	

[1] If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.
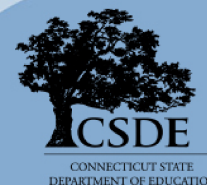
Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

Valley Regional High School
Regional School District 04

860-526-5328 • http://www.reg4.k12.ct.us

School Information

Grade Range	9-12
Enrollment	577
Per Pupil Expenditures[1]	$16,145
Total Expenditures[1]	$9,412,697

[1] Expenditure data reflect the 2019-20 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

Contents

Notes

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For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2020 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	300	52.0	*
Male	*	*	50.4
American Indian or Alaska Native	*	*	*
Asian	10	1.7	1.4
Black or African American	*	*	*
Hispanic or Latino of any race	21	3.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	17	2.9	3.0
White	524	90.8	89.1
English Learners	*	*	0.8
Eligible for Free or Reduced-Price Meals	117	20.3	22.4
Students with Disabilities[2]	105	18.2	20.4

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

[2] 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[3]		Suspension/Expulsion[4]	
	Count	Rate (%)	Count	Rate (%)
Female	37	12.3	7	2.3
Male	36	13.2	11	4.0
Black or African American	*	*	*	*
Hispanic or Latino of any race	6	28.6	*	*
White	62	11.9	13	2.5
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	30	26.5	9	7.1
Students with Disabilities	24	24.7	9	8.3
School	73	12.7	18	3.1
District		12.8		2.5

Number of students in 2019-20 qualified as truant under state statute: 21

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[3] 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.

[4] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	40.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	11.5
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.3

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.8	1.2
Black or African American	0	0.0	0.0
Hispanic or Latino of any race	1	1.8	1.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	54	96.4	97.7

Classroom Teacher Attendance, 2019-20

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.6	7.3

[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.

Instruction and Resources

School-Level Expenditures[2]: 2019-20

	Total ($)	Per Pupil ($)
Instruction	$6,454,083	$11,070
Support Services - Students	$955,266	$1,639
Improvement of Instruction	.	.
Library and Media Services	$165,840	$284
Support Services - Instruction	$44,667	$77
Support Services - School-Based	$697,149	$1,196
Operation and Maintenance of Plant	$1,095,692	$1,879
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	$9,412,697	$16,145

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	44	93.6
Other Health Impairment	21	84.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	82	78.1
District		70.9

[3] This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[4]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	134	83.2	119	92.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	23	79.3	25	89.3
Students with Disabilities	22	81.5	22	91.7
School	143	83.6	125	91.2
District		83.7		84.8

School Schedule

Days of Instruction	177
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1043
Half/Extended Day Kindergarten	N/A

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

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved.Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at

https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	45	82.2
Students with Disabilities	20	80.0
School	151	92.1
District		88.5

[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 2019-20 school year.

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

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	92.4	86	54.4
Male	80.7	62	41.3
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	87.6	140	48.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	66.7	13	22.8
Students with Disabilities	62.7	*	*
School	86.7	148	48.1
District	85.4		46.1

[3]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

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

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
Copyright © 2021 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2021 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	84.9	94.0
Male	74.3	91.5
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	80.6	93.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	100.0
Students with Disabilities	*	*
School	79.7	92.7
District	79.2	92.7

[3] 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.

[4] 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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	12.7%	<=5%	19.0%
	High Needs Students	22.8%	<=5%	30.2%
Preparation for CCR	% Taking Courses	87.0%	75%	80.6%
	% Passing Exams	48.1%	75%	36.0%
On-track to High School Graduation		94.2%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		92.1%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		100.0%	94%	85.2%
Postsecondary Entrance (Class of 2020)		79.7%	75%	67.4%
Arts Access		50.7%	60%	50.7%

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]
Graduation Rate Gap	94.0%	100.0%	-6.0%	5.7%	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.

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.

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf