

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



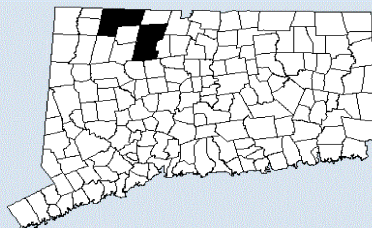
Regional School District 07

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

District Information

Grade Range	7-12
Number of Schools/Programs	8
Enrollment	1,104
Per Pupil Expenditures ¹	\$17,496
Total Expenditures ¹	\$19,543,460

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	567	51.4	48.4
Male	537	48.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	7	0.6	5.1
Black or African American	7	0.6	12.9
Hispanic or Latino	21	1.9	24.0
Pacific Islander	*	*	0.1
Two or More Races	7	0.6	2.9
White	1,060	96.0	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	107	9.7	35.9
Students with Disabilities ¹	145	13.1	14.3

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	28	4.9	9	1.6
Male	21	4.0	33	6.2
Black or African American	0	*	*	*
Hispanic or Latino	*	*	*	*
White	41	3.9	40	3.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	8.0	12	10.3
Students with Disabilities	16	11.2	13	8.7
District	49	4.5	42	3.8
State		9.9		6.7

Number of students in 2015-16 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	76.1
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	40.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	6.9
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	57.4

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	1.0
Black or African American	1	1.0	3.6
Hispanic or Latino	1	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	99	97.1	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	164	97.0	172	86.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	12	*	13	*
Students with Disabilities	9	*	10	30.3
District	167	96.5	178	86.0
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	8	40.0
Intellectual Disability	*	*
Learning Disability	37	74.0
Other Health Impairment	15	75.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	81	65.3
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	14	1.4	1.7
Emotional Disturbance	20	2.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	50	4.9	4.9
Other Health Impairment	20	2.0	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	10	1.0	1.8
All Disabilities	124	12.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,473,801	9,671	9,663
Instructional Supplies and Equipment	364,511	337	321
Improvement of Instruction and Educational Media Services	247,979	229	578
Student Support Services	828,205	765	1,103
Administration and Support Services	2,117,246	1,955	1,861
Plant Operation and Maintenance	1,963,595	1,813	1,637
Transportation	1,735,166	1,633	877
Costs of Students Tuitioned Out	1,307,460	N/A	N/A
Other	505,497	467	201
Total	19,543,460	17,496	16,236

Additional Expenditures

Land, Buildings, and Debt Service	776,227	717	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	818,087	18.2	34.6
Noncertified Personnel	296,779	6.6	14.6
Purchased Services	1,445,282	32.1	5.8
Tuition to Other Schools	1,220,219	27.1	21.8
Special Ed. Transportation	420,760	9.4	8.5
Other Expenditures	294,790	6.6	14.7
Total Expenditures	4,495,917	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.7	74.8
State	18.5	19.2
Federal	1.2	1.3
Tuition & Other	4.6	4.7

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	8	*	8	*	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	*	*
White	488	71.3	488	65.8	359	66.8
English Learners	*	*	*	*	*	*
Non-English Learners	504	71.4	504	65.9	376	66.6
Eligible for Free or Reduced-Price Meals	49	55.8	49	50.8	31	54.7
Not Eligible for Free or Reduced-Price Meals	457	72.8	457	67.3	347	67.5
Students with Disabilities	65	45.6	65	40.1	49	46.5
Students without Disabilities	441	75.0	441	69.5	329	69.4
High Needs	97	51.6	97	46.7	65	51.1
Non-High Needs	409	75.8	409	70.2	313	69.6
District	506	71.2	506	65.7	378	66.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	85.8	78.7	361	82.3
Curl Up	N/A	N/A	89.1	89.9	361	89.5
Push Up	N/A	N/A	76.5	71.3	361	74.0
Mile Run/PACER	N/A	N/A	79.2	80.3	361	79.8
All Tests - District	N/A	N/A	62.3	59.6	361	60.9
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	0
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	31	83.9
Students with Disabilities	30	73.3
District	191	93.7
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.7	128	61.8
Male	94.8	103	59.5
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	95.4	225	61.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.3	12	40.0
Students with Disabilities	56.8	*	*
District	94.7	231	60.8
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	77.0	92.1
Male	62.7	88.0
Black or African American	*	*
Hispanic or Latino	*	*
White	69.4	90.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	37.5	*
Students with Disabilities	25.8	*
District	69.3	90.3
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.2	75	47.5	50	94.9	67.1
	High Needs Students	51.6	75	34.4	50	68.9	55.9
Math Performance Index	All Students	65.7	75	43.8	50	87.6	62.2
	High Needs Students	46.7	75	31.1	50	62.2	50.5
Science Performance	All Students	66.4	75	44.3	50	88.6	55.3
	High Needs Students	51.1	75	34.1	50	68.2	45.2
ELA Academic Growth	All Students	53.7%	100%	53.7	100	53.7	55.4%
	High Needs Students	40.4%	100%	40.4	100	40.4	49.8%
Math Academic Growth	All Students	62.6%	100%	62.6	100	62.6	61.7%
	High Needs Students	59.0%	100%	59.0	100	59.0	53.7%
Chronic Absenteeism	All Students	4.5%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.8%	<=5%	42.4	50	84.9	15.8%
Preparation for CCR	% Taking Courses	90.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	60.8%	75%	40.5	50	81.1	43.5%
On-track to High School Graduation		96.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		93.7%	94%	99.7	100	99.7	87.4%
6-year Graduation - High Needs Students (2014)		78.0%	94%	83.0	100	83.0	82.0%
Postsecondary Entrance (Class of 2016)		69.3%	75%	92.4	100	92.4	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.3% 60.9%	75%	40.6	50	81.3	92.0% 51.6%
Arts Access		55.9%	60%	46.6	50	93.2	50.5%
Accountability Index				1046.2	1350	77.5	

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	51.6	23.4	16.7	
Math Performance Index Gap	70.2	46.7	23.6	18.7	
Science Performance Index Gap	69.6	51.1	18.5	16.6	
Graduation Rate Gap	94.0%	78.0%	16.0%	12.0%	Y

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	98.5
	High Needs Students	98.1
Math	All Students	98.5
	High Needs Students	98.1
Science	All Students	98.2
	High Needs Students	95.8

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: 50.2

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

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools