

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



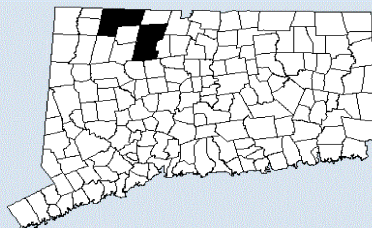
Regional School District 07

Dr. Judith Palmer, Superintendent • 860-379-1084 • <http://www.nwr7.com/>

District Information

Grade Range	7-12
Number of Schools/Programs	7
Enrollment	1,036
Per Pupil Expenditures ¹	\$19,264
Total Expenditures ¹	\$20,843,828

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	531	51.3	48.4
Male	505	48.7	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	9	0.9	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	25	2.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	19	1.8	3.8
White	972	93.8	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	195	18.8	43.3
Students with Disabilities ³	201	19.4	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	58	11.0	*	*
Male	54	10.7	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	103	10.7	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	42	20.4	*	*
Students with Disabilities	36	18.8	8	3.8
District	112	10.9	19	1.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This 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 2019-20

Regional School District 07

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	76.4
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	12.7
Paraprofessional Instructional Assistants	39.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	6.7
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.4
School Nurses	2.1
Other Staff Providing Non-Instructional Services/Support	60.2

¹ 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	1	1.0	1.2
Black or African American	1	1.0	4.0
Hispanic or Latino of any race	1	1.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	100	97.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.8	10.4

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	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	179	98.9	151	91.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	38	97.4	30	81.1
Students with Disabilities	36	97.3	14	50.0
District	192	98.5	160	90.9
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	9	42.9
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	47	58.0
Other Health Impairment	22	66.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	94	56.3
State		67.8

³ 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).

District Profile and Performance Report for School Year 2019-20

Regional School District 07

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	21	2.2	2.0
Emotional Disturbance	13	1.4	1.1
Intellectual Disability	8	0.9	0.5
Learning Disability	81	8.7	5.7
Other Health Impairment	33	3.5	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	167	17.9	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$12,624,108	\$11,667	\$10,923
Support services - students	\$1,262,642	\$1,188	\$1,277
Support services - instruction	\$151,461	\$142	\$682
Support services - general administration	\$395,036	\$372	\$467
Support services - school based administration	\$1,089,240	\$1,025	\$1,021
Central and other support services	\$563,307	\$530	\$679
Operation and maintenance of plant	\$2,736,251	\$2,574	\$1,718
Student transportation services	\$1,554,038	\$1,545	\$1,288
Food services	.	.	\$12
Enterprise operations	\$467,745	\$440	\$163
Minor school construction	.	.	\$59
Total	\$20,843,828	\$19,264	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,029,803	21.5	28.5
Instructional Aide Salaries	\$170,588	3.6	10.1
Other Salaries	\$6,362	0.1	11.1
Employee Benefits	\$271,663	5.7	13.0
Purchased Services Other Than Transportation	\$1,680,375	35.1	5.7
Special Education Tuition	\$1,127,768	23.6	22.5
Supplies	\$6,199	0.1	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$452,282	9.5	8.0
Equipment	\$37,070	0.8	0.2
All Other Expenditures	.	.	0.1
Total	\$4,782,109	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	76.4
State	17.2
Federal	1.3
Tuition & Other	5.0

⁴ 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).

District Profile and Performance Report for School Year 2019-20

Regional School District 07

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Regional School District 07

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37	81.1
Students with Disabilities	28	64.3
District	202	93.6
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	84.3	90.3
Male	78.9	90.8
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	82.7	90.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56.3	*
Students with Disabilities	35.0	*
District	81.8	90.5
State	71.5	87.5

³ 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.

⁴ 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 2019-20

Regional School District 07

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	10.9%	<=5%	12.2%
	High Needs Students	18.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	94.9%	75%	80.4%
On-track to High School Graduation		93.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		93.6%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		97.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		81.7%	75%	71.5%
Arts Access		53.8%	60%	51.8%

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
Graduation Rate Gap	94.0%	97.6%	-3.6%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Regional School District 07

Narratives

School District Improvement Plans and Parental Outreach Activities

Regional School District No. 7's faculty and staff are consistently working toward improved student achievement. We strive to develop aligned, well-resourced and viable curriculum that is delivered by highly effective teachers across all academic areas. We have established rigorous formative and summative school-based assessments and target high impact instructional strategies in the areas of the students' greatest needs. Regional School District No. 7 provides monthly opportunities for all certified staff to engage in collaborative analysis of student work and assessment results so teachers can refine their instructional strategies in order to improve achievement.

All of our certified staff have been trained in Dyslexia. Our reading teachers provide literacy screenings for incoming Middle School students, or any other student displaying difficulties. Three periods of RTI is offered to both 7th and 8th grade, with progress monitoring. In addition, we implement calibration exercises for literacy levels.

We also have Child Study Teams that are responsible for meeting to discuss any student with a high absentee record. Parents are asked to meet on the findings and a plan is put into place for any student with a high rate of absenteeism. Almost 70% of our students are involved in a sport throughout the year. Further, we have an outstanding Arts Department that engages many students. At the High School level, we offer E-Sports, a highly successful electronic gaming sport that is sanctioned by CIAC. This activity has engaged a group of students who might not otherwise be attached to the school after school hours. We also have a very successful FIRST Robotics Team, NRG #4055, which meets year round. We believe these activities and strategies greatly contribute to our students' extremely low absentee rates. We believe that if we communicate and engage effectively with all stakeholders, then we create shared ownership of the district's mission to meet the academic, social and emotional needs of our students. As one example, Gary Franklin, High School Principal, and Fran Amara, Middle School Principal, provided Parent Night Forums on a number of topics. They have conducted parent workshops on Social Emotional Learning (SEL), internet safety, safe driving, and drug and alcohol awareness. Each teacher has a communication goal for engaging parents in their child's education. Some teachers have PowerSchool Learning where communication can take place. Teachers make phone calls and send emails to keep parents updated on their child's progress. Teachers relate good news and also areas for improvement. All of our staff is willing to meet at any time with parents who feel the need for it and Parent Conferences are held annually. The Middle School has two parent nights to welcome new families to the district. Open House in both the Middle School and the High School take place each year. Parents follow their child's schedule and are provided with an overview of the year's topics. Parents can follow up with any teacher at any time for support of their child's learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District No. 7 represents the four small communities of Barkhamsted, Colebrook, New Hartford and Norfolk where diversity is significantly limited. Our school district stretches over 160 square miles in northwestern Connecticut. All four towns qualify as rural areas, with the largest town population just over 6,000. Our school district consistently makes significant efforts to reduce racial, ethnic and economic isolation through our integrated curriculum, specially designed programs and student activities. Our Middle School Social Studies teacher runs a Civil Rights Club where students learn about racial tension and work to promote the rights of all. There are approximately 50 children in this club. The club sponsors guest speakers such as; Mary Beth Tinker and Dr. Terrance Roberts one of the Little Rock Nine. The students take a trip to Washington D.C. to learn more about the Civil Rights movement in our country. Our students are actively involved in Kindness in Motion. A program where students engage in a wide variety of community service activities that benefit those in need. A number of programs were approved but due to COVID-19 and the close of school the programs could not run.

The district provides regional opportunities for students in the areas of agricultural education, vocational education and special education programs. These programs greatly expand our racial diversity and ethnicity. Northwestern participates in a successful football co-op. Forty of our students play on a team with students from The Gilbert School, located in Winsted. Winsted has a different socio-economic make-up than New Hartford, Barkhamsted, Colebrook and Norfolk. Therefore, provides an opportunity for awareness.

District Profile and Performance Report for School Year 2019-20

Regional School District 07

Equitable Allocation of Resources among District Schools

One of our Board of Education's goals is to provide adequate staffing to enable us to offer a broad program of studies for our students. The education budget is initially prepared and submitted by each academic department to their principals. After careful review, the principals present the budget to the Finance Director and finally the Superintendent of Schools. The resources are carefully aligned with the district goals and those of the middle school and high school. A five-year plan was developed to address long-term items that need to be addressed. The facility encompasses both schools, so any improvement to the facility benefits both schools. The middle school students are organized in academic teams. The students remain in these teams throughout 7th and 8th grade. Resources are equally shared between teams and departments, as they are aligned to their goals. Financial equity has been established between the departments and teams. Equity is monitored by the building principals. The high school students are equally distributed between two Houses. Fiscal equity has been established between Houses and is monitored by the Assistant Principals.