

STRATEGIC SCHOOL PROFILE 2000-01**Regional School District 7****RICHARD E CARMELICH, JR., 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).
Data were provided by the local school district during the fall of 2000.

COMMUNITY DATA

County: Litchfield
2000 Population: 12,713
1990-2000 Population Growth: 1.2%
1998 Per Capita Income: N/A
Number of Public Schools: 2
Number of Nonpublic Schools: 0

Public School Enrollment as a Percent of Town Population: 7.8%
Public School Enrollment as % of Total Student Population: 91.3%
Percent of Adults without a High School Diploma in 1990: 19.7%
Adult Education Enrollment in 1999-2000 School Year: 59
Number of Adults Receiving Diplomas in 1999-2000 School Yr.: 31

Education Reference Group (ERG): C ERG 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	ERG	State
Estimated % of Students Eligible for Free/Reduced-Price Meals	2000-01	3.2	4.2	23.6
% of K-12 Students with Non-English Home Language	2000-01	1.3	1.8	12.5
	1998-99	0.9	1.7	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2000-01	91.8	92.8	87.0
	1995-96	96.3	91.7	85.5
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2000-01	N/A	N/A	N/A
	1995-96	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2000-01	26.1	29.5	31.7
	1995-96	26.9	29.3	29.9

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment

Grade Range 7-12
Total Enrollment 1,033
5-Year Enrollment Change 12.0%
Projected 2005 Enrollment
Elementary N/A
Middle School N/A
High School 1,077
Prekindergarten, Other 0

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	7	0.7
Black	1	0.1
Hispanic	5	0.5
White	1,020	98.7
Total Minority 2000-01	13	1.3
Total Minority 1995-96	13	1.4

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.

Our schools are geographically situated in a comparatively remote part of the state. Access to programs and activities involving students and staff of diverse backgrounds is hampered by the time and cost of transportation. Attracting qualified minority staff members to work in our schools is very difficult.

We are working with Education Connection to recruit minority staff members, but it remains a challenge to attract people from diverse backgrounds into such a homogeneous culture. We will continue to work at this because we believe that our students cannot realize a full and complete educational experience without a firm understanding of the value of a diverse society.


Finally, the Regional School District No. 7 Board of Education adopted its "Strategic Plan: 2000-2005" in February of 2000. In that plan under Goal #3 (*Northwestern Regional Middle School and High School will promote an educational environment that embraces the social, emotional and academic aspects of our school community*) objectives #3 and #4 state:

--Northwestern Regional High School and Middle School will increase acceptance of and respect for diversity by providing an atmosphere where students, faculty, and community members feel safe and have an increased respect for each other and for social issues.

--Northwestern Regional High School and Middle School will encourage a more tolerant learning environment.

Every objective in the strategic plan is accompanied by a time line and an action plan. The Regional School District No. 7 Board of Education is seeking positive results from these initiatives.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)		Average Class Size				District	ERG	State
# of Certified Staff		Grade K	2000-01	N/A	N/A	N/A	N/A	N/A
Teachers	83.5		1995-96	N/A	N/A	N/A	N/A	N/A
Administrators	6.9	Grade 2	2000-01	N/A	N/A	N/A	N/A	N/A
Library/Media Staff	0.9		1995-96	N/A	N/A	N/A	N/A	N/A
Other Professionals	8.4	Grade 5	2000-01	N/A	N/A	N/A	N/A	N/A
% Minority 2000-01	1.0		1995-96	N/A	N/A	N/A	N/A	N/A
% Minority 1995-96	0.0	Grade 7	2000-01	16.0	19.9	21.9		
# Non-Certified Instructional	8.5		1995-96	22.3	20.8	21.7		
		High School	2000-01	17.6	18.4	20.0		
			1995-96	20.5	18.8	20.3		

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.4	13.7	14.0
% with Master's Degree or Above	63.7	79.1	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers	23.5	28.7	25.0

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	N/A	N/A	N/A
Middle School	992	1,009	1,007
High School	996	1,013	999

*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	ERG	State
Students Per Academic Computer	3.5	4.8	4.7
Students Per Teacher	12.4	13.5	14.1
Teachers Per Administrator	12.1	13.9	13.5

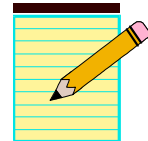
STUDENT PERFORMANCE



Physical Fitness	District	ERG	State
% Passing All 4 Tests	45.5	41.9	34.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: Results on the Third Generation test are not comparable to test results of previous years.

Connecticut Mastery Test, 3 rd Gen. % Meeting State Goal	District	ERG	State
Grade 4 Reading	N/A	N/A	N/A
Grade 4 Writing	N/A	N/A	N/A
Grade 4 Mathematics	N/A	N/A	N/A
Grade 4 All Three Tests	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Grade 6 Writing	N/A	N/A	N/A
Grade 6 Mathematics	N/A	N/A	N/A
Grade 6 All Three Tests	N/A	N/A	N/A
Grade 8 Reading	68	80	66.4
Grade 8 Writing	62	72	60.4
Grade 8 Mathematics	64	69	54.8
Grade 8 All Three Tests	47.9	57.2	43.5
Participation Rate	95.9	97.8	92.8



The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test Index, Third Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Mastery Test Index, Third Generation	District	ERG	State
Grade 4 Reading	N/A	N/A	N/A
Grade 4 Writing	N/A	N/A	N/A
Grade 4 Mathematics	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Grade 6 Writing	N/A	N/A	N/A
Grade 6 Mathematics	N/A	N/A	N/A
Grade 8 Reading	78.9	87.6	76.1
Grade 8 Writing	80.3	85.8	76.9
Grade 8 Mathematics	82.7	85.3	73.6

Results on the Third Generation test are not comparable to test results of previous years.

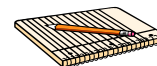


STUDENT PERFORMANCE, continued

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. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Conn. Academic Performance Test, 2 nd Gen. % Grade 10 Meeting State Goal	District	ERG	State
Reading Across the Disciplines	56	61	42.2
Writing Across the Disciplines	51	62	48.7
Mathematics	54	59	44.6
Science	57	61	43.4
All Four Tests	30.9	36.1	22.6
Participation Rate	95.2	95.7	90.1

Results on the Second Generation test are not comparable to test results of previous years.




Connecticut Academic Performance Test Index, Second Generation: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index, Second Generation	District	ERG	State
Reading Across the Disciplines	78.2	83.3	70.9
Writing Across the Disciplines	75.7	83.2	74.8
Mathematics	78.8	82.0	70.3
Science	81.7	84.3	72.2

Results on the Second Generation test are not comparable to test results of previous years.

Scholastic Assessment Test	Class of 1996	Class of 2000		
	District	District	ERG	State
% of Graduates Tested	69.3	77.5	84.4	77.8
Mathematics: Average Score	547	541	534	503
Mathematics: % Scoring 600 or More	31.8	30.8	28.7	22.0
Verbal: Average Score	542	538	532	501
Verbal: % Scoring 600 or More	22.7	26.2	25.7	20.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2000	2.4	6.8	12.2
1999-2000 Annual Rate for Grades 9 through 12	0.8	1.6	3.1
1995-1996 Annual Rate for Grades 9 through 12	1.5	2.1	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2000	114	82.6	82.8	78.5
	1995	108	83.7	81.6	75.4
Employed or in Military	2000	24	17.4	15.0	17.6
	1995	21	16.3	15.8	18.5
Unemployed	2000	0	0.0	0.2	0.7
	1995	0	0.0	0.9	1.6

DISTRICT REVENUES/EXPENDITURES 1999-2000

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG 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	All ERG Districts	All Districts
Instructional Staff and Services	\$6,045	\$6,125	\$5,897	\$4,917	\$5,305
Instructional Supplies and Equipment	\$357	\$362	\$279	\$237	\$247
Improvement of Instruction and Educational Media Services	\$301	\$305	\$416	\$283	\$331
Student Support Services	\$583	\$591	\$596	\$514	\$494
Administration and Support Services	\$1,159	\$1,174	\$1,166	\$894	\$906
Plant Operation and Maintenance	\$918	\$931	\$968	\$804	\$880
Transportation	\$853	\$826	\$426	\$444	\$402
Costs for Students Tuitioned Out	\$112	N/A	N/A	N/A	N/A
Other	\$203	\$206	\$215	\$101	\$105
Total	\$10,532	\$10,607	\$10,249	\$8,424	\$8,863
Additional Expenditures					
Land, Buildings, and Debt Service	\$7,298	\$7,394	\$1,939	\$1,075	\$1,016
Adult Education	\$28	\$478	N/A	\$414	\$727

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	51.2	46.1	0.9	1.8
Without School Construction	75.4	20.0	1.5	3.1

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		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	N/A	N/A	\$6,643	3.4	\$7,340	4.5
Salaries and Benefits	N/A	N/A	\$5,344	3.4	\$6,013	4.4
Supplies	N/A	N/A	\$356	-1.1	\$397	4.7
Equipment	N/A	N/A	\$133	-0.7	\$129	-4.4
High School						
Total	\$9,537	6.9	\$6,639	2.3	\$7,987	1.6
Salaries and Benefits	\$7,191	7.6	\$6,549	1.1	\$6,790	1.2
Supplies	\$394	-13.6	\$499	-4.8	\$477	0.6
Equipment	\$298	12.5	\$224	0.9	\$188	2.7

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.

Regional School District No. 7 is comprised of two schools: Northwestern Regional High School and Northwestern Regional Middle School. The high school is divided into two "houses." The two high school houses divide students in grades nine through twelve randomly. The first level of support that the school receives is determined by the budget approved by the RSD#7 Board of Education and by the voters of Barkhamsted, Colebrook, New Hartford, and Norfolk. The budget is proposed initially by faculty and staff, compiled and prioritized by the principal, reviewed and altered by the superintendent, reviewed and altered by the board of education, and presented to the public for a vote at the annual meeting. The school just completed undergoing a renovation/addition construction project. Students in grades 7-12 will share equally in the technological improvements made to the building.

Beginning with the 2000-2001 school year, the Northwestern Regional Middle School became an entity separate from the high school. It has its own principal, and the staff will be substantially differentiated. To address issues of equitable distribution of fiscal resources, the Director of Finance and Operations has been charged with the responsibility to advise the Board of Education as to the method that will best divide the District's resources between the two schools. That process has been completed with the adoption of the 2001-2002 budget.

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.

Below is a description of the sustained improvement in the accomplishments of Regional School District No. 7 students:

- Regional No. 7 students consistently score above state and national averages on the SAT.
- Regional No. 7 students consistently score at very high levels on the 10th grade Connecticut Academic Performance Test.
- Regional No. 7 students consistently score above state averages on the Connecticut Mastery Tests.
- Regional No. 7 students, individuals and ensembles, received statewide, regional, and national recognition in the fine arts.
- Regional No. 7 student-athletes continue to succeed in conference, regional and statewide athletic competition.
- Regional No. 7 students participate in a meaningful way in community service.

The citizens of Barkhamsted, Colebrook, New Hartford, and Norfolk expect and receive high levels of student accomplishment. The 2000-2001 school year yielded continued improvement in student accomplishment.

An area of perceived weakness is in the number of extracurricular opportunities offered to our students. In an effort to correct this problem, a new position was created in 1998-1999. The position of Director of Athletics, Intramural Programs, and Student Activities was formed to address this issue from a broad perspective. The individual named to this position is responsible for enhancing opportunities for our students to deepen their participation in the life of the school. The rate of participation in student activities has grown substantially as a result of this level of concentrated effort.

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

