

STRATEGIC SCHOOL PROFILE 2011-12**Regional School District 07**

JUDITH PALMER, Superintendent

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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

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: 93.5%

*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, 2011 1,150
5-Year Enrollment Change 4.1%

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	97	8.4	8.2	35.2
K-12 Students Who Are Not Fluent in English	2	0.2	0.7	5.6
Students Identified as Gifted and/or Talented*	40	3.5	4.5	4.0
PK-12 Students Receiving Special Education Services in District	145	12.6	10.9	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	1	0.1	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	14	3.7	13.4	13.0

*25.0 % 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	16	1.4
Black	7	0.6
Hispanic	20	1.7
Pacific Islander	0	0.0
White	1,105	96.1
Two or more races	1	0.1
Total Minority	45	3.9

Percent of Minority Professional Staff: 1.9%

Non-English Home Language:

0.4% 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 4.

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. Our school district stretches over 160 square miles in northwestern Connecticut. All four of our towns qualify as rural areas, with the largest town population being just over 6,000. Our school district consistently makes significant 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. This year, we have instituted a Bring Your Own Device to school program and hired a Technology Integration Coach who will design culturally rich lesson plans for all students. The district continues to make strides in increasing the number of students entering in the middle and high schools from neighboring towns. Our Agricultural Education program accepts students from Winchester and Torrington, towns with more diverse socioeconomic standing. An additional Ag-Ed teacher was hired for the 2012-13 school year. This additional position has resulted in an increase of 25 students to our program, which helps increase the awareness of the differences and similarities 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 fundraising and 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 participates in a successful cooperative football program with The Gilbert School in Winsted. 32 Northwestern students currently play on the cooperative football team.

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	89.6	79.8	63.5	
Writing	84.7	65.6	84.5	
Mathematics	85.3	68.1	76.9	
Grade 8 Reading	83.6	76.8	47.8	
Writing	77.4	68.3	50.0	
Mathematics	78.8	67.2	53.5	
Science	71.5	61.9	48.8	

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	78.0	47.5	92.5	
Writing Across the Disciplines	85.2	63.0	86.6	
Mathematics	69.3	49.2	78.2	
Science	69.6	47.1	82.1	

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
	47.6	50.6	37.7

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.0	77.3	
Average Score	Mathematics	528	505	66.4
	Critical Reading	517	502	56.5
	Writing	512	506	54.2

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, Adjusted Cohort Rate 2011	93.8	82.7	74.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	64.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.6	84.5
% Employed (Civilian Employment and in Armed Services)	9.7	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	73.40
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	14.30
Paraprofessional Instructional Assistants	33.00
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)	0.00
Counselors, Social Workers, and School Psychologists	8.80
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	73.19

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	14.6	13.9
% with Master's Degree or Above	67.4	82.0	79.6

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	18.0	20.0	20.3
High School	19.0	18.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	978	1,023	1,024
High School	903	1,022	1,024

*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	2.2	2.1	2.2
High School	3.4	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$9,250	\$7,920	\$8,576	\$7,839	\$8,469
Instructional Supplies and Equipment	\$394	\$338	\$272	\$244	\$271
Improvement of Instruction and Educational Media Services	\$230	\$197	\$416	\$393	\$482
Student Support Services	\$743	\$636	\$835	\$940	\$901
Administration and Support Services	\$1,703	\$1,458	\$1,911	\$1,430	\$1,490
Plant Operation and Maintenance	\$2,203	\$1,886	\$1,623	\$1,407	\$1,463
Transportation	\$1,384	\$1,217	\$803	\$707	\$724
Costs for Students Tuitioned Out	\$923	N/A	N/A	N/A	N/A
Other	\$450	\$385	\$358	\$183	\$165
Total	\$17,281	\$14,608	\$15,444	\$13,684	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$920	\$787	\$1,717	\$1,165	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,692,916	21.4	21.2	21.7

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	75.3	16.2	2.4	6.0
Excluding School Construction	74.0	17.1	2.6	6.3

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.

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 goals of the middle school and high school. This year, due to retirements and staff changes, the Board of Education was able to increase part time teaching positions to reduce class sizes in the middle school and increase AP offerings in the high school. The middle school students are organized in teams. The students remain in these teams throughout 7th and 8th grade. Financial equity has been established between the teams and is monitored by the building principal. The high school students are equally distributed between two Houses. Fiscal equity has been established between Houses and is monitored by the House Masters.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	134
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.5%

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	1.2	1.2
Learning Disability	50	4.7	3.9	3.9
Intellectual Disability	4	0.4	0.4	0.4
Emotional Disturbance	17	1.6	0.7	1.0
Speech Impairment	14	1.3	1.8	2.1
Other Health Impairment*	31	2.9	2.2	2.2
Other Disabilities**	5	0.5	0.7	1.0
Total	134	12.5	10.9	11.7

*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 2010-11 with a Standard Diploma	64.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

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	26.5	36.0	86.6	70.4
	Writing	22.7	21.5	81.1	66.3
	Mathematics	30.6	31.8	82.1	68.4
	Science	25.0	23.0	71.5	62.9
CAPT	Reading Across the Disciplines	16.7	14.5	78.0	47.5
	Writing Across the Disciplines	12.5	18.2	85.2	63.0
	Mathematics	9.1	15.4	69.3	49.2
	Science	25.0	13.6	69.6	47.1

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	65.1
	% With Accommodations	34.9
CAPT	% Without Accommodations	16.1
	% With Accommodations	83.9
% Assessed Using Skills Checklist		3.6

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	2.2
Private Schools or Other Settings	15	11.2

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	80	59.7	75.0	72.1
40.1 to 79.0 Percent of Time	40	29.9	17.9	16.3
0.0 to 40.0 Percent of Time	14	10.4	7.1	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Regional School District No. 7's administrators, teachers and support staff are dedicated to continuous improvement across all academic areas. One hour of each teacher's work week is devoted to working with student data to make informed decisions regarding teaching and learning. This time together allows teachers to discuss best-practice instructional strategies designed to meet the specific needs of our students. This past year, there was a concentrated effort across the middle school to increase writing scores. This concentrated effort helped raise the 7th grade scores by 20 percentage points. Reading and writing were the emphasis for improvement in the high school. Reading scores improved by 15 percentage points and writing scores increased 9 percentage points. These scores improved greatly as a result of closely monitoring student achievement throughout the year 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 have been reassigned to provide services for students with various academic and learning needs. A greater effort was 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 each Student 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. A new student management system, Haiku, will be up and running across the district this year. 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. A great number of students enjoy after school clubs and activities. A new attendance and truancy policy has been adopted by the Board of Education and fully reflects new legislation 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 will meet 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 their efforts to attend school regularly.
