

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

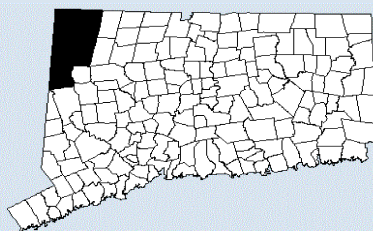


## Regional School District 01

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	390
Per Pupil Expenditures <sup>1</sup>	\$25,690
Total Expenditures <sup>1</sup>	\$10,995,248

<sup>1</sup>Expenditure data reflect the 2016-17 year.

### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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](http://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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	201	51.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	7	1.8	5.1
Black or African American	7	1.8	12.8
Hispanic or Latino	46	11.8	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	19	4.9	3.3
White	311	79.7	53.6
English Learners	8	2.1	7.2
Eligible for Free or Reduced-Price Meals	82	21.0	36.7
Students with Disabilities <sup>1</sup>	72	18.5	14.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	24	12.6	*	*
Male	23	11.3	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	37	11.7	15	4.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	19	17.6	6	5.3
Students with Disabilities	12	16.2	*	*
District	47	11.9	17	4.3
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	32.4
Paraprofessional Instructional Assistants	2.2
<b>Special Education</b>	
Teachers and Instructors	6.8
Paraprofessional Instructional Assistants	2.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.6
School Level	5.8
<b>Library/Media</b>	
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	40.5

<sup>1</sup>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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	2	3.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	51	91.1	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.5	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	8	*	7	*
White	85	94.4	72	96.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	21	87.5	24	96.0
Students with Disabilities	13	*	18	90.0
District	104	91.2	82	93.2
State		69.3		80.1

<sup>2</sup>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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	25	83.3
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	47	69.1
State		68.6

<sup>3</sup>Ages 6-21

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	11	2.9	1.8
Emotional Disturbance	6	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	30	8.0	5.2
Other Health Impairment	12	3.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	68	18.2	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,312,719	12,530	9,847
Instructional Supplies and Equipment	323,947	764	287
Improvement of Instruction and Educational Media Services	555,296	1,310	589
Student Support Services	852,458	2,011	1,120
Administration and Support Services	1,186,127	2,797	1,905
Plant Operation and Maintenance	1,235,772	2,915	1,648
Transportation	252,766	343	904
Costs of Students Tuitioned Out	841,988	N/A	N/A
Other	434,175	1,024	208
Total	10,995,248	25,690	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	714,516	1,685	1,393
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	831,361	31.9	33.8
Noncertified Personnel	317,991	12.2	14.5
Purchased Services	68,948	2.6	5.5
Tuition to Other Schools	841,988	32.3	23.4
Special Ed. Transportation	126,129	4.8	8.7
Other Expenditures	418,968	16.1	14.1
Total Expenditures	2,605,385	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.4	83.4
State	12.8	13.6
Federal	2.0	2.2
Tuition & Other	0.8	0.8

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	9	*	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	8	*	8	*
White	91	59.1	91	52.9
English Learners	*	*	*	*
Non-English Learners	109	58.9	109	53.2
Eligible for Free or Reduced-Price Meals	29	51.8	29	47.5
Not Eligible for Free or Reduced-Price Meals	84	60.4	84	54.6
Students with Disabilities	16	*	16	*
Students without Disabilities	97	61.1	97	55.8
High Needs	41	48.9	41	44.2
Non-High Needs	72	63.5	72	57.6
District	113	58.2	113	52.8

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	*	N/A	87.2	95	87.4
Curl Up	N/A	*	N/A	40.4	95	41.1
Push Up	N/A	0.0	N/A	64.9	95	64.2
Mile Run/PACER	N/A	*	N/A	84.0	95	84.2
All Tests - District	N/A	0.0	N/A	31.9	95	31.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### Cohort Graduation: Four-Year<sup>1</sup>

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	96.0
Students with Disabilities	22	81.8
District	115	94.8
State		87.9

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	43	42.6
Male	98.0	*	*
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	95.8	69	41.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.9	16	32.7
Students with Disabilities	91.4	0	0.0
District	96.0	81	40.1
State	96.3		44.8

<sup>3</sup>College 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

<sup>4</sup>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 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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	74.2	82.5
Male	58.1	84.0
Black or African American	*	*
Hispanic or Latino	*	*
White	69.0	81.0
English Learners	69.0	*
Eligible for Free or Reduced-Price Meals	42.3	*
Students with Disabilities	*	*
District	67.9	83.1
State	70.9	88.3

<sup>5</sup>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.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.2	75	77.6	100	77.6	67.6
	High Needs Students	48.9	75	65.2	100	65.2	57.5
Math Performance Index	All Students	52.8	75	70.4	100	70.4	62.7
	High Needs Students	44.2	75	59.0	100	59.0	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	11.9%	<=5%	36.2	50	72.4	10.7%
	High Needs Students	16.4%	<=5%	27.3	50	54.6	16.6%
Preparation for CCR	% Taking Courses	92.1%	75%	50.0	50	100.0	74.8%
	% Passing Exams	40.1%	75%	26.7	50	53.5	44.8%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		94.8%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		97.0%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		67.9%	75%	90.5	100	90.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1%   31.6%	75%	21.1	50	42.1	96.6%   50.1%
Arts Access		67.6%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>823.9</b>	<b>1050</b>	<b>78.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.5	48.9	14.6	15.9	
Math Performance Index Gap	57.6	44.2	13.4	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	97.0%	-3.0%	12.7%	N

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	95.8
	High Needs Students	91.3
Math	All Students	95.8
	High Needs Students	91.3
Science	All Students	95.6
	High Needs Students	100.0

<sup>3</sup>Minimum 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: 51.5**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### Narratives

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#### **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 such as Read 180. 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. 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.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

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. Our 21st Century Fund also sponsored field trips and a study-abroad program for a student to travel to Kenya for a service learning project.

Our school, in partnership with Danbury High School, developed a student exchange program that allowed our students to visit their school (and vice versa) to experience the difference in ethnic composition, size, and setting. The program involved approximately sixty students as well as five teachers between the two schools. Our school also offers numerous field trips, sponsored by the Board of Education, to experience other parts of the region as well as Quebec, China, and next year, Europe.

The school also supports programming in the form of assemblies and speakers to address awareness of social and cultural issues. This past year, we brought John Morello to school to present his one-man performance that addressed social isolation and related issues. This was a full-school event.

Next year, we will be 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.

# District Profile and Performance Report for School Year 2017-18

## Regional School District 01

### **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.