

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



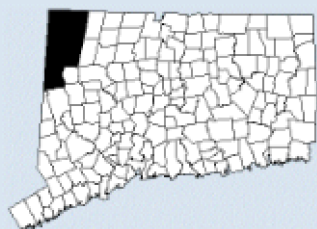
Regional School District 01

Melony Brady-Shanley, Superintendent • 860-824-0855 • <http://www.region1schools.org>

District Information

Grade Range	K-12
Number of Schools/Programs	4
Enrollment	356
Per Pupil Expenditures	\$37,138
Total Expenditures	\$11,809,957

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	198	55.6	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	45	12.6	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	17	4.8	4.8
White	289	81.2	45.1
English Learners/Multilingual Learners	14	3.9	11.3
Eligible for Free or Reduced-Price Meals	106	29.8	44.8
Students with Disabilities	52	14.6	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	50	25.0	*	*
Non-Binary	*	*	0	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	17	36.2	*	*
White	75	25.9	19	6.4
English Learners/Multilingual Learners	9	*	*	*
Eligible for Free or Reduced-Price Meals	45	38.5	6	4.8
Students with Disabilities	18	32.1	7	12.5
All Students - District	99	27.5	25	6.8
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 25
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	33.1
General Education Paraprofessionals	2.4
Special Education Teachers and Instructors	4.7
Special Education Paraprofessionals	5.5
District Central Office Administrators	0.0
School Level Administrators	6.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	0.6
Counselors, Social Workers and School Psychologists	3.8
School Nurses	1.7
Other Staff Providing Non-Instructional Services/Support	22.3

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	1.9	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	52	98.1	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	18.5	6.8
Teachers	8	20.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	13	*
White	71	100.0	75	92.6
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	21	87.5	31	88.6
Students with Disabilities	*	*	20	90.9
All Students - District	84	96.6	95	93.1
All Students - State		89.2		95.3

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

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	18	72.0
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	31	56.4
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	11	3.2	2.9
Emotional Disability	8	2.4	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	25	7.4	6.5
Other Health Impairment	6	1.8	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	55	16.2	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$6,920,653	\$21,763	\$13,471
Support services - students	\$591,589	\$1,902	\$1,826
Support services - instruction	\$758,455	\$2,439	\$972
Support services - general administration	\$271,624	\$873	\$568
Support services - school based administration	\$748,005	\$2,405	\$1,274
Central and other support services	\$545,526	\$1,754	\$761
Operation and maintenance of plant	\$1,581,201	\$5,084	\$2,125
Student transportation services	\$226,858	\$22,686	\$1,695
Food services	\$10,000	\$32	\$10
Enterprise operations	\$156,047	\$502	\$219
Total	\$11,809,957	\$37,138	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$785,733	32.8	26.4
Instructional Aide Salaries	\$44,123	1.8	10.1
Other Salaries	\$243,143	10.1	10.5
Employee Benefits	\$384,719	16.0	13.3
Purchased Services Other Than Transportation	\$71,833	3.0	6.8
Special Education Tuition	\$758,721	31.6	22.8
Supplies	\$7,194	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$102,348	4.3	8.7
Equipment	\$1,145	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$2,398,960	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	20.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	83.4
State	13.8
Federal	2.1
Tuition & Other	0.7

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science 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	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	9	*	9	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	6	*
White	69	57.6	69	54.1	68	72.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	25	44.5	25	44.2	26	57.9
Not Eligible for Free or Reduced-Price Meals	59	59.7	59	56.6	58	74.0
Students with Disabilities	*	*	*	*	*	*
Students without Disabilities	*	*	*	*	*	*
High Needs	27	42.8	27	42.6	28	55.2
Non-High Needs	57	61.1	57	57.7	56	75.9
All Students - District	84	55.2	84	52.9	84	69.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	81.5	157	81.5
Curl Up	N/A	N/A	N/A	93.6	157	93.6
Push Up	N/A	N/A	N/A	68.8	157	68.8
Mile Run/PACER	N/A	N/A	N/A	47.7	155	47.7
All Tests - District	N/A	N/A	N/A	43.5	154	43.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
White	46	93.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	29	89.7
Students with Disabilities	12	*
All Students - District	58	94.8
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	52	60.5
Male	*	*
Non-Binary	*	*
Black or African American	*	*
Hispanic or Latino of any race	6	25.0
White	77	50.7
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	15	25.4
Students with Disabilities	*	*
All Students - District	90	47.6
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	76.7	93.9
Male	55.6	*
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	71.1	91.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51.7	*
Students with Disabilities	*	*
All Students - District	65.5	93.2
All Students - State	67.0	88.2

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.2	75	110.4	150	73.6	64.7
ELA Performance Index	High Needs Students	42.8	75	85.5	150	57.0	54.9
Math Performance Index	All Students	52.9	75	105.7	150	70.5	61.1
Math Performance Index	High Needs Students	42.6	75	85.2	150	56.8	50.6
Science Performance Index	All Students	69.0	75	92.0	100	92.0	62.6
Science Performance Index	High Needs Students	55.2	75	73.6	100	73.6	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	27.5%	<=5%	5.0	50	10.0	17.2%
Chronic Absenteeism	High Needs Students	38.1%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	94.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	47.6%	75%	31.7	50	63.5	47.2%
On-track to High School Graduation	All Students	94.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	94.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.7%	94%	96.5	100	96.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	65.5%	75%	87.3	100	87.3	67.0%
Physical Fitness % Meeting Health Standard	All Students	43.5%	75%	29.0	50	58.0	49.0%
Arts Access	All Students	52.5%	60%	43.8	50	87.5	55.1%
Accountability Index				1045.7	1450	72.1	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	61.1	42.8	18.3	16.9	Y
Math Performance Index Gap	57.7	42.6	15.1	18.4	N
Science Performance Index Gap	75.0	55.2	19.8	18.2	Y
Graduation Rate Gap	94.0%	90.7%	3.3%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	95.6
ELA	High Needs Students	87.9
Math	All Students	95.6
Math	High Needs Students	87.9
Science	All Students	95.6
Science	High Needs Students	90.9

Minimum 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: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Housatonic Valley Regional High School (HVRHS) continues to strengthen family and student engagement through multiple initiatives. Over 87% of families now use the PowerSchool portal to monitor academic progress, with a goal of reaching 90% by June 2025. Additionally, student-led conferences for grades 9 and 10 promote direct family involvement in academic conversations. This September, HVRHS will introduce a new, choice-driven Parent Workshop Night in place of the traditional open house. This event will offer sessions on topics such as PowerSchool navigation, grading practices, behavior support, the college application process, and career exploration. To ensure accessibility, the event will include flexible scheduling, child care, bilingual support, and a community meal provided by our Farm to Table program. Formal events such as College Planning Nights, Financial Aid Workshops, and athletics information sessions further support families. To improve outcomes for at-risk students, the school implements daily attendance reviews, home outreach calls, and tiered interventions coordinated through monthly attendance team meetings and our SRBI teacher.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our district is committed to fostering an inclusive and equitable learning environment through multiple initiatives. Curriculum revisions are underway to ensure multicultural representation across all disciplines. We are collaborating with students to plan a Diversity Day and a schoolwide mural project celebrating cultural identity. Programs such as American Field Service (AFS) and the International Travel Club expand global awareness, providing international students with opportunities to join our community and enabling our students to travel abroad, supplemented by board-supported regional field trips that broaden experiences beyond northwest Connecticut. Equity in access to technology is prioritized, with all students receiving Chromebooks and fees waived for those with financial need. Our embedded Activity Block ensures all students can participate in clubs such as Quiz Bowl, Robotics, and Envirothon, regardless of transportation or after-school obligations. Faculty receive professional development in Diversity, Equity, and Inclusion (DEI), informed by student-led climate surveys and aligned counseling programs. Additionally, our BERT team offers an anonymous platform for reporting antisocial behavior and empowers students to educate their peers in promoting a respectful school culture.

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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.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	16.7	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	5	83.3	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.