

STRATEGIC SCHOOL PROFILE 2007-08**Regional School District 7**

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Location: 100 Battistoni Drive
Winsted,
Connecticut

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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

Per Capita Income in 2000: \$30,420

Town Population in 2000: 12,713

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

1990-2000 Population Growth: 1.2%

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

Number of Public Schools: 2

District Enrollment as % of Estimated. Student Population: 91.8%

*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, 2007 1,150
5-Year Enrollment Change 5.5%

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	51	4.4	4.7	28.7
K-12 Students Who Are Not Fluent in English	1	0.1	0.6	5.4
Students Identified as Gifted and/or Talented*	7	0.6	3.8	4.0
PK-12 Students Receiving Special Education Services in District	143	12.4	11.0	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	49	17.9	21.6	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	0.7
Black	3	0.3
Hispanic	7	0.6
White	1,132	98.4
Total Minority	18	1.6

Percent of Minority Professional Staff: 1.8%

Non-English Home Language: 0.1% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

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 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 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.

Perhaps foremost in this effort is the student-focused H.O.P.E. (Helping Others Promote Equality) at the high school. This thriving group promotes various activities that celebrate differences found in all segments of the population. Its membership is varied, and it maintains a high profile in the school with its message of tolerance and acceptance. Similarly, community service to benefit less fortunate nearby communities is a drive of many student activities in both the middle and high schools. Our Head Start program, substance abuse programs, soup kitchens and food banks have all been the recipients of our students’ efforts.

Our Vocational Agriculture program 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 the agriculture-related fields.

Mindful of the need to continue our efforts, we will be exploring other partnerships in the State during the next school year. Sister school programs, distance learning, exchange programs, and world language opportunities including Italian and Chinese, are all currently being pursued. We are committed to providing our students with the richest experiences to meet the demands of our diverse world.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
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	83.5	71.1	62.6
Writing	77.8	62.0	72.3
Mathematics	82.7	63.0	78.7
Grade 8 Reading	73.6	64.8	52.2
Writing	76.9	63.4	62.3
Mathematics	71.0	60.8	50.3
Science	71	58.6	47.8

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.

For more detailed CMT 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."

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 scoreable 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
Reading Across the Disciplines	78.5	45.5	93.8
Writing Across the Disciplines	88.1	57.9	94.6
Mathematics	83.2	50.1	94.6
Science	72.6	46.3	85.4

For more detailed 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."

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
	41.4	36.1	62.6

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.2	77.6	
Average Score	Mathematics	533	504	74.6
	Critical Reading	529	502	73.1
	Writing	524	503	71.5

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 2007	98.3	92.6	75.4
Cumulative Four-Year Dropout Rate for Class of 2007	1.5	6.2	73.7
2006-07 Annual Dropout Rate for Grade 9 through 12	0.8	1.7	68.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	79.3	83.4
% Employed (Civilian Employment and in Armed Services)	8.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	77.70
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	15.33
Paraprofessional Instructional Assistants	33.31
Library/Media Specialists and Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	8.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	80.63

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	13.9	14.3	13.6
% with Master's Degree or Above	62.1	75.5	75.6

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	20.5
High School	16.5	17.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	987	1,032	1,017
High School	987	1,021	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	2.5	2.2	2.7
High School	2.3	2.2	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$8,492	\$7,314	\$7,517	\$6,737	\$7,159
Instructional Supplies and Equipment	\$417	\$359	\$337	\$287	\$266
Improvement of Instruction and Educational Media Services	\$314	\$271	\$380	\$395	\$429
Student Support Services	\$717	\$617	\$674	\$713	\$761
Administration and Support Services	\$1,546	\$1,332	\$1,722	\$1,267	\$1,271
Plant Operation and Maintenance	\$1,815	\$1,563	\$1,521	\$1,295	\$1,322
Transportation	\$1,211	\$1,049	\$728	\$605	\$601
Costs for Students Tuitioned Out	\$396	N/A	N/A	N/A	N/A
Other	\$362	\$312	\$310	\$130	\$145
Total	\$15,269	\$13,073	\$13,655	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$976	\$840	\$2,722	\$1,979	\$1,882

Special Education Expenditures	
Total Expenditures	\$2,914,180
Percent of Total PK-12 Expenditures Used for Special Education	19.1%

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	78.2	16.3	1.3	4.1
Excluding School Construction	76.9	17.3	1.4	4.4

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 serves students in Grades 7-12 from the towns of Barkhamsted, Colebrook, New Hartford and Norfolk. Through a well-planned budget process, each town is actively involved in the development of the two schools comprising the District: Northwestern Regional High School and Northwestern Regional Middle School.

In order to ensure the strongest delivery of instruction, the High School is divided in two "houses." All students are assigned to either "1" or "2" house and remain in that assignment for their time at Northwestern. This structure allows for the best student-teacher ratio possible. All opportunities and experiences are identical in both High School 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; teaching and learning are effectively maximized 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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	121
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

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	10	0.9	0.8	0.7
Learning Disability	49	4.5	4.1	4.0
Intellectual Disability	6	0.6	0.4	0.5
Emotional Disturbance	17	1.6	0.7	1.0
Speech Impairment	8	0.7	2.2	2.4
Other Health Impairment*	27	2.5	1.9	2.1
Other Disabilities**	4	0.4	0.6	0.9
Total	121	11.1	10.7	11.5

*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 2006-07 with a Standard Diploma	94.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.3	2.8

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	27.7	20.4	78.3	62.1
	Writing	14.9	19.3	77.4	63.0
	Mathematics	16.7	22.6	76.6	62.7
	Science	15.4	22.2	71.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	78.5	45.5
	Writing Across the Disciplines	N/A	N/A	88.1	57.9
	Mathematics	N/A	N/A	83.2	50.1
	Science	N/A	N/A	72.6	46.3

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	70.2
	% With Accommodations	29.8
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		0.7

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	2	1.7
Private Schools or Other Settings	5	4.1

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	54.5	71.7	71.6
40.1 to 79.0 Percent of Time	47	38.8	21.8	16.6
0.0 to 40.0 Percent of Time	8	6.6	6.5	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The primary purpose of Regional School District No. 7 is to provide our students with the best learning and instruction possible. We strive to provide a balanced, culturally rich experience for all. Highlights of the 2007-2008 school year include:

- Development of a Three-Year Strategic Professional Development Plan regarding the CALI model.
- Development of a three-year Action Plan focused on improved student learning and based on the RtI model.
- Continued efforts to improve instructional links to the four elementary districts
- Excellent CAPT and CMT student performance at the top of Litchfield County and our DRG
- Outstanding student performance on the AP Calculus, Biology, American Government, and European History exams with increased rates of participation
- Additional efforts at the Middle and High School to maintain a positive atmosphere through the “Rocket It Forward” and “Names Can Really Hurt Us” programs
- Participation by the Middle School and High School in numerous civic projects to raise funds and to provide direct relief to those in need.
- Closer and more frequent communication and coordination between administrators in Regional #7 and the four sending districts.
- Outreach programs to other students in neighboring districts for shared programming and attendance at Regional #7 programs
- Introduction of an electronic communication program (AlertNow) for communication with parents

Through the support and combined effort of the towns of Barkhamsted, Colebrook, New Hartford, and Norfolk, we continue to provide successful learning experiences to our students. Our teachers and staff are highly trained, dedicated professionals. Together, we hold high expectations and standards as we prepare our students to meet the challenges of the future.
