

STRATEGIC SCHOOL PROFILE 2009-10**Regional School District 07**

CLINTON A. MONTGOMERY, Superintendent

Location: 100 Battistoni Drive
Winsted,
Connecticut

Telephone: (860) 379-1084

Website: www.nwr7.com/

This regional school district serves Barkhamsted, Colebrook, New Hartford, Norfolk

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 12,713

1990-2000 Population Growth: 1.2%

Number of Public Schools: 2

Per Capita Income in 2000: \$30,420

Percent of Adults without a High School Diploma in 2000*: 10.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.1%

District Enrollment as % of Estimated. Student Population: 93.1%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 1,166
5-Year Enrollment Change 7.7%

DISTRICT GRADE RANGE

Grade Range 7 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	88	7.5	6.7	32.6
K-12 Students Who Are Not Fluent in English	0	0.0	0.7	5.4
Students Identified as Gifted and/or Talented*	32	2.7	4.6	4.1
PK-12 Students Receiving Special Education Services in District	141	12.1	10.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	50	12.9	12.7	13.6

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	10	0.9
Black	8	0.7
Hispanic	11	0.9
White	1,136	97.4
Total Minority	30	2.6

Percent of Minority Professional Staff: 3.7%

Non-English Home Language:

All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Regional School District No. 7 represents the four communities of Barkhamsted, Colebrook, New Hartford and Norfolk where diversity is significantly limited. However, the school district consistently makes salient efforts to reduce racial, ethnic and economic isolation through the curriculum, special programs, and student activities. For example, our students are actively involved with their sister school in Shandong Province, China. They hosted 23 Chinese visitors this year and are planning a trip to China in the spring. The district continues to make strides in increasing the number of students entering in the middle and high schools from neighboring towns. This has increased diversity of socio-economic levels which has resulted in an increased awareness of the needs of others. Student groups such as H.O.P.E. (Helping Others Promote Equality) celebrate the differences of humanity and work to promote tolerance and acceptance. Our students are actively involved in a variety of community service activities that benefit the less fortunate. Northwestern junior and seniors travel to local elementary schools to volunteer their services for tutoring, training, coaching, recreation and garden clubs. Our high school banking students work with the elementary schools to teach them about the importance of saving money and other aspects of personal finance. 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 is also in a cooperative football program with a neighboring high school with a much more diverse student population.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>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. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
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	
Science	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	90.1	77.4	70.8	
Writing	78.9	61.2	74.7	
Mathematics	86.8	68.5	77.3	
Grade 8 Reading	90.1	73.3	85.4	
Writing	82.1	62.6	83.4	
Mathematics	81.8	67.3	68.2	
Science	80.5	62.8	70.7	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. 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. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	67.4	45.9	79.5	
Writing Across the Disciplines	79.7	59.6	79.7	
Mathematics	68.8	48.7	78.0	
Science	63.4	45.3	70.5	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	49.0	50.7	42.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.5	68.5	
Average Score	Mathematics	536	508	72.9
	Critical Reading	530	503	72.1
	Writing	525	506	63.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	98.9	91.3	91.5
2008-09 Annual Dropout Rate for Grade 9 through 12	0.4	3.0	84.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.2	84.5
% Employed (Civilian Employment and in Armed Services)	9.2	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	76.40
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	14.30
Paraprofessional Instructional Assistants	36.49
Library/Media Specialists and/or Assistants	2.75
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.00
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	8.40
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	70.38

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.5	13.8
% with Master's Degree or Above	66.7	79.0	77.8

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	15.5	19.9	20.8
High School	18.3	19.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	972	1,034	1,018
High School	998	1,007	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	2.0	2.2	2.5
High School	2.9	2.4	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$9,155	\$7,712	\$8,280	\$7,380	\$7,829
Instructional Supplies and Equipment	\$514	\$433	\$325	\$281	\$279
Improvement of Instruction and Educational Media Services	\$233	\$196	\$393	\$406	\$459
Student Support Services	\$798	\$672	\$757	\$816	\$859
Administration and Support Services	\$1,590	\$1,339	\$1,841	\$1,400	\$1,426
Plant Operation and Maintenance	\$1,788	\$1,506	\$1,546	\$1,468	\$1,462
Transportation	\$1,385	\$1,198	\$818	\$675	\$694
Costs for Students Tuitioned Out	\$787	N/A	N/A	N/A	N/A
Other	\$411	\$346	\$346	\$148	\$162
Total	\$16,660	\$13,906	\$14,857	\$13,077	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,300	\$1,095	\$1,821	\$1,030	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,567,945	21.4	20.2	20.7

Revenue Sources, % of Expenditures 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
Including School Construction	72.9	20.6	1.4	5.2
Excluding School Construction	72.7	20.2	1.5	5.6

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.

The education budget is initially submitted by each academic department to principals, the Business Manager and finally the Superintendent of Schools. The resources are carefully and equitably allocated to the middle school and high school. The district provides adequate staffing for all needs across all grade levels, including paraprofessional assistance, mental health professionals, guidance staff, and academic support staff. World language, physical education, art, music, band and career education is provided across all grade levels. The middle school students are organized in teams. The students remain in these teams throughout 7th and 8th grade. This grouping creates an environment where students and teachers are able to build close relationships with a smaller number of students. Students loop with the same team of teachers for two years in middle school, increasing the ability of staff to monitor and support each student while building meaningful relationships. The high school students are equally distributed between two houses. All students are assigned to either House I or House II and remain in that grouping throughout high school. This allows for careful monitoring of the students by the Housemasters. This arrangement allows staff to become very familiar with the students.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	117
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	13	1.2	1.0	1.0
Learning Disability	32	2.9	3.9	3.9
Intellectual Disability	5	0.5	0.4	0.5
Emotional Disturbance	22	2.0	0.7	1.0
Speech Impairment	12	1.1	2.1	2.2
Other Health Impairment*	28	2.6	1.9	2.1
Other Disabilities**	5	0.5	0.7	0.9
Total	117	10.7	10.5	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	1.2	4.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	39.3	31.6	90.1	67.5
	Writing	22.6	19.6	80.7	63.3
	Mathematics	14.3	32.9	84.0	68.1
	Science	16.7	23.7	80.5	61.1
CAPT	Reading Across the Disciplines	16.0	13.8	67.4	45.9
	Writing Across the Disciplines	14.8	16.8	79.7	59.6
	Mathematics	4.0	16.7	68.8	48.7
	Science	3.3	13.0	63.4	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	9.4
	% With Accommodations	90.6
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	3	2.6
Private Schools or Other Settings	8	6.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	66	56.4	76.7	73.4
40.1 to 79.0 Percent of Time	38	32.5	16.4	15.3
0.0 to 40.0 Percent of Time	13	11.1	6.9	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Every staff member of Regional School District No. 7 is dedicated to continuous improvement. One hour each week is devoted to working in Professional Learning Communities with a focus on data based decision making. This time together allows for the use of best practice instructional adjustments to ensure our students are receiving every opportunity to succeed. The district is also focused on assisting special education and academically challenged students in the Response to Intervention Program. Both special and regular education teachers provide high quality support through the RTI program. Some staff members have been reassigned to provide services for students with various academic and learning needs. Extensive data is collected through monitoring processes and is used to make determinations for each student's Success Plan. The Student Success Plans are web-based which allows access to both teachers and parents. The plans are carefully tied to state standards associated with academic and personal progress as well as school to career transition. Updated software programs have greatly improved the district's ability to communicate with parents. Our website allows for constant communication between the parents and community with the school. The district offers many after school activities, clubs and sports programs for both the middle and high school.
