

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



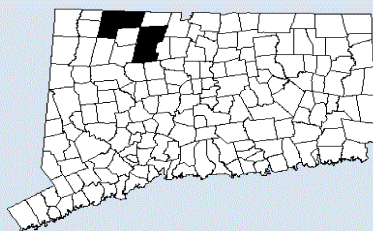
Regional School District 07

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

District Information

Grade Range	7-12
Number of Schools/Programs	8
Enrollment	1,082
Per Pupil Expenditures ¹	\$17,502
Total Expenditures ¹	\$19,567,256

¹Expenditure 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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	557	51.5	48.4
Male	525	48.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	8	0.7	5.1
Black or African American	6	0.6	12.8
Hispanic or Latino	21	1.9	24.8
Pacific Islander	*	*	0.1
Two or More Races	15	1.4	3.3
White	1,028	95.0	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	109	10.1	36.7
Students with Disabilities ¹	163	15.1	14.8

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	31	5.5	*	*
Male	26	5.0	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	0	0.0
White	53	5.2	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	13.2	11	5.9
Students with Disabilities	19	11.4	18	10.5
District	57	5.3	36	3.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

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	75.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	10.8
Paraprofessional Instructional Assistants	37.4
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	6.4
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	56.7

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	1	1.0	1.1
Black or African American	1	1.0	3.7
Hispanic or Latino	1	1.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	96	96.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.5

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	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	182	95.8	163	90.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	89.3	29	76.3
Students with Disabilities	13	*	10	37.0
District	189	95.0	169	90.4
State		69.3		80.1

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	8	*
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	27	47.4
Other Health Impairment	19	67.9
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	73	52.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	1.8	1.8
Emotional Disturbance	16	1.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	57	5.7	5.2
Other Health Impairment	28	2.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	0.9	1.8
All Disabilities	138	13.9	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	6	4.3	8.3
Private Schools or Other Settings	11	8.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,717,722	9,806	9,847
Instructional Supplies and Equipment	375,057	343	287
Improvement of Instruction and Educational Media Services	248,125	227	589
Student Support Services	857,967	785	1,120
Administration and Support Services	2,047,771	1,874	1,905
Plant Operation and Maintenance	2,068,918	1,893	1,648
Transportation	1,513,714	1,442	904
Costs of Students Tuitioned Out	1,284,472	N/A	N/A
Other	453,510	415	208
Total	19,567,256	17,502	16,535

Additional Expenditures

Land, Buildings, and Debt Service	723,483	662	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	974,132	21.0	33.8
Noncertified Personnel	170,550	3.7	14.5
Purchased Services	1,590,839	34.3	5.5
Tuition to Other Schools	1,252,172	27.0	23.4
Special Ed. Transportation	357,491	7.7	8.7
Other Expenditures	294,037	6.3	14.1
Total Expenditures	4,639,221	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.4	76.6
State	17.0	17.6
Federal	1.4	1.5
Tuition & Other	4.2	4.3

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.

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	11	*	11	*
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	472	71.1	470	65.5
English Learners	0	N/A	0	N/A
Non-English Learners	493	71.0	491	65.3
Eligible for Free or Reduced-Price Meals	75	61.2	75	52.5
Not Eligible for Free or Reduced-Price Meals	418	72.7	416	67.7
Students with Disabilities	74	47.0	73	38.3
Students without Disabilities	419	75.2	418	70.1
High Needs	117	57.0	116	48.7
Non-High Needs	376	75.3	375	70.5
District	493	71.0	491	65.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	94.9	82.8	320	88.8
Curl Up	N/A	N/A	89.2	83.4	320	86.3
Push Up	N/A	N/A	82.8	74.2	320	78.4
Mile Run/PACER	N/A	N/A	83.4	77.9	320	80.6
All Tests - District	N/A	N/A	73.9	62.6	320	68.1
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	34	85.3
Students with Disabilities	33	75.8
District	199	95.5
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.5	130	65.3
Male	96.3	126	67.4
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	97.0	248	67.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.9	27	40.9
Students with Disabilities	72.7	0	0.0
District	96.9	256	66.3
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	77.2	91.0
Male	67.4	89.1
Black or African American	*	*
Hispanic or Latino	*	*
White	73.6	89.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	55.9	*
Students with Disabilities	27.3	*
District	73.0	90.1
State	70.9	88.3

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. 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	71.0	75	47.3	50	94.6	67.6
	High Needs Students	57.0	75	38.0	50	76.1	57.5
Math Performance Index	All Students	65.3	75	43.6	50	87.1	62.7
	High Needs Students	48.7	75	32.5	50	65.0	52.0
ELA Academic Growth	All Students	66.6%	100%	66.6	100	66.6	60.7%
	High Needs Students	62.9%	100%	62.9	100	62.9	55.6%
Math Academic Growth	All Students	59.8%	100%	59.8	100	59.8	61.9%
	High Needs Students	50.2%	100%	50.2	100	50.2	55.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.4	50	98.8	10.7%
	High Needs Students	11.3%	<=5%	37.3	50	74.6	16.6%
Preparation for CCR	% Taking Courses	92.7%	75%	50.0	50	100.0	74.8%
	% Passing Exams	66.3%	75%	44.2	50	88.4	44.8%
On-track to High School Graduation		93.6%	94%	49.8	50	99.5	87.5%
4-year Graduation All Students (2017 Cohort)		95.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		93.8%	94%	99.7	100	99.7	81.8%
Postsecondary Entrance (Class of 2017)		73.0%	75%	97.3	100	97.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.8% 68.1%	75%	45.4	50	90.8	96.6% 50.1%
Arts Access		60.0%	60%	50.0	50	100.0	51.2%
Accountability Index				1024.1	1250	81.9	

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	75.0	57.0	18.0	15.9	
Math Performance Index Gap	70.5	48.7	21.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	93.8%	0.3%	12.7%	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	97.6
	High Needs Students	98.4
Math	All Students	97.2
	High Needs Students	97.5
Science	All Students	95.8
	High Needs Students	91.6

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: 51.5

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

.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. We now hold calibration exercises for literacy levels. We have implemented IEP Direct (and 504 Direct).

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 absentee rate. Almost 70% of our students are involved in a sport throughout the year. Further, we have an outstanding Arts Department that engages many students. In the High School this year, we implemented E-Sports, a highly successful electronic gaming sport that is sanctioned by CIAC. This activity has captured 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, Ken Chichester, High School Principal, and Fran Amara, Middle School Principal, have provided Parent Night Forums on a number of topics. They have conducted parent workshops on the risks associated with hosting parties, internet safety, safe driving, drug and alcohol awareness and social/emotional intelligence topics. Each teacher has a communication goal for engaging parents in their child's education. Some teachers have Power School 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 also willing to meet at any time with parents who request it. Parent Conferences are held, as well. 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 for the day 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

There is no doubt that Regional School District No. 7's location in the far northwest corner of the state (New Hartford, Barkhamsted, Colebrook and Norfolk) limits the diversity of our student population. So, we have taken significant steps to increase student awareness of the importance of diversity.

Mr. Michael Stapleton, Middle School Social Studies Teacher, has worked hard to create a Civil Right's Club which now includes 77 members from the High School and Middle School. These students study significant civil rights violations from the past in an effort to ensure we (as a society) do not repeat these hard learned lessons. Part of their studies involves contacting a person who lived through these difficulties and as a result became a more compassionate person.

For example, students studied school desegregation in the south. They learned about the Little Rock Nine and arranged to meet Dr. Terrence Roberts via Face Time. The students were so engaged by him that they decided to hold a fundraiser to pay for Dr. Roberts' visit to our district. Not only did he spend the entire day talking with students, but he also spoke to parents and community members in the evening, staying to sign copies of his book. It was a wonderful experience for our students and families.

The Civil Rights Club instituted a Hall of Honor to highlight those who have made a difference in the lives of others. Dr. Roberts was the first inductee to the Hall of Honor. Mary Beth Tinker (Des Moines v. Tinker) also visited this year. She spoke about the importance of students' Freedom of Speech rights. Ted Veiling also visited our school. He is a Norfolk resident and is a Holocaust survivor. Both of these special guests spoke to students during the day and parents and community members at night. They are both included on the Hall of Honor.

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Equitable Allocation of Resources among District Schools

Regional School District No. 7 builds a zero-based budget each year for the High School and Middle School. Each Department Chair is responsible for identifying the needs of his/her department and creating a budget to reflect them. The school principals and Director of Finance and Operations meet to discuss building based budgeted items. The Director of Finance and Operation brings forward a draft budget to the Superintendent that includes everything requested.

The Superintendent and Director of Finance and Operations meet to discuss all requests. Adjustments are made to each school's budget. A second meeting with the principals is held to review the adjustments.

Finally, the Superintendent's Proposed Budget goes forward to the Board of Education for input and further adjustments. Thankfully, we have managed to retain all certified staff across the district.

Equitable allocations for both schools are discussed and determined through many meetings with the administration and Board of Education.