

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

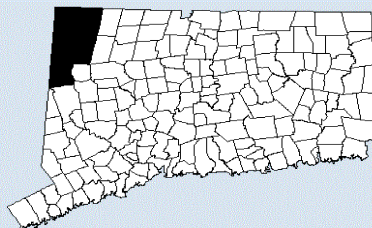


Regional School District 01

860-824-0855 • <http://www.region1schools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	426
Per Pupil Expenditures ¹	\$24,914
Total Expenditures ¹	\$10,837,676

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

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

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

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

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

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	209	49.1	48.4
Male	217	50.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	9	2.1	12.9
Hispanic or Latino	39	9.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	12	2.8	2.9
White	359	84.3	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	93	21.8	35.9
Students with Disabilities ¹	78	18.3	14.3

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	25	12.4	6	2.9
Male	*	*	18	8.4
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	41	11.7	18	5.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	14	16.5	10	10.1
Students with Disabilities	11	14.7	8	10.0
District	47	11.3	24	5.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

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	36.1
Paraprofessional Instructional Assistants	1.7
Special Education	
Teachers and Instructors	9.8
Paraprofessional Instructional Assistants	3.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	6.8
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	3.8
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	40.2

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	62	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.2	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	6	*	*	*
White	75	96.2	*	*
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	16	*	12	*
Students with Disabilities	14	*	11	*
District	84	93.3	85	76.6
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	26	72.2
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	0	0
District	45	64.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	3.0	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	36	8.9	4.9
Other Health Impairment	12	3.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	70	17.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,138,726	11,978	9,663
Instructional Supplies and Equipment	294,464	686	321
Improvement of Instruction and Educational Media Services	674,344	1,572	578
Student Support Services	844,521	1,969	1,103
Administration and Support Services	1,130,575	2,635	1,861
Plant Operation and Maintenance	1,271,606	2,964	1,637
Transportation	245,152	308	877
Costs of Students Tuitioned Out	803,673	N/A	N/A
Other	434,615	1,013	201
Total	10,837,676	24,914	16,236

Additional Expenditures

Land, Buildings, and Debt Service	720,066	1,678	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	748,588	31.5	34.6
Noncertified Personnel	292,194	12.3	14.6
Purchased Services	68,947	2.9	5.8
Tuition to Other Schools	803,673	33.8	21.8
Special Ed. Transportation	106,529	4.5	8.5
Other Expenditures	357,333	15.0	14.7
Total Expenditures	2,377,264	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	82.5	81.3
State	14.2	15.2
Federal	1.9	2.1
Tuition & Other	1.3	1.4

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 and Accountability

District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	6	*	6	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	7	*
White	80	55.6	80	50.5	92	56.5
English Learners	0	N/A	0	N/A	*	*
Non-English Learners	90	55.6	90	50.4	111	56.3
Eligible for Free or Reduced-Price Meals	18	*	18	*	24	48.9
Not Eligible for Free or Reduced-Price Meals	72	54.8	72	49.7	91	57.2
Students with Disabilities	21	41.9	21	34.4	19	*
Students without Disabilities	69	59.8	69	55.2	96	58.9
High Needs	33	49.4	33	42.6	40	44.0
Non-High Needs	57	59.2	57	54.8	75	61.6
District	90	55.6	90	50.4	115	55.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	*	*	92.5	109	92.7
Curl Up	N/A	*	*	56.6	109	57.8
Push Up	N/A	*	*	68.9	109	69.7
Mile Run/PACER	N/A	*	*	84.0	109	84.4
All Tests - District	N/A	*	*	40.6	109	42.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	28	92.9
Students with Disabilities	*	*
District	100	96.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	48	46.2
Male	97.9	37	38.1
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	98.9	79	43.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.2	12	33.3
Students with Disabilities	100.0	*	*
District	98.5	85	42.3
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.6	86.2
Male	54.2	*
Black or African American	*	*
Hispanic or Latino	*	*
White	65.2	83.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	59.3	*
Students with Disabilities	*	*
District	64.4	85.4
State	72.0	88.5

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.6	75	74.1	100	74.1	67.1
	High Needs Students	49.4	75	65.9	100	65.9	55.9
Math Performance Index	All Students	50.4	75	67.2	100	67.2	62.2
	High Needs Students	42.6	75	56.9	100	56.9	50.5
Science Performance	All Students	55.5	75	74.0	100	74.0	55.3
	High Needs Students	44.0	75	58.6	100	58.6	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	11.3%	<=5%	37.3	50	74.7	9.9%
	High Needs Students	14.0%	<=5%	32.1	50	64.1	15.8%
Preparation for CCR	% Taking Courses	84.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	42.3%	75%	28.2	50	56.4	43.5%
On-track to High School Graduation		94.7%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		96.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		91.4%	94%	97.3	100	97.3	82.0%
Postsecondary Entrance (Class of 2016)		64.4%	75%	85.8	100	85.8	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.0% 42.2%	75%	28.1	50	56.3	92.0% 51.6%
Arts Access		56.2%	60%	46.8	50	93.6	50.5%
Accountability Index				952.2	1250	76.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	59.2	49.4	9.8	16.7	
Math Performance Index Gap	54.8	42.6	12.2	18.7	
Science Performance Index Gap	61.6	44.0	17.6	16.6	
Graduation Rate Gap	94.0%	91.4%	2.6%	12.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.8
	High Needs Students	97.1
Math	All Students	96.8
	High Needs Students	97.1
Science	All Students	96.7
	High Needs Students	95.2

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Our school follows a Strategic Plan for School Improvement that is clear and outlines the goal areas of improving student achievement. School wide initiatives focused on implementation of the Connecticut Core Curriculum, continuous improvement of student achievement based on multiple data sources, implementation of the district's teacher and school leader evaluation plans, and the positive social-emotional health of students. Professional development focuses upon improving students' learning through enhancing instructional and research based practices in the classroom.

Education is a shared responsibility and we value the participation of the entire community. Working together, community members, parents, families, friends, teachers, staff, and students facilitated the development of good citizens with strong values and keen intellects. We are fortunate to be the beneficiaries of a number of community foundations who are very generous with resources to support programs for our school.

We provide our students with comprehensive educational experiences including music, art, media, physical education, agricultural education, Work/career experience programs, Spanish, French and German languages, and a wide array of choices in electives, as well as the core content areas. We have a vast selection of athletic activities, clubs, drama and music events for students. There is never a shortage of activities in which to engage.

We engage families in student learning in a number of ways. Most departments have opportunities to engage families and parents. Our school has Open House night, four evenings of Student Led and Student Involved Conferences, and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Parent Partnership Meetings are also held at least five times a year in the evenings. These Partnership meetings are open to all parents. PowerSchool communication and emails home to students and parents are focused on how the school and parents communicate and work together on ways to help each student grow.

Region One School Shared Services provides special education services to our school. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this. We provide a program for students with autism and for behavioral disabilities, as well as programs with increased integration for students.

Truancy is an occasional problem at HVRHS, addressed with a clear and concise absence policy that is given to all parents at the beginning of the school year by means of the Student Handbook. Administration contacts the parent or guardian and notifies the counselor or psychologist with any concerns. This year, HVRHS began the Bridges Program, which is an Alternative Education program for students who have had difficulty in school due to a variety of reasons. This program has proven to be very successful in keeping students in school. The hands-on learning and flexible schedules for students makes learning attractive to students who, in the past, did not attend school on a regular basis.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Economic isolation is not a concern for students at Housatonic Valley Regional High School (HVRHS). We make efforts to expose our students to diverse cultures through the use of literature. In class activities are used to expose our students to other perspectives. All of our students participate at least once a year in field trips. Every year, we have students from other cultures attend our school as exchange students. HVRHS students take trips to China, Quebec, Germany, as well as trips to other states through club and activity contests and events, where our students meet counterparts from other sectors of the United States.

Our English Learner student population has significantly increased, so our high school now has the support of an EL teacher who focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

We strive to ensure that all students have equal opportunity and access to enriching activities and events that take place throughout the year. To this end, school funds have been established for families in need of financial assistance.

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Equitable Allocation of Resources among District Schools

Housatonic Valley Regional High School is the feeder school for six towns. For that reason, an equalization formula is followed that ensures each town provides the same funding for the students who attend HRVRS. Also, due to the generosity of our communities and community foundations, we have a plethora of resources that are given to the student body as a whole, which enables equal opportunities for students to have access to better opportunities as they graduate and plan for a future.