

STRATEGIC SCHOOL PROFILE 2008-09**Regional School District 07**

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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: 92.6%

*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, 2008 1,190
5-Year Enrollment Change 7.4%

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	68	5.7	5.5	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	5.2
Students Identified as Gifted and/or Talented*	23	1.9	4.0	4.0
PK-12 Students Receiving Special Education Services in District	148	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	55	14.2	16.9	19.0

*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	0.8
Black	4	0.3
Hispanic	9	0.8
White	1,166	98.0
Total Minority	24	2.0

Percent of Minority Professional Staff: 2.6%

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.

Although Regional School District 7 is geographically isolated, the district has made many strides in addressing this critical issue. Economic changes in the area have, in themselves, resulted in some changes in the variety of socio-economic levels represented in the catchment area for the district, resulting in a dramatic increase in the percentage of students eligible for free and reduced lunch. In addition, the district has continued to make efforts in increasing the number of students entering the middle and high schools from other neighboring towns. This has also resulted in an increase in the diversity of socio-economic levels, since many students come from less prosperous towns. This change has resulted in an increased awareness of the needs of other students and families among the district's student body. Students have become involved in programs that reach out to other students, including tutoring and mentoring programs that have grown and become quite successful. Other groups that continue to be active in the student body include the student and family focused H.O.P.E. (Helping Others Promote Equality), which promotes various activities that celebrate differences found in all segments of the population as it promotes its message of tolerance and acceptance. In addition, community service activities to benefit less fortunate communities are the goal of various groups at the middle and high school level. Several programs have also been initiated to involve older students in the Regional School District 7 with younger students in the neighboring elementary schools, including training, tutoring, athletic, recreational and gardening programs. One particularly successful program involved high school students from the school's banking program in working with elementary students on basic personal financing skills.

The district has many regional programs in the areas of vocational education, agricultural education and special education. These programs have attracted a greater number of racially and ethnically diverse students who have been enthusiastically accepted into the school population. In addition, the district has shared athletic programs with the nearby community of Winchester, offering interaction with a much more diverse population of students.

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	89.0	74.9	79.6
Writing	75.7	62.9	66.9
Mathematics	85.3	66.0	82.8
Grade 8 Reading	78.2	68.4	57.4
Writing	81.5	66.5	71.6
Mathematics	80.8	64.5	69.0
Science	77	60.6	65.8

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	66.8	47.4	77.3
Writing Across the Disciplines	70.3	55.0	66.4
Mathematics	67.8	47.8	74.0
Science	58.2	42.8	68.7

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
	41.6	36.2	62.6

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		82.3	74.5	
Average Score	Mathematics	551	507	83.7
	Critical Reading	526	503	72.1
	Writing	535	506	76.0

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 2008	99.4	92.1	93.1
Cumulative Four-Year Dropout Rate for Class of 2008	0.5	6.6	90.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	77.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	92.7	84.1
% Employed (Civilian Employment and in Armed Services)	4.9	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	78.80
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	14.67
Paraprofessional Instructional Assistants	31.07
Library/Media Specialists and/or Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.10
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	74.47

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	14.2	14.4	13.6
% with Master's Degree or Above	63.5	77.3	76.1

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	19.7	20.5
High School	19.3	18.9	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	987	1,025	1,016
High School	987	1,011	1,007

*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	2.3	2.4	2.6
High School	3.0	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$8,723	\$7,598	\$7,913	\$7,069	\$7,522
Instructional Supplies and Equipment	\$591	\$515	\$320	\$282	\$271
Improvement of Instruction and Educational Media Services	\$257	\$224	\$386	\$415	\$446
Student Support Services	\$765	\$666	\$720	\$769	\$806
Administration and Support Services	\$1,585	\$1,381	\$1,828	\$1,334	\$1,369
Plant Operation and Maintenance	\$1,844	\$1,606	\$1,517	\$1,357	\$1,377
Transportation	\$1,343	\$1,189	\$788	\$638	\$644
Costs for Students Tuitioned Out	\$438	N/A	N/A	N/A	N/A
Other	\$387	\$337	\$331	\$141	\$151
Total	\$15,934	\$13,796	\$14,310	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,043	\$908	\$2,027	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,965,964	18.6	19.7	20.5

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	74.2	20.0	1.3	4.6
Excluding School Construction	74.0	19.7	1.4	4.8

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.

In order to ensure equitable allocation of resources, the middle and high schools have been organized in a manner to maintain equal staffing, materials, and support services. The high school is divided into two “houses”. All students are assigned to either “A” or “B” house and remain in that grouping for their entire time in the high school. This structure allows for the best student-teacher ratios and close monitoring by both administrators and staff. The middle school is organized into four equal sized “Teams.” These teams allow the students to remain a part of the entire middle school while also reaping the benefits of a closer relationship with a smaller number of students and staff. Students remain “looped” with the same team for their two years in middle school, again increasing the ability of staff to monitor, support, and build close relationships with students.

Resources are fairly and equitably divided between the two schools. The district provides a wide array of support services, including mental health professionals, guidance staff, educational assistants, and academic support staff. World languages, physical education, art, music, and career arts are offered at equal levels at both schools.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	124
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.2%

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	0.9	0.8
Learning Disability	38	3.4	4.1	3.9
Intellectual Disability	5	0.5	0.4	0.5
Emotional Disturbance	24	2.2	0.7	1.0
Speech Impairment	9	0.8	2.2	2.3
Other Health Impairment*	31	2.8	1.9	2.1
Other Disabilities**	4	0.4	0.6	0.9
Total	124	11.2	10.8	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 2007-08 with a Standard Diploma	95.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	20.7	30.2	83.8	65.7
	Writing	17.9	19.5	78.5	64.1
	Mathematics	17.2	30.7	83.2	65.7
	Science	N/A	N/A	77.0	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	66.8	47.4
	Writing Across the Disciplines	N/A	N/A	70.3	55.0
	Mathematics	N/A	N/A	67.8	47.8
	Science	N/A	N/A	58.2	42.8

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	25.0
	% With Accommodations	75.0
CAPT	% Without Accommodations	10.0
	% With Accommodations	90.0
% Assessed Using Skills Checklist		1.6

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	2.4
Private Schools or Other Settings	8	6.5

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	69	55.6	74.3	72.7
40.1 to 79.0 Percent of Time	39	31.5	19.1	16.1
0.0 to 40.0 Percent of Time	16	12.9	6.6	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Regional School District 7 has initiated a committee to review all special education programs and activities. New job descriptions are being developed for special education staff, both certified and non-certified. The committee is charged with identifying and implementing best practices in the deployment of staff and resources to ensure excellence in its special education services. The district has a rich array of specialized programs provided through Shared Services which enable almost all students to remain within the district's home schools. Many other communities seek to place students in these programs and the district is interested in a plan for continuous improvement of these services. A cornerstone of the district's efforts at assisting impaired and/or academically challenged students is the initiation of a new Response to Intervention (RtI) Program. The district has employed a full time coordinator for the RtI program for the middle and high schools and this individual has initiated a program of training of both regular and special education staff in providing high quality support through the RtI program. Several new part time staff have also been hired or reassigned to provide services for students who have various academic and learning needs through a well established three tier RtI program. Extensive data is collected frequently through universal screening and progress monitoring procedures.

Through a state department of education grant, a program has been established to develop individualized Student Success Plans. These plans are web-based plans that allow both parents and students to follow each student (both regular and special education) through a variety of standards associated with academic and interpersonal progress and school to career transition. In addition, changes to the district's software programs have greatly improved the variety of ways of communicating with parents. Individualized teacher websites have been created to provide interaction between staff and parents on various academic and social issues as well as school activities. There has been a significant increase in the number of after school clubs and activities for middle and high school students with a marked increase in participation levels.

The district continues to direct significant resources, in terms of professional development, time, and materials, toward Data Teams and the Data-Based Decision Making initiatives.
