

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



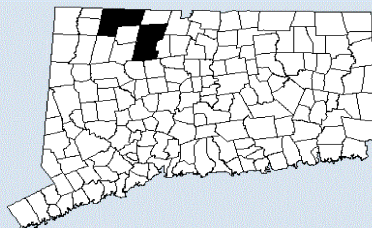
Regional School District 07

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

District Information

Grade Range	7-12
Number of Schools/Programs	8
Enrollment	1,075
Per Pupil Expenditures ¹	\$18,976
Total Expenditures ¹	\$20,740,243

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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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	555	51.6	48.4
Male	520	48.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	11	1.0	12.8
Hispanic or Latino of any race	25	2.3	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	20	1.9	3.6
White	1,006	93.6	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	179	16.7	42.1
Students with Disabilities ³	191	17.8	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	36	6.5	10	1.8
Male	47	9.2	34	6.5
Black or African American	0	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	75	7.6	38	3.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	23	12.2	18	8.4
Students with Disabilities	26	13.8	19	9.1
District	83	7.8	44	4.0
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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	75.9
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	37.7
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	6.5
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.1
School Nurses	2.1
Other Staff Providing Non-Instructional Services/Support	58.9

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	3.8
Hispanic or Latino of any race	1	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	97	96.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	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	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	149	98.7	182	90.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	96.3	26	74.3
Students with Disabilities	15	*	13	44.8
District	157	97.5	191	90.1
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	6	*
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	41	58.6
Other Health Impairment	19	61.3
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	85	54.1
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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	19	2.0	1.9
Emotional Disturbance	17	1.7	1.1
Intellectual Disability	*	*	0.5
Learning Disability	70	7.2	5.5
Other Health Impairment	31	3.2	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	0.8	1.8
All Disabilities	157	16.1	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	\$12,632,657	\$11,558	\$10,545
Support services - students	\$1,236,965	\$1,155	\$1,373
Support services - instruction	\$145,309	\$136	\$644
Support services - general administration	\$378,327	\$353	\$462
Support services - school based administration	\$1,139,260	\$1,064	\$1,007
Central and other support services	\$583,828	\$545	\$671
Operation and maintenance of plant	\$2,387,434	\$2,229	\$1,629
Student transportation services	\$1,751,488	\$1,700	\$1,231
Food services	.	.	\$13
Enterprise operations	\$484,974	\$453	\$157
Minor school construction	.	.	\$65
Total	\$20,740,243	\$18,976	\$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	\$955,594	19.0	29.7
Instructional Aide Salaries	\$173,968	3.5	9.6
Other Salaries	\$6,362	0.1	10.4
Employee Benefits	\$262,346	5.2	13.0
Purchased Services Other Than Transportation	\$1,635,624	32.6	5.5
Special Education Tuition	\$1,472,632	29.3	22.6
Supplies	\$4,900	0.1	0.6
Property Services	\$1,012	0.0	0.4
Purchased Services For Transportation	\$485,906	9.7	8.0
Equipment	\$19,511	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$5,017,855	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	78.8
State	15.8
Federal	1.3
Tuition & Other	4.1

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).

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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	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	11	*	11	*	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	8	*	8	*	*	*
White	410	71.5	409	63.8	278	67.8
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	295	67.0
Eligible for Free or Reduced-Price Meals	72	64.8	72	53.6	52	62.7
Not Eligible for Free or Reduced-Price Meals	363	72.6	362	65.8	243	68.0
Students with Disabilities	73	49.8	73	38.1	46	45.9
Students without Disabilities	362	75.7	361	69.0	249	70.9
High Needs	121	59.7	121	48.8	77	58.6
Non-High Needs	314	75.8	313	69.5	218	70.0
District	435	71.3	434	63.8	295	67.0

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	N/A	N/A	97.4	91.3	347	93.9
Curl Up	N/A	N/A	93.4	92.3	347	92.8
Push Up	N/A	N/A	81.6	87.2	347	84.7
Mile Run/PACER	N/A	N/A	82.9	81.0	347	81.8
All Tests - District	N/A	N/A	77.6	74.4	347	75.8
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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	26	100.0
Students with Disabilities	9	*
District	165	98.2
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	96.4	128	65.6
Male	97.2	112	62.9
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	97.2	233	66.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	88.7	24	38.7
Students with Disabilities	74.5	*	*
District	96.8	240	64.3
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.

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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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	80.9	95.5
Male	73.0	93.1
Black or African American	73.0	*
Hispanic or Latino of any race	*	*
White	76.7	94.4
English Learners	76.7	*
Eligible for Free or Reduced-Price Meals	45.2	*
Students with Disabilities	35.0	*
District	77.0	94.5
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

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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	71.3	75	47.6	50	95.1	67.7
	High Needs Students	59.7	75	39.8	50	79.6	58.1
Math Performance Index	All Students	63.8	75	42.5	50	85.0	63.1
	High Needs Students	48.8	75	32.6	50	65.1	52.7
Science Performance Index	All Students	67.0	75	44.7	50	89.4	63.8
	High Needs Students	58.6	75	39.1	50	78.1	54.2
ELA Academic Growth	All Students	65.8%	100%	65.8	100	65.8	59.9%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.1%
Math Academic Growth	All Students	55.3%	100%	55.3	100	55.3	62.5%
	High Needs Students	38.7%	100%	38.7	100	38.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.8%	<=5%	44.4	50	88.8	10.4%
	High Needs Students	13.4%	<=5%	33.3	50	66.6	16.1%
Preparation for CCR	% Taking Courses	93.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	64.3%	75%	42.9	50	85.8	42.6%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.2%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.9%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		77.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.9% 75.8%	75%	50.0	50	100.0	96.4% 52.9%
Arts Access		55.9%	60%	46.6	50	93.1	51.9%
Accountability Index				1081.8	1350	80.1	

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?					Y
ELA Performance Index Gap	75.0	59.7	15.3	15.4	
Math Performance Index Gap	69.5	48.8	20.7	17.6	
Science Performance Index Gap	70.0	58.6	11.4	16.1	
Graduation Rate Gap	94.0%	97.9%	-3.9%	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	95.4
	High Needs Students	91.0
Math	All Students	95.2
	High Needs Students	91.0
Science	All Students	96.1
	High Needs Students	92.8

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

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Narratives

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 of our towns qualify as rural areas, with the largest town population being 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. This year, our art teacher is heading up a major fundraiser to assist Guiding Light Orphans in Uganda. GLO provides medical assistance and education to women and children in need of help. As part of this fundraiser, the art students fired beautiful bowls and the culinary students made soup to sell in the bowls. The anatomy students filled backpacks with medical supplies that can be delivered to women and children in need.

Further, Kindness in Motion fundraising benefits many people in need. There are also a variety of community service activities that benefit the less fortunate. This year, we finished a huge project to build a clean water drinking well in South Sudan. The children raised \$15,000 over the course of 2 years. Our staff was instrumental in their success.

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. 40 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.

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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 5-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 House Masters.