

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



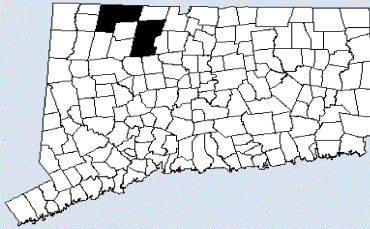
Regional School District 07

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

District Information

Grade Range	7-12
Number of Schools	8
Enrollment	1,139
Per Pupil Expenditures ¹	\$15,444
Total Expenditures ¹	\$17,914,908

¹Expenditure data reflect the 2012-13 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	586	51.4	48.3
Male	553	48.6	51.6
American Indian	*	*	0.2
Asian	10	0.9	4.6
Black or African American	7	0.6	12.9
Hispanic or Latino	23	2.0	21.2
Pacific Islander	0	0.0	0.0
White	1,095	96.1	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	119	10.4	37.3
Students with Disabilities ¹	135	11.9	12.8

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	38	6.6	11	1.8
Male	33	6.0	64	11.5
Black or African American	*	*	0	*
Hispanic or Latino	0	0.0	*	*
White	69	6.4	73	6.7
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	11.0	16	12.8
Students with Disabilities	19	14.1	16	11.1
District	71	6.3	75	6.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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	76.6
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	14.2
Paraprofessional Instructional Assistants	16.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	6.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.8
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	9.1
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	68.1

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 (%)
Asian	1	0.9	1.0
Black or African American	0	0	3.5
Hispanic	1	0.9	3.6
Native American	0	0	0.1
White	105	98.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	*	*	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	11	7.6	41	18.9
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	12	*
Emotional Disturbance	8	*
Intellectual Disability	*	*
Learning Disability	35	72.9
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	78	64.5
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	17	1.6	1.4
Emotional Disturbance	16	1.5	1.0
Intellectual Disability	6	0.6	0.4
Learning Disability	48	4.5	4.2
Other Health Impairment	19	1.8	2.5
Other Disabilities	6	0.6	1.0
Speech/Language Impairment	9	0.8	1.9
All Disabilities	121	11.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,606,677	8,501	8,769
Instructional Supplies and Equipment	390,096	345	275
Improvement of Instruction and Educational Media Services	239,751	212	487
Student Support Services	764,455	677	965
Administration and Support Services	1,894,980	1,677	1,600
Plant Operation and Maintenance	2,130,496	1,885	1,472
Transportation	1,496,200	1,347	786
Costs of Students Tuitioned Out	907,091	N/A	N/A
Other	485,162	429	178
Total	17,914,908	15,444	14,642

Additional Expenditures

Land, Buildings, and Debt Service	915,599	810	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	802,385	22.8	35.6
Noncertified Personnel	278,979	7.9	14.5
Purchased Services	1,023,797	29.0	5.0
Tuition to Other Schools	870,901	24.7	21.4
Special Ed. Transportation	262,411	7.4	8.5
Other Expenditures	288,093	8.2	14.9
Total Expenditures	3,526,566	100.0	100.0
PK-12 Expenditures Used for Special Education		19.7	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	79.7	78.6
State	18.9	19.9
Federal	1.3	1.4
Tuition & Other	0.1	0.1

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.9	81.5	90.6	83.1	.	.	.	.
Students with Disabilities	43.9	52.4	56.1	56.8	.	.	.	.
High Needs	60.6	63.9	72.5	72.4	.	.	.	.
District	90.7	89.0	90.4	91.0	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.
Students with Disabilities	44.2	48.1	.	.	.	.	.	.
High Needs	52.3	53.6	59.6	64.1	.	.	.	.
District	84.8	86.6	88.0	88.9	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	68.4	75.3	348	71.8
Curl Up	N/A	N/A	74.7	82.2	348	78.4
Push Up	N/A	N/A	52.9	60.9	348	56.9
Mile Run/PACER	N/A	N/A	68.4	69.0	348	68.7
All Tests - District	N/A	N/A	33.3	39.7	348	36.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	80	.		.
Students with Disabilities	25	84	69.0	Yes	71.5
District	194	94.8	93.7	Yes	93.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	76.3	92	48.4
Male	65.1	72	41.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	71.3	156	45.6
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	33.3	8	26.7
Students with Disabilities	*	*	*
District	71.0	164	45.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.5	86.4
Male	64.8	86.7
Black or African American	N/A	N/A
Hispanic or Latino	*	*
White	70.6	86.0
English Language Learners	70.6	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	37.9	*
District	69.7	86.5
State	72.7	88.5

⁷College 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.

⁸College 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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Regional School District 07

Narratives

School District Improvement Plans and Parental Outreach Activities

Regional School District No. 7's administrators, teachers and support staff are dedicated to continuous improvement across all academic areas. Teachers and administrators are devoted to working with student data to make informed decisions regarding teaching and learning. Data Teams are comprised of teachers and support staff. The teams meet monthly to review student data and discuss strategies to improve student learning. This time together also allows teachers to discuss best-practice instructional strategies designed to meet the specific needs of our students and create plans to implement these practices.

Once academic goals are established by reviewing student assessment results, there is a concentrated effort to improve scores.

Teachers monitor performance using formative assessment results throughout the year. These scores typically improved greatly as a result of closely monitoring student achievement and adjusting instructional strategies in response to the data.

Our 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 our highly successful RTI program. Support staff members and an additional teacher have been reassigned to provide services for students with various academic and learning needs.

A greater effort has been made to infuse technology into the high school and special education curriculum. iPads were made available to special education students, where appropriate.

Extensive data is collected through monitoring processes and is used to make determinations for Student Success Plans. 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 student management system, Haiku, is used across the district. Haiku allows for constant web-based communication between the parents, the student and the teacher. A parent can now access all student assignments via Haiku and monitor grades through the use of PowerSchool. Building principals will review parent notes and comments in an effort to engage the parents in the planning and improvement of school programs.

Our district offers many after school activities, clubs and sports programs for both the middle and high school. Almost 40% of our students are involved in athletics.

The District's attendance and truancy policy has been adopted by the Board of Education and fully supports administration in this area. Every effort is made to contact parents of students who are absent from school on a daily basis. An Attendance Review Board meets with parents of any student at risk due to a high rate of absenteeism. Our efforts are aimed at preventative measures to ensure that our students and families are supported in all of their efforts to attend school regularly.

Northwestern High School has developed Advisory time. Our goal is to have every student create at least one positive relationship with a staff member. Further, these students are grouped in ways that bring them together when they might not know one another.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Regional School District No. 7 represents the four communities of Barkhamsted, Colebrook, New Hartford and Norfolk where diversity is significantly limited. All four of our towns qualify as rural, with the largest town population being just over 6,000. Our school district consistently makes efforts to reduce racial, ethnic and economic isolation through our integrated curriculum, specially designed programs and student activities. Our teachers are using technology to "open up the world" through the use of digital resources across all grade levels. We have put forth a great effort to increase the number of computers available for student use and have instituted a Bring Your Own Device to school program. We have also made significant gains in ordering additional Chromebooks so our students have access to the internet based lessons our teachers have developed that are aligned to the CCSS. The district continues to make strides in increasing the number of students entering the middle and high schools from neighboring towns. Our Agricultural Education program accepts students from Winchester and Torrington, towns with more diverse socioeconomic standing. Our Highlander Transition Academy accepts students from Torrington, New Milford, Region 1, Region 12 and Region 14. An additional Ag-Ed teacher was hired during the 2012-13 school year. This additional position has resulted in 25 more students in our program. 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 fundraising and a variety of community service activities that benefit the less fortunate. Our 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. These programs greatly expand our racial diversity and ethnicity. 39 Northwestern students participate in a successful cooperative football program with The Gilbert School in Winsted.

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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 Business Manager and finally the Superintendent of Schools. The resources are carefully and aligned with the district goals and those of the middle school and high school.

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.