

STRATEGIC SCHOOL PROFILE 2005-06**Regional School District 07****ROBERTA OHOTNICKY, Superintendent**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Litchfield	Public School Enrollment as a Percent of Town Population: 9.2%
2000 Population: 12,713	Public School Enrollment as % of Total Student Population: 90.5%
1990-2000 Population Growth: 1.2%	Percent of Adults without a High School Diploma in 2000: 10.8%
2000 Per Capita Income: \$30,420	Adult Education Enrollment in 2004-05 School Year: 22
Number of Public Schools: 2	Number of Adults Receiving Diplomas in 2004-05 School Yr.: 16
Number of Nonpublic Schools: 1	

 District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	DRG	State
% of Students Eligible for Free/Reduced-Price Meals	2005-06	2.4	4.2	26.9
	2002-03	2.4	N/A	25.4
% of K-12 Students with Non-English Home Language	2005-06	0.2	1.3	12.6
	2000-01	1.3	N/A	12.5
% of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr.	2005-06	95.4	93.9	88.0
	2000-01	91.8	N/A	87.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2005-06	19.6	22.7	21.7
	2000-01	26.1	N/A	31.7

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	7-12
Total Enrollment	1,164
5-Year Enrollment Change	12.7%
Projected 2010 Enrollment	
Elementary	0
Middle School	323
High School	756
Prekindergarten, Other	0

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	11	0.9
Black	8	0.7
Hispanic	5	0.4
White	1,139	97.9
Total Minority 2005-06	25	2.1
Total Minority 2000-01	13	1.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Regional School District #7 is mindful of the importance of providing our students with diverse cultural, racial and social experiences and opportunities. We recognize that indeed “no school is an island”. Geographically located in semi-rural northwestern Connecticut, we are particularly challenged with meeting this goal of diversity. However, within the last few years, we have made many strides to address this critical directive.

Newest to our successes is our expanded 7-12 World Language program. We now offer Chinese, Italian, Spanish and French to all students. Through the collaborative efforts of the CT State Department of Education, our District has two teachers from China who provide vast cultural experiences and direct language instruction. In addition, two of our students were given scholarships by the Chinese government to further study Chinese in Beijing this summer. Our partnership with the Italian Embassy also continues to provide for materials and supports an Italian language position. As a result of these efforts, we have been visited by representatives of the Italian and Chinese governments. In addition, governmental representatives from France visited our schools in hopes of establishing further partnerships.

The student-focused H.O.P.E. club (Help Others Promote Equality) at the high school continues to flourish. This thriving group promotes various activities that celebrate differences found in all segments of the population as it promotes its message of tolerance and acceptance. Similarly, community service to benefit less fortunate nearby communities is a drive to many student activities in both the middle and high schools. Substance abuse programs, foreign schools, soup kitchens and food banks have all been the recipients of our students’ efforts.

Our Vocational Agriculture Education program also serves as a magnet school for numerous communities. In that program, students from varying backgrounds collaboratively work toward preserving and improving all of the economic conditions and opportunities in agriculture-related fields.

Mindful of the need to continue our efforts, we will be exploring other partnerships during the next school year. Sister School programs, distance learning, and exchange programs will all be pursued. We are committed to providing our students with the richest experiences possible to meet the demand of our diverse world.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)



# of Certified Staff	
Teachers	86.0
Administrators	7.0
Department Chairs	0.5
Library/Media Staff	1.0
Other Professionals	10.2
% Minority 2005-06	1.9
% Minority 2000-01	1.0
# Non-Certified Instructional	26.7

Average Class Size		District	DRG	State
Grade K	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Grade 2	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Grade 5	2005-06	N/A	N/A	N/A
	2000-01	N/A	N/A	N/A
Grade 7	2005-06	18.5	19.9	21.1
	2000-01	16.0	N/A	21.9
High School	2005-06	19.1	18.6	20.3
	2000-01	17.6	N/A	20.0

Professional Staff Experience and Training	District	DRG	State
Average Number of Years Experience in Connecticut	13.9	13.5	13.1
% with Master’s Degree or Above	66.7	77.3	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	25.0	31.9	28.5

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	DRG	State
Elementary	N/A	N/A	N/A
Middle School	997	1,033	1,015
High School	997	1,021	1,002

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	DRG	State
Students Per Academic Computer	1.9	3.2	3.4
Students Per Teacher	13.5	13.5	13.6
Teachers Per Administrator	11.6	14.2	13.8

STUDENT PERFORMANCE

Physical Fitness	District	State
% Passing All 4 Tests	39.4	35.6

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	District	State	Of All Districts in State		
			Lowest %	Highest %	
Grade 3	Reading	N/A	N/A	N/A	
	Writing	N/A	N/A	N/A	
	Mathematics	N/A	N/A	N/A	
Grade 4	Reading	N/A	N/A	N/A	
	Writing	N/A	N/A	N/A	
	Mathematics	N/A	N/A	N/A	
Grade 5	Reading	N/A	N/A	N/A	
	Writing	N/A	N/A	N/A	
	Mathematics	N/A	N/A	N/A	
Grade 6	Reading	N/A	N/A	N/A	
	Writing	N/A	N/A	N/A	
	Mathematics	N/A	N/A	N/A	
Grade 7	Reading	79.8	66.7	26.9	95.0
	Writing	74.6	60.0	25.5	89.8
	Mathematics	65.6	57.0	19.2	93.0
Grade 8	Reading	83.6	66.7	13.3	93.6
	Writing	86.8	62.4	2.7	96.4
	Mathematics	83.8	58.3	0.0	93.6



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	District	State	Of All Districts in State	
			Lowest %	Highest %
Reading Across the Disciplines	70.4	46.5	0.0	83.1
Writing Across the Disciplines	68.5	52.4	0.0	86.3
Mathematics	74.7	46.3	0.0	82.3
Science	66.7	44.6	0.0	85.3



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SAT [®] I: Reasoning Test	Class of 2000	Class of 2005	
	District	District	State
% of Graduates Tested	77.5	70.7	74.9
Mathematics: Average Score	541	558	512
Mathematics: % Scoring 600 or More	30.8	29.7	24.6
Verbal: Average Score	538	536	510
Verbal: % Scoring 600 or More	26.2	23.4	22.7

Dropout Rates	District	State
Cumulative Four-Year Rate for Class of 2005	3.7	7.4
2004-2005 Annual Rate for Grades 9 through 12	0.7	1.7
1999-2000 Annual Rate for Grades 9 through 12	0.8	3.1

Activities of Graduates	Class of	# in District	District %	State %
 Pursuing Higher Education	2005	124	79.0	82.3
	2000	114	82.6	78.5
Employed or in Military	2005	33	21.0	13.9
	2000	24	17.4	17.6
Unemployed	2005	0	0.0	0.9
	2000	0	0.0	0.7

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	DRG	State
Instructional Staff and Services	\$7,772	\$6,841	\$6,907	\$6,184	\$6,555
Instructional Supplies and Equipment	\$397	\$349	\$299	\$269	\$260
Improvement of Instruction and Educational Media Services	\$241	\$213	\$347	\$349	\$391
Student Support Services	\$644	\$566	\$643	\$628	\$656
Administration and Support Services	\$1,499	\$1,319	\$1,586	\$1,125	\$1,153
Plant Operation and Maintenance	\$1,486	\$1,308	\$1,170	\$1,071	\$1,113
Transportation	\$1,056	\$930	\$647	\$529	\$522
Costs for Students Tuitioned Out	\$306	N/A	N/A	N/A	N/A
Other	\$308	\$271	\$272	\$117	\$122
Total	\$13,709	\$11,994	\$12,203	\$10,641	\$10,994
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,261	\$1,110	\$2,229	\$1,699	\$1,467
Adult Education	\$30	N/A	N/A	N/A	N/A

Revenue Sources, % from Source. Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	76.7	17.7	1.5	4.1
Without School Construction	76.3	17.6	1.6	4.5

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		DRG	State	
	Per Pupil	% Change	Per Pupil	Per Pupil	% Change
Elementary and Middle					
Total	\$9,965	1.0	\$8,535	\$9,062	5.1
Salaries and Benefits	\$7,380	1.9	\$6,868	\$7,454	4.7
Supplies	\$725	84.0	\$502	\$513	12.7
Equipment	\$197	-63.0	\$147	\$133	16.7
High School					
Total	\$10,969	2.0	\$9,868	\$9,640	3.5
Salaries and Benefits	\$8,200	2.6	\$7,694	\$7,759	3.1
Supplies	\$796	62.4	\$654	\$585	11.6
Equipment	\$244	49.7	\$147	\$152	14.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

In order to ensure the most effective delivery of instruction, the High School is divided into two "houses." All students are assigned to either "A" and "B" house and remain in that assignation for their time at Regional. This structure allows for the best interactions and student-teacher ratios possible. All opportunities and experiences are identical in both houses; student activities and successes are fully equitable.

The Middle School is organized according to a traditional Team plan. Students remain with a given group of teachers in a two-year looping pattern. Much of the learning success experienced at this level can be attributed to the concentrated efforts of the teachers over this two year period.

Resources are fairly and soundly divided between the two schools. The importance of maintaining a powerful 7-12 continuum has been recognized by the staff, administration, and the communities. Most importantly, the Board of Education, representing each of the sending towns, has ensured fair and equitable programming for all.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

The most critical purpose of Regional School District #7 is to provide our students with the best learning, teaching, and instruction possible. Highlights of the 2005-2006 school year include:

- Top performance on the 10th Grade CAPT test as compared to the State, as well as our DRG (District Reference Group)
- Top performance on our 8th Grade CMT test as compared to the State, as well as our DRG (District Reference Group)
- Significant improvement in the Reading skills of our students 7-12 as a result of a District-wide goal (part of Strategic Plan)
- Initiation of a Chinese language program, Grades 7-12 in cooperation with the Republic of China
- Initiation of an Italian language program, Grades 7-12 in cooperation with the Italian Embassy
- Implementation of an award-winning grant to establish a Banking program in the school that features a working bank on campus (Northwest Community Bank) available to all students, as well as corresponding courses in banking (on both traditional and Honors levels)
- Recognition of the Rocket It Forward program at the Middle School through a published article in the CAS Journal
- Initiation of the NEASC Accreditation process by the Middle School to ensure that the highest standards for our students, teachers, and school are maintained
- Highly successful performance of our High School students on the Advanced Placement (AP) exams
- Continuation of a high graduation rate (98%) and a low drop-out rate at the High School, supported by a variety of school-based learning alternatives
- Successful participation in State and National programs by the students in the Agriculture Education program.
- Strong parental participation in numerous school activities including the Strategic Planning Committee, the hiring of a new Middle School Principal, the installation of a public radio system to announce student activities, and a new, brick school sign.

Through the support and combined efforts of the towns of Barkhamsted, Colebrook, New Hartford, and Norfolk, we continue to provide a highly successful, comprehensive learning experience to our students. We have high expectations and the continued commitment to help our students directly meet the challenges of the future.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school district website, see www.nwr7.com/District.html

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