

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



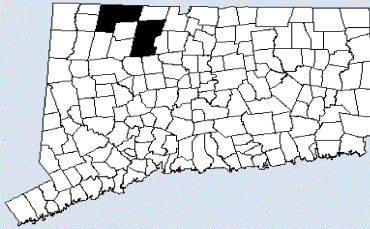
## Regional School District 07

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

### District Information

Grade Range	7-12
Number of Schools/Programs	8
Enrollment	1,100
Per Pupil Expenditures <sup>1</sup>	\$17,391
Total Expenditures <sup>1</sup>	\$19,008,223

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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.ct.gov](http://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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	544	49.5	48.3
Male	556	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	7	0.6	4.9
Black or African American	*	*	12.8
Hispanic or Latino	15	1.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	6	0.5	2.7
White	1,064	96.7	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	98	8.9	38.0
Students with Disabilities <sup>1</sup>	128	11.6	13.7

<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	24 4.4	6 1.1
Male	27 4.8	47 8.2
Black or African American	* *	* *
Hispanic or Latino	* *	0 0.0
White	46 4.3	* *
English Learners	N/A N/A	N/A N/A
Eligible for Free or Reduced-Price Meals	10 10.3	17 15.0
Students with Disabilities	24 16.6	20 12.7
District	51 4.6	53 4.8
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

<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 2015-16

## Regional School District 07

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	78.1
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	11.6
Paraprofessional Instructional Assistants	40.3
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	6.9
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.8
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.2
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	63.4

<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	0.1
White	101	98.1	91.7

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

	Percent of Total (%)
District	98.7
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.4

### 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	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	178	93.7	167	86.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	*	20	83.3
Students with Disabilities	14	70.0	18	45.0
District	183	93.8	176	85.9
State		61.2		73.9

<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	7	*
Learning Disability	40	83.3
Other Health Impairment	16	80.0
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	84	70.0
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

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

	District	State
	Count	Rate (%)
Autism	13	1.3
Emotional Disturbance	15	1.5
Intellectual Disability	7	0.7
Learning Disability	48	4.7
Other Health Impairment	20	1.9
Other Disabilities	7	0.7
Speech/Language Impairment	10	1.0
All Disabilities	120	11.7

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	10,031,327	9,446	9,387
Instructional Supplies and Equipment	429,828	405	318
Improvement of Instruction and Educational Media Services	214,658	202	541
Student Support Services	788,066	742	1,048
Administration and Support Services	2,197,431	2,069	1,790
Plant Operation and Maintenance	2,108,324	1,985	1,608
Transportation	1,654,896	1,583	845
Costs of Students Tuitioned Out	1,086,534	N/A	N/A
Other	497,159	468	194
Total	19,008,223	17,391	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	883,282	832	1,524

<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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	833,400	20.8
Noncertified Personnel	256,729	6.4
Purchased Services	1,283,630	32.0
Tuition to Other Schools	1,011,764	25.2
Special Ed. Transportation	340,009	8.5
Other Expenditures	282,361	7.0
Total Expenditures	4,007,893	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.5	74.3
State	19.0	19.9
Federal	1.3	1.3
Tuition & Other	4.2	4.4

<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 2015-16

## 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	0	N/A	0	N/A	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	488	70.6	488	67.2	315	68.3
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	320	68.2
Eligible for Free or Reduced-Price Meals	44	56.7	44	51.8	30	60.6
Not Eligible for Free or Reduced-Price Meals	458	71.9	458	68.6	290	69.0
Students with Disabilities	83	50.7	83	46.1	43	52.5
Students without Disabilities	419	74.5	419	71.3	277	70.7
High Needs	104	54.1	104	49.3	64	56.6
Non-High Needs	398	74.9	398	71.8	256	71.1
District	502	70.6	502	67.2	320	68.2

#### 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	85.4	73.7	300	79.3
Curl Up	N/A	N/A	81.9	59.0	300	70.0
Push Up	N/A	N/A	54.9	64.7	300	60.0
Mile Run/PACER	N/A	N/A	58.3	68.6	300	63.7
All Tests - District	N/A	N/A	38.9	33.3	300	36.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Regional School District 07

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	74.0	Yes	76.5
District	143	97.2	93.8	Yes	93.8
State <sup>4</sup>		87.2			

<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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.5	111	55.2
Male	89.9	82	41.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	93.5	184	48.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	87.8	6	14.6
Students with Disabilities	48.0	*	*
District	92.8	193	48.3
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	88.6	91.5
Male	69.4	83.6
Black or African American	*	*
Hispanic or Latino	*	*
White	78.5	89.7
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	78.9	88.1
State	71.9	88.3

<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 2015-16

## Regional School District 07

### Next Generation Accountability Results

These statistics are the 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	70.6	75	47.0	50	94.1	67.7
	High Needs Students	54.1	75	36.1	50	72.2	56.7
Math Performance Index	All Students	67.2	75	44.8	50	89.5	61.4
	High Needs Students	49.3	75	32.9	50	65.7	49.9
Science Performance Index	All Students	68.2	75	45.5	50	91.0	57.5
	High Needs Students	56.6	75	37.7	50	75.4	47.0
ELA Academic Growth	All Students	63.7%	100%	63.7	100	63.7	63.8%
	High Needs Students	60.1%	100%	60.1	100	60.1	58.3%
Math Academic Growth	All Students	76.4%	100%	76.4	100	76.4	65.0%
	High Needs Students	60.4%	100%	60.4	100	60.4	57.4%
Chronic Absenteeism	All Students	4.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	12.9%	<=5%	34.1	50	68.3	15.6%
Preparation for CCR	% Taking Courses	89.8%	75%	50.0	50	100.0	67.6%
	% Passing Exams	48.3%	75%	32.2	50	64.3	40.7%
On-track to High School Graduation		96.7%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.2%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		90.0%	94%	95.7	100	95.7	78.6%
Postsecondary Entrance (Class of 2015)		78.9%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.3%   36.0%	75%	24.0	50	48.0	89.2%   50.5%
Arts Access		56.3%	60%	46.9	50	93.8	47.5%
<b>Accountability Index</b>				<b>1087.6</b>	<b>1350</b>	<b>80.6</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	74.9	54.1	20.7	16.5	
Math Performance Index Gap	71.8	49.3	22.6	18.9	
Science Performance Index Gap	71.1	56.6	14.6	17.2	
Graduation Rate Gap	94.0%	90.0%	4.0%	15.3%	N

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

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	96.2
	High Needs Students	94.7
Math	All Students	96.2
	High Needs Students	94.7
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### 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: 51.4**

#### 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 2015-16

## Regional School District 07

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

.Northwestern High School is a high performing school that typically ranks in the top 10% of high schools in the state. In the past, Northwestern has received the U.S. News and World Report's Silver Medal distinction. Also, as recently as 2013, the school was categorized as an Excelling School by the Connecticut State Department of Education.

As part of our school improvement plan, we have added time for our reading intervention specialists. This will allow her to teach 32 additional high needs students. All formative assessments are aligned with CCSS. On-line interactive practice tests are used to provide students with instant feedback. Instruction is adjusted accordingly in response to assessments. We will improve calibration for literacy levels between the four independent elementary districts that feed into RSD7. Teachers and administrators work 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.

Our Curriculum Council now includes elementary school teachers and administrators. This has been helpful for vertical alignment. This alignment assists us in identifying high-needs students who are in need of intervention and special education services before they come to the middle school. The curriculum council is also working toward standardizing their assessments. Again, this will help identify struggling students prior to entering the middle school.

Truancy prevention is provided by our two social workers who do home visits and offer follow-up meetings in/after school hours for parents. If necessary, a referral is made to DCF. We engage parents by including them in our safety committee and our principal advisory board. We invite parent participation in various functions throughout the year. We also increased communication through social media platforms, such as Instagram, Twitter and Facebook. Our student management system, Haiku, is used across the district, which allows for constant web-based communication between parents, students and teacher. Parents can access all student assignments and monitor grades through PowerSchool. Building principals review parent comments in an effort to engage them in planning and school improvement programs.

#### **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.

Our school district consistently makes 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 Middle School Social Studies Department takes part in Civil Rights Stories, made available through our RESC. Our teachers use 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 students. 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. Thirty-one Northwestern students participate in a successful cooperative football program with The Gilbert School in Winsted. Although the geographic location of Regional School District No. 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 for differences.

# District Profile and Performance Report for School Year 2015-16

## 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 Finance Director 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 that need to be addressed. 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.