

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



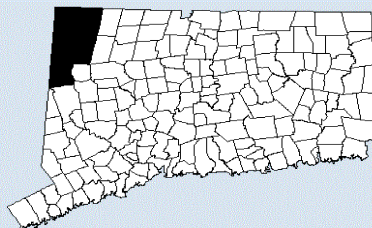
Regional School District 01

Dr. Pamela Vogel, Superintendent • 860-824-0855 • <http://www.region1schools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	362
Per Pupil Expenditures ¹	\$29,420
Total Expenditures ¹	\$11,621,066

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to 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, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	176	48.6	48.4
Male	186	51.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	53	14.6	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	15	4.1	3.8
White	285	78.7	51.1
English Learners	6	1.7	8.3
Eligible for Free or Reduced-Price Meals	159	43.9	43.3
Students with Disabilities ³	62	17.1	16.0

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

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	22	12.9	11	6.2
Male	31	17.4	23	12.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	47	17.1	30	10.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	33	21.3	19	11.4
Students with Disabilities	12	19.4	11	16.2
District	53	15.2	34	9.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	1.7
Special Education	
Teachers and Instructors	5.8
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	5.8
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	3.8
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	35.8

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	56	98.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	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	0	*	*	*
Hispanic or Latino of any race	9	*	15	*
White	62	98.4	66	95.7
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	25	92.6	43	93.5
Students with Disabilities	12	*	16	*
District	77	96.3	87	94.6
State		75.8		84.8

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

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	26	83.9
Other Health Impairment	6	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	45	68.2
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	4.2	2.0
Emotional Disturbance	7	2.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	31	8.7	5.7
Other Health Impairment	6	1.7	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	66	18.6	15.6

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	*	*	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$6,120,242	\$15,494	\$10,923
Support services - students	\$595,297	\$1,534	\$1,277
Support services - instruction	\$658,384	\$1,697	\$682
Support services - general administration	\$775,667	\$1,999	\$467
Support services - school based administration	\$662,127	\$1,707	\$1,021
Central and other support services	\$355,816	\$917	\$679
Operation and maintenance of plant	\$1,687,935	\$4,350	\$1,718
Student transportation services	\$226,747	\$605	\$1,288
Food services	\$30,000	\$77	\$12
Enterprise operations	\$120,099	\$310	\$163
Minor school construction	\$388,753	\$1,002	\$59
Total	\$11,621,066	\$29,420	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$704,393	29.1	28.5
Instructional Aide Salaries	\$83,953	3.5	10.1
Other Salaries	\$182,917	7.6	11.1
Employee Benefits	\$342,388	14.1	13.0
Purchased Services Other Than Transportation	\$73,917	3.1	5.7
Special Education Tuition	\$913,409	37.7	22.5
Supplies	\$7,124	0.3	0.6
Property Services	\$5,994	0.2	0.3
Purchased Services For Transportation	\$105,609	4.4	8.0
Equipment	\$751	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$2,420,455	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	84.3
State	13.1
Federal	2.0
Tuition & Other	0.6

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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	36	91.7
Students with Disabilities	16	*
District	116	94.0
State		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 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	87.7	100.0
Male	*	83.3
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	74.7	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	47.1	*
Students with Disabilities	*	*
District	69.1	91.2
State	71.5	87.5

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

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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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	15.2%	<=5%	12.2%
	High Needs Students	20.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.3%	75%	80.4%
On-track to High School Graduation		90.9%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		69.0%	75%	71.5%
Arts Access		58.0%	60%	51.8%

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%	92.3%	1.7%	10.9%	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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

HVRHS offers specialized programming in its Mountaineer and ALPPS programming to address the needs to emotionally- and intellectually-challenged students while maximizing their involvement in mainstream programming. Students in these programs acquire vital skills that allow them to function effectively in the mainstream setting. Additionally, we offer Academic Labs and our Bridges alternative program to provide instruction for students with academic and attendance concerns, both of which are available to students in regular or special education. We also offer focused reading instruction using digital progress-monitoring tools. Inclusion in these programs is determined by IEP as well as by recommendation from middle school teachers and available testing data. The Bridges program provides a more flexible setting and daily schedule to encourage more consistent attendance by students who are at-risk for truancy. An Attendance Committee reviews schoolwide attendance data on a monthly basis to identify potential candidates for this program as well as to implement intervention programming to immediately respond to truancy concerns. The Housatonic Youth Service Bureau provides counseling that extends the capacity of our school counselors and psychologist to meet the emotional and psychological needs of students who struggle with regular school attendance. Our School/Community Partnership Meetings offered opportunities for parents to communicate their concerns to the school, and several meetings of that group this year provided venues for conversation about a range of school programs that included grading practices and our Vision of a Graduate. Additionally, we offered College Planning, Financial Planning and athletic meetings for parents to assist them in those areas. In 2019-20, we began virtual parent meetings during the distance learning program that attracted greater numbers of parents than traditional meetings, and we will continue to engage parents with this tool in the future. We also partnered with the Northwest Corner Prevention Network and our Youth Service Bureau to provide evening events about addiction and the parental role in identifying suicidal ideation and preventing suicide. These workshops were provided to faculty during professional development sessions during the day as well. This year, we are planning parent orientation sessions in addition to a series of Community Chats to not only keep parents apprised of changes to our program but to equip them with tools and information to support students at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our district is in the process of approving an anti-racism policy and working with students to develop an organizational response to racial, ethnic, and economic isolation. Last spring we began working with students to discuss the situation of minorities in our community and develop ways to celebrate the diversity we have in our midst. Students worked with counselors to develop a plan for a Diversity Day that will showcase these qualities and celebrate them as a school. We plan on continuing that work in the future and realizing the plan as circumstances allow. Additionally, our American Field Service program is one of the most established in the state. Since the 1940s, we have brought students to our school from a variety of countries, and this past year, we hosted three students and sent another student abroad to study, and we have tentative plans to host several students this year. Our 21st Century Fund also sponsored field trips and study-abroad programs in support of our International Travel Club, which offers numerous field trips to Quebec, China, South America, and Europe. The school also supports programming in the form of assemblies and speakers to address awareness of social and cultural issues. In past years, we have brought speakers such as John Morello to school to present his one-man performance that addressed social isolation and related issues. This was a full-school event. For the past two years, we have been working with other schools in the Berkshire League to develop an interscholastic Climate & Culture Committee to generate solutions to cultural problems that we are seeing among all of our schools. This should mitigate our isolation within this geographic area as well as allow us opportunities to explore solutions from other schools nationwide.

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Equitable Allocation of Resources among District Schools

Our school is the only high school in the region, and our budget process begins in the fall with the development of budgets by our department heads, Pupil Services, and our Regional Support Service Center (i.e., central office). These proposals are presented to the Budget Committee of the Board of Education for consideration and aggregation into a draft budget that is presented to the full board for consideration and feedback. Once the drafting process is complete, the finalized budget is put to a referendum among all of the member towns, and the budget is approved or denied based on the total number of votes cast among all towns in the region.