

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



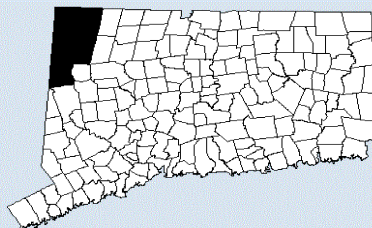
Regional School District 01

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

District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	391
Per Pupil Expenditures ¹	\$28,408
Total Expenditures ¹	\$11,135,792

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	203	51.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	49	12.5	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	19	4.9	3.6
White	311	79.5	52.4
English Learners	7	1.8	7.6
Eligible for Free or Reduced-Price Meals	137	35.0	42.1
Students with Disabilities ³	64	16.4	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	23	12.5	15	7.9
Male	41	19.4	35	15.8
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	8	13.8
White	48	15.5	39	12.1
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	24.1	24	15.8
Students with Disabilities	17	25.0	10	13.9
District	64	16.2	50	12.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays 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 2018-19

Regional School District 01

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	31.3
Paraprofessional Instructional Assistants	1.7
Special Education	
Teachers and Instructors	5.8
Paraprofessional Instructional Assistants	6.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	5.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.9
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	3.8
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	36.3

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	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	1.9	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	49	92.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

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	*	*	*	*
Hispanic or Latino of any race	16	80.0	9	*
White	68	97.1	87	94.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	95.7	28	93.3
Students with Disabilities	14	*	14	*
District	90	93.8	108	93.1
State		74.5		85.2

²College-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	*	*
Emotional Disturbance	6	*
Intellectual Disability	0	0
Learning Disability	23	76.7
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	40	64.5
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Regional School District 01

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	11	2.9	1.9
Emotional Disturbance	6	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	30	8.0	5.5
Other Health Impairment	7	1.9	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	62	16.6	15.0

¹This 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

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$6,318,579	\$16,119	\$10,545
Support services - students	\$1,636,418	\$4,228	\$1,373
Support services - instruction	\$525,783	\$1,359	\$644
Support services - general administration	\$154,797	\$400	\$462
Support services - school based administration	\$549,981	\$1,421	\$1,007
Central and other support services	\$384,183	\$993	\$671
Operation and maintenance of plant	\$1,247,371	\$3,223	\$1,629
Student transportation services	\$249,608	\$612	\$1,231
Food services	\$30,000	\$78	\$13
Enterprise operations	\$39,071	\$101	\$157
Minor school construction	.	.	\$65
Total	\$11,135,792	\$28,408	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$918,567	35.5	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$216,988	8.4	10.4
Employee Benefits	\$395,437	15.3	13.0
Purchased Services Other Than Transportation	\$23,869	0.9	5.5
Special Education Tuition	\$858,710	33.2	22.6
Supplies	\$6,005	0.2	0.6
Property Services	\$39,591	1.5	0.4
Purchased Services For Transportation	\$122,250	4.7	8.0
Equipment	\$6,938	0.3	0.2
All Other Expenditures	.	.	0.1
Total	\$2,588,355	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	84.9
State	11.9
Federal	2.2
Tuition & Other	1.0

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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.

	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	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	17	*	17	*	18	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	70	60.3	70	51.6	66	67.1
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	44	58.2	44	49.2	44	64.8
Not Eligible for Free or Reduced-Price Meals	48	63.2	48	53.5	46	70.7
Students with Disabilities	18	*	18	*	14	*
Students without Disabilities	74	64.0	74	55.3	76	70.3
High Needs	51	56.3	51	46.4	49	63.0
Non-High Needs	41	66.4	41	57.8	41	73.5
District	92	60.8	92	51.5	90	67.8

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	*	95.1	87	95.4
Curl Up	*	*	*	57.3	87	59.8
Push Up	*	*	*	76.8	87	78.2
Mile Run/PACER	*	*	*	90.2	87	90.8
All Tests - District	*	*	*	56.1	87	58.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

Regional School District 01

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	9	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	28	92.9
Students with Disabilities	19	*
District	92	94.6
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	43	43.9
Male	95.6	*	*
Black or African American	*	*	*
Hispanic or Latino of any race	96.8	6	19.4
White	95.7	66	40.7
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	24	31.2
Students with Disabilities	82.4	*	*
District	95.8	81	38.2
State	95.9		42.6

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

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 percentage.

Sources:

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

Copyright © 2019 The College Board. www.collegeboard.org

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

Copyright © 2019 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.2	88.0
Male	66.7	96.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	70.4	91.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56.3	*
Students with Disabilities	38.1	*
District	67.9	90.7
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.8	75	121.6	150	81.0	67.7
	High Needs Students	56.3	75	112.5	150	75.0	58.1
Math Performance Index	All Students	51.5	75	102.9	150	68.6	63.1
	High Needs Students	46.4	75	92.8	150	61.8	52.7
Science Performance Index	All Students	67.8	75	90.4	100	90.4	63.8
	High Needs Students	63.0	75	84.0	100	84.0	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	16.2%	<=5%	27.7	50	55.4	10.4%
	High Needs Students	24.3%	<=5%	11.4	50	22.8	16.1%
Preparation for CCR	% Taking Courses	93.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	38.2%	75%	25.5	50	50.9	42.6%
On-track to High School Graduation		92.2%	94%	49.1	50	98.1	88.0%
4-year Graduation All Students (2018 Cohort)		94.6%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		91.9%	94%	97.8	100	97.8	83.3%
Postsecondary Entrance (Class of 2018)		67.9%	75%	90.5	100	90.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 58.1%	75%	38.8	50	77.5	96.4% 52.9%
Arts Access		56.2%	60%	46.8	50	93.7	51.9%
Accountability Index				1141.6	1450	78.7	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	66.4	56.3	10.1	15.4	
Math Performance Index Gap	57.8	46.4	11.4	17.6	
Science Performance Index Gap	73.5	63.0	10.4	16.1	
Graduation Rate Gap	94.0%	91.9%	2.1%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	96.2
	High Needs Students	95.1
Math	All Students	95.2
	High Needs Students	93.4
Science	All Students	97.0
	High Needs Students	94.7

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 51.5

District Profile and Performance Report for School Year 2018-19

Regional School District 01

Narratives

School District Improvement Plans and Parental Outreach Activities

HVRHS offers specialized programming in its Bridges, 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 and counseling that allow them to function effectively in the mainstream setting. Additionally, we offer Academic Labs 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 Portrait of a Graduate. In addition, we held monthly Portrait of a Graduate meetings that included parents, community members, and students, all working toward a forward-looking portrait that captures our values and needs.

Additionally, we offered College Planning, Financial Planning and athletic meetings for parents. After the first athletic meeting of the year, we held a special meeting for the parents of incoming freshmen to answer their questions about rules, procedures, and general school culture. 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 study-abroad programs for a student or groups of students to travel to overseas for a service learning project. This past year, we also revived our International Travel Club, and with the help of parents, raised over \$60,000 to defray the cost of travel for HVRHS students. This summer, the group will embark on its first trip to Europe, with significantly decreased cost to students. Additionally, our school offers numerous field trips, sponsored by the Board of Education, to experience other parts of the region as well as Quebec, Germany, and China. The school's Future Farmers of America (FFA) raises funds to support trips to other chapters, regions, and even countries. Starting last year and continuing into this year, we will worked 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 2018-19

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.