

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



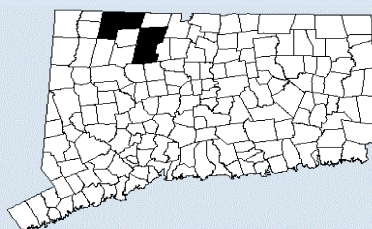
## Regional School District 07

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

### District Information

Grade Range	7-12
Number of Schools/Programs	9
Enrollment	1,076
Per Pupil Expenditures <sup>1</sup>	\$15,947
Total Expenditures <sup>1</sup>	\$18,450,864

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	542	50.4	48.3
Male	534	49.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	7	0.7	4.7
Black or African American	*	*	12.9
Hispanic or Latino	18	1.7	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	1,045	97.1	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	95	8.8	37.6
Students with Disabilities <sup>1</sup>	127	11.8	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	31	5.8	18	3.3
Male	28	5.3	52	9.8
Black or African American	*	*	*	*
Hispanic or Latino	0	*	*	*
White	55	5.4	66	6.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	11.9	23	22.7
Students with Disabilities	18	14.8	23	17.1
District	59	5.6	70	6.5
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 0**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	77.0
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	11.4
Paraprofessional Instructional Assistants	37.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	5.8
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	64.5

<sup>1</sup>In 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	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	1	1.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	98	98.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.5	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	163	94.2	131	94.2
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	19	90.5	7	*
Students with Disabilities	17	77.3	9	*
District	170	93.4	136	93.8
State		58.4		73.8

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	33	68.8
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	67	57.8
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

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### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	1.3	1.5
Emotional Disturbance	15	1.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	48	4.8	4.4
Other Health Impairment	18	1.8	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	10	1.0	1.9
All Disabilities	116	11.6	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	9.5	8.1
Private Schools or Other Settings	10	8.6	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	9,742,536	8,675	9,134
Instructional Supplies and Equipment	556,763	496	334
Improvement of Instruction and Educational Media Services	251,924	224	498
Student Support Services	783,730	698	1,001
Administration and Support Services	2,006,091	1,786	1,694
Plant Operation and Maintenance	2,141,790	1,907	1,572
Transportation	1,566,432	1,412	813
Costs of Students Tuitioned Out	936,137	N/A	N/A
Other	465,461	414	186
Total	18,450,864	15,947	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	910,322	811	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	777,224	20.9	35.1
Noncertified Personnel	369,521	9.9	14.2
Purchased Services	1,072,075	28.8	5.2
Tuition to Other Schools	893,672	24.0	22.0
Special Ed. Transportation	323,054	8.7	8.6
Other Expenditures	291,505	7.8	14.9
Total Expenditures	3,727,051	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.0	73.7
State	18.9	19.9
Federal	1.4	1.4
Tuition & Other	4.7	5.0

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### 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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
Black or African American	N/A	N/A	N/A	*	N/A	N/A
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	487	66.9	483	63.7	382	66.1
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	499	66.7	495	63.5	391	66.0
Eligible for Free or Reduced-Price Meals	34	53.3	34	54.3	28	55.6
Not Eligible for Free or Reduced-Price Meals	465	67.7	461	64.2	363	66.8
Students with Disabilities	71	46.8	69	44.3	53	47.5
Students without Disabilities	428	70.0	426	66.6	338	68.9
High Needs	98	49.7	96	48.6	70	51.5
Non-High Needs	401	70.9	399	67.1	321	69.2
District	499	66.7	495	63.5	391	66.0

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	84.9	76.3	372	80.6
Curl Up	N/A	N/A	88.2	68.8	372	78.5
Push Up	N/A	N/A	65.1	67.2	372	66.1
Mile Run/PACER	N/A	N/A	72.0	65.1	372	68.5
All Tests - District	N/A	N/A	50.0	38.2	372	44.1
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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	30	76.7	.		.
Students with Disabilities	25	68.0	71.5	No	74.0
District	211	92.4	93.8	No	93.8
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	73.8	73	45.6
Male	62.3	62	37.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	67.3	126	40.4
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	35.7	6	21.4
Students with Disabilities	*	*	*
District	67.9	135	41.3
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	76.1	91.2
Male	70.5	82.8
Black or African American	*	*
Hispanic or Latino	*	*
White	74.6	*
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	61.5	*
Students with Disabilities	48.4	*
District	73.6	87.3
State	72.6	88.8

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.7	75	89.0	100	89.0	67.9
	High Needs Students	49.7	75	66.2	100	66.2	56.7
Math Performance Index	All Students	63.5	75	84.7	100	84.7	59.3
	High Needs Students	48.6	75	64.9	100	64.9	47.8
Science Performance Index	All Students	66.0	75	88.0	100	88.0	56.5
	High Needs Students	51.5	75	68.6	100	68.6	45.9
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.7	10.6%
	High Needs Students	12.8%	<=5%	34.3	50	68.7	17.3%
Preparation for CCR	% Taking Courses	93.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	41.3%	75%	27.5	50	55.0	37.3%
On-track to High School Graduation		95.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.4%	94%	98.3	100	98.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		83.7%	94%	89.0	100	89.0	77.6%
Postsecondary Entrance (Class of 2014)		73.6%	75%	98.1	100	98.1	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.2%   44.1%	75%	29.4	50	58.8	87.6%   51.0%
Arts Access		51.1%	60%	42.6	50	85.2	45.7%
<b>Accountability Index</b>				<b>1029.6</b>	<b>1250</b>	<b>82.4</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	70.9	49.7	21.2	17.3	
Math Performance Index Gap	67.1	48.6	18.5	19.6	
Science Performance Index Gap	69.2	51.5	17.8	17.2	
Graduation Rate Gap	94.0%	83.7%	10.3%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	95.8
	High Needs Students	93.6
Math	All Students	95.1
	High Needs Students	91.9
Science	All Students	99.2
	High Needs Students	98.6

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### Narratives

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#### **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, with a particular focus on dyslexia.

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's Advisory program has been a success. Our goal is to have every student create at least one positive relationship with a staff member.

#### **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 the opportunity for diversity is significantly limited. All four of our towns qualify as rural, with the largest town population being just over 6,000. We consistently make efforts to reduce racial, ethnic and economic isolation through our integrated curriculum, Agricultural Education program, co-op football program, 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. 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. 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 community 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. 32 Northwestern students participate in a successful cooperative football program with The Gilbert School in Winsted. Although the geographic location of Regional 7 is isolated, our staff works hard to establish programs to enlighten our students in regards to racial, cultural and ethnical differences to promote acceptance and appreciation.

# District Profile and Performance Report for School Year 2014-15

## Regional School District 07

### **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 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. 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 Housemasters.