

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



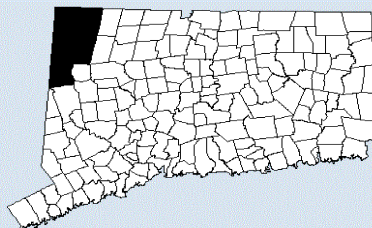
Regional School District 01

Ms. Patricia Chamberlain, Superintendent • 860-824-0855 • www.region1schools.org

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	432
Per Pupil Expenditures ¹	\$23,117
Total Expenditures ¹	\$9,847,859

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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

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

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	233	53.9	48.3
Male	199	46.1	51.6
American Indian	*	*	0.2
Asian	7	1.6	4.6
Black or African American	10	2.3	12.9
Hispanic or Latino	21	4.9	21.2
Pacific Islander	0	0.0	0.0
White	392	90.7	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	76	17.6	37.3
Students with Disabilities ¹	59	13.7	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	7	3.0
Male	*	*	28	14.0
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	12	3.1	29	7.4
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	11	12.9
Students with Disabilities	0	0.0	10	16.1
District	14	3.3	35	8.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The 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	35.6
Paraprofessional Instructional Assistants	1.8
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	3.1
Administrators, Coordinators and Department Chairs	
District Central Office	2.0
School Level	1.2
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	44.2

¹In 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 (%)
Asian	1	1.9	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	53	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	0	0	26	23.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	26	22.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	25	89.3
Other Health Impairment	7	*
Other Disabilities	6	*
Speech/Language Impairment	*	*
District	44	72.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	8	1.9	1.4
Emotional Disturbance	6	1.4	1.0
Intellectual Disability	*	*	0.4
Learning Disability	28	6.5	4.2
Other Health Impairment	9	2.1	2.5
Other Disabilities	8	1.9	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	61	14.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,344,652	12,695	8,769
Instructional Supplies and Equipment	239,466	569	275
Improvement of Instruction and Educational Media Services	514,553	1,222	487
Student Support Services	759,523	1,804	965
Administration and Support Services	1,030,025	2,447	1,600
Plant Operation and Maintenance	1,267,362	3,010	1,472
Transportation	229,463	341	786
Costs of Students Tuitioned Out	123,358	N/A	N/A
Other	339,457	806	178
Total	9,847,859	23,117	14,642

Additional Expenditures

Land, Buildings, and Debt Service	528,292	1,255	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	703,917	43.9	35.6
Noncertified Personnel	273,937	17.1	14.5
Purchased Services	102,207	6.4	5.0
Tuition to Other Schools	119,158	7.4	21.4
Special Ed. Transportation	113,349	7.1	8.5
Other Expenditures	290,068	18.1	14.9
Total Expenditures	1,602,636	100.0	100.0
PK-12 Expenditures Used for Special Education		16.3	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.9	86.3
State	16.8	11.3
Federal	2.3	2.4
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	66.3	72.4	75.9	70.8	.	.	.	.
Students with Disabilities	44.8	.	.	.	.	.	.	.
High Needs	58.2	69.2	72.8	65.4	.	.	.	.
District	78.0	81.2	83.1	78.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	92.0	100	92.0
Curl Up	N/A	N/A	N/A	58.0	100	58.0
Push Up	N/A	N/A	N/A	78.0	100	78.0
Mile Run/PACER	N/A	N/A	N/A	82.0	100	82.0
All Tests - District	N/A	N/A	N/A	41.0	100	41.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	30	86.7	.		.
Students with Disabilities	*	*	.		.
District	109	90.8	85.1	Yes	86.0
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.4	41	38.0
Male	56.6	31	31.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	70.7	67	35.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	47.2	10	27.8
Students with Disabilities	*	*	*
District	70.0	72	34.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	54.9	90.7
Male	58.0	85.0
Black or African American	*	*
Hispanic or Latino	*	*
White	56.5	89.7
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37.9	*
Students with Disabilities	*	*
District	56.4	88.0
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

Housatonic Valley Regional High School (HVRHS) staff works diligently with all students, but special emphasis and supports are provided for incoming freshmen. The Freshmen Seminar program is an advisory model that fosters a successful transition into high school. The program includes an orientation event for incoming ninth graders at the beginning of the school year, followed by regular meetings with their advisors. A Seminar curriculum was developed to help students with goal setting and getting to know their strengths as learners. At HVRHS the tenth, eleventh, and twelfth graders participate in our advisory program, which is designed to personalize the educational environment and develop a positive rapport between students and their advisors. The focus of the advisory program has been on Academic Development, Career Development, and Social and Emotional Development. Tenth grade students took the CAPT Science test and scored 13% above the state average for that test. In addition, eleventh grade students experienced the field test of the Smarter Balanced summative assessments which were aligned to Common Core State Standards in English language arts/literacy and mathematics. The Regional School District and HVRHS continues to emphasize the development of K-12 written curricula including instructional practices, common formative assessment, and summative assessments. A professional development program focusing on instructional strategies, assessment practices, and technology for learning. Parents and students have many opportunities to interact with the community. We partner with the Salisbury Forum, Global Village Media, Kent Memorial Library, The Science and Technology Center, and extensive partnerships through our Agricultural Science and Technology programs. We have an annual blood drive, Hoops for Heart, a Blue and Gold at the White art show, AFS programs, musical theater and drama productions, Envirothon, Robotics, Academic Bowl, CT Geographic Olympiad, China partnership, and a variety of athletic options. We continue to promote school spirit and the sense of community for school growth. For example, we continue our Student and Athlete of the Week programs, celebrating students who exemplify our core values and beliefs, and we work with the community for our building and grounds improvement projects. We had several spirit functions and assemblies throughout the year. Students with special needs are integrated and supported by the student body. Special education and regular education teachers continue our team-taught classes, and continue our progress with time spent by disabled students with non-disabled peers. Additionally, our ALPPS program, an initiative to provide behavioral programming in a small-group setting has made a significant impact on the lives of the students involved. An open house for parents and potential students is held annually. This event gives parents and younger students an opportunity to meet teachers from all departments to learn about the programs and curriculum at HVRHS. Parent teacher conferences provide an opportunity for parents to conference with their child's teachers. Additionally, many teachers regularly connect with parents through email and by phone.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District One and Housatonic Valley Regional High School (HVRHS) enthusiastically accepts students from diverse ethnic backgrounds and socioeconomic levels. All students are fully integrated into a variety of rigorous courses, athletic teams, and clubs. An extensive array of course offerings are open to all students. Three foreign languages are offered (German, French, and Spanish) in a regular classroom setting and Latin is offered as an independent study option. Multiple international travel opportunities exist at HVRHS. Eighteen students traveled to China in 2013 and another trip is planned for 2015. Every other year, students travel to Quebec City in Canada to appreciate historic sites and an immersion into the French culture. Additionally, HVRHS students traveled to Germany and also enjoyed hosting German students while they visit the United States. Every year HVRHS families host between two to four American Field Service (AFS) exchange students. The AFS program at HVRHS is well established and many students have participated in these international experiences. The array of clubs at HVRHS is extensive, many of which are of the community service variety. Clubs such as Habitat for Humanity, Housy Helping Hands, Rotary Interact, and FFA, are open to all students and well attended. Additional clubs include Debate Team, Robotics, Envirothon, Quiz Bowl, Model UN, and a variety of foreign language clubs. HVRHS continues to offer programs in music, theatre, arts, and athletics. Our French and German students participate in competitive national exams. Our Envirothon team, composed of culturally and economically diverse team members continues to be a highly competitive club. Last year the team placed first in the state and sixth in North America. Students in our Helping Hands club organize blood drives in conjunction with the Red Cross. Our nationally recognized Agricultural Education Science and Technology program attracts students from all six surrounding towns and tuition-paying students from Massachusetts and New York. Agricultural Education students, as part of their planned program, complete service work hour requirements. Additionally, these students study and report on controversial issues affecting the agricultural or environmental realm.

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Equitable Allocation of Resources among District Schools

Resources for technology, instructional supplies, and purchased services are distributed with student success in mind. Examples of resource allocations that all students can benefit from are assemblies about bullying and harassment, new technology in classrooms, new resources for the library media center, or expenditures for instructional supplies related to specific subject areas. Funding is based on need by department. Allocations vary according to number of staff members within a department and number of students served, as well as the demands of the discipline. A number of classes are co-taught with a subject area teacher and a special education teacher. These assignments are necessary to meet the demands of IEP's of some students. Efforts are in the beginning stages of doing more work with the online environment. Some teachers have web sites and some are utilizing blogs or internet portals such as Google Classroom to communicate information. All students take the PSAT in either their sophomore or junior year; HVRHS pays all associated fees for this test. In addition, HVRHS will pay for SAT or AP testing for students that demonstrate a true financial need.