

STRATEGIC SCHOOL PROFILE 2004-05
High School Edition

Northwestern Regional High School
Regional School District 07

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Education Reference Group (ERG): C ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 703

5-Year Enrollment Change: -28.8%



TYPE OF SCHOOL

School Type: Traditional/Regular

School Grade Range: 9-12

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	1.7	3.9	21.2
	2002-2003	2.2	3.0	17.6
% of K-12 Students with Non-English Home Language	2004-2005	0.1	1.2	11.3
	1999-2000	0.8	1.8	11.3
% of Juniors and Seniors Working More than 16 Hours Per Week	2004-2005	19.6	22.4	22.1
	1999-2000	29.2	29.8	30.4

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.3	3.2
Compensatory Education	0	0.0	1.4	5.3
Gifted and Talented Program	0	0.0	0.1	1.1
Special Education	81	11.5	11.0	11.2

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	7	1.0
Black	6	0.9
Hispanic	5	0.7
White	685	97.4

Total Minority 2004-2005 2.6%

Total Minority 1999-2000 0.7%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Northwestern Regional High School serves the four towns of Barkhamsted, Colebrook, New Hartford and Norfolk, located in northwestern Connecticut. Colebrook, Norfolk and Barkhamsted can be characterized as rural, while New Hartford is more suburban in nature. Most working parents are involved in middle management, management, or professional positions. Northwestern Regional is located a considerable distance from any urban centers.

We work to expand and enhance our cultural mix within the curriculum, and through activities, clubs, and events. Our Social Studies and English programs infuse a study of other cultures into the core curricula. Our H.O.P.E. club (Helping Others Promote Equality) continues to grow, and provides opportunities for students to participate in activities that celebrate differences in our population. Members of the HOPE club sponsor an activity each month to foster understanding, and break down stereotypical boundaries. These include guest speakers addressing such topics as world religions, race, culture, and sexual orientation. In addition, each year we reach out to exchange organizations seeking student placements from other countries. Our students continue to benefit, and become more familiar with other cultures through our participation in such programs.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	1,000	1,017	1,003

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	ERG High Schools	State High Schools
Video	100.0	85.2	74.0
Voice	100.0	99.8	79.5
Internet Access	100.0	99.8	95.9
Multi-Room Network (LAN)	100.0	91.9	78.7

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	1.8	3.0	3.2
% of Computers that are High or Moderate Power	65.4	87.4	82.3
% of Computers with Internet Access, All Speeds	100.0	98.1	96.4
% of Computers with High Speed Internet Access	100.0	98.1	95.1
% of Internet Computers with Filtering Software	84.6	98.5	98.2

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Library Materials	School	ERG HS	State HS
# of Print Volumes Per Student*	19.9	20.9	15.9
% of Print Volumes Purchased in the Last Three Years	14.3	7.4	10.7
# of Print Periodical Subscriptions	68	58.5	45.6
# of Non-Print Materials	970	712.1	775.2

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

STAFFING RESOURCES



Average Class Size	School	ERG	State
Algebra I	16.2	18.3	19.8
Biology I	15.9	19.1	20.2
English, Grade 10	18.7	18.3	20.1
American History	19.2	19.3	20.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	55.8	56.0
Administrators	4.0	3.8
Department Chairs	0.4	N/A
Library/Media Staff	0.7	0.7
Counselors, Social Workers, and School Psychologists	4.8	4.8
Other Professionals	0.3	0.4
# of Non-Certified Instructional	15.0	19.6

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	1.3	0.0	0.0
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	13.5	13.2	13.4
% with Master's Degree or Above	66.2	77.5	75.9
% Trained as Mentors, Assessors, or Cooperating Teachers	20.8	27.9	26.2

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2003-04 School Year	1.0	2.7	4.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	5.2	6.7	8.0
% Certified Staff Assigned to Same School the Previous Year	83.1	86.6	83.3

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	Yes	Yes
Other	No	No

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	ERG High Schools	State High Schools
During the 2003-04 School Year	20.1	32.7	25.4
During the 1998-99 School Year	20.5	21.2	20.5

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	9	9.3	8.4
% of Grade 12 Students Tested	33.9	20.8	17.9
% of Exams Scored 3 or More*	75.0	77.3	71.4

*A score of three or higher is generally required for earning college credit.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.



Total Number of Credits Required for Graduation	School	ERG	State Requirement
Required for Class of 2004	21.0	23.2	20.0

% of Class of 2004 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	87.7	90.0	90.1
Chemistry	50.6	73.5	69.9
4 or More Credits in Mathematics	59.9	65.8	63.1
3 or More Credits in Science	55.6	93.0	86.3
4 or More Credits in Social Studies	46.9	57.3	52.1
Credit for Level 3 or Higher in the Same World Language	55.6	67.8	57.9
2 or More Credits in Vocational Education	42.0	55.0	57.3
2 or More Credits in the Arts	50.0	50.9	40.4

STUDENT PERFORMANCE

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2 nd Generation % Grade 10 Meeting State Goal	School 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	70.5	66.7	48.9
Writing Across the Disciplines	78.0	70.4	55.2
Mathematics	74.9	65.7	47.8
Science	67.4	68.6	47.3
All Four Tests	49.2	45.3	29.2
Participation Rate	99.5	98.1	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

SAT [®] I: Reasoning Test	Class of 1999	Class of 2004		
	School	School	ERG	State
% of Graduates Tested	70.6	75.3	82.1	74.8
Mathematics: Average Score	546	552	532	508
Mathematics: % Scoring 600 or More	25.0	34.4	26.1	23.3
Verbal: Average Score	541	550	538	508
Verbal: % Scoring 600 or More	28.1	32.8	27.5	22.0

Student Attendance	School	ERG HS	State HS
% on October 1, 2004	95.6	96.3	94.1

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	44.8	47.8	39.1

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2004	2.7	4.3	8.8
2003-04 Annual Rate for Grade 9 through 12	1.2	1.1	1.8
1998-99 Annual Rate for Grades 9 through 12	0.7	1.7	3.3

Class of 2004: Number of National Merit Scholarship Semi-Finalists: 1



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2004	78.4	82.9	77.8
	1999	72.1	79.2	75.7
% Employed or in Military	2004	13.0	10.5	14.1
	1999	25.7	14.4	17.1

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

- Continuous increase in the number of AP courses, and in the number of students electing these challenging courses
- Advanced Placement scores continue to rise, with Calculus averages leading the way for the second consecutive year. The mean score on the Calculus AP exam was 4.6 on a 5.0 scale. Also, American Government and Politics, 3.3, Biology, 3.5, and European History, 3.7.
- Overall performance on the SAT continues to be well above the state mean scores: Verbal 536, Math 558.
- There was a significant improvement on the 2005 administration of the CAPT. Our scores in Math, Reading, and Writing were our highest ever. We showed the 4th highest gain statewide in Math since 2001, and the 5th highest gain in the state in Writing since 2001.
- 45% of our student athletes were named Scholar Athletes, maintaining an overall average of 88.
- Students in Art and Music continue to be regularly recognized for their excellence. Two of our students auditioned and attended the All Eastern Music Festival in Baltimore. We had more students than any other high school in the state participate in this event, one of which went on to the National Music Festival, the only student from Connecticut to be selected.
- Our graduation rate was 97% for the class of 2005, with a drop out rate of less than 1%. Our STEP Program (Students in Transitional Educational Placements) continues to provide opportunities for students to maintain progress toward graduation outside the traditional school day.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

We continue to be particularly proud of our positive learning atmosphere, and the relationships that exist between our students and faculty. We offered the Names Can Really Hurt Us Program, sponsored by the Anti Defamation League, in an effort to promote empathy, tolerance, and understanding. Student Council continues to be actively involved with community service projects. Members were responsible for raising over \$4,000, which was donated to the Tsunami Relief Effort. They also sponsored and supported an elementary school in Ecuador, and a library in Tanzania.

Our Student Leadership Council continues to gain momentum by giving students a greater voice in decision making surrounding school issues. During the 2004-05 year, members identified issues of student concern, with the goal being to address those needs with the administration.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
For the school/district website, see www.nwr7.com/HighSchool.html

Filename: SR146.DOC
Directory: J:\SSPbox\SSP Internet 2004-05\File1
Template: C:\Documents and Settings\cloudr\Application
Data\Microsoft\Templates\Normal.dot
Title: 207-61
Subject:
Author: CSDE
Keywords:
Comments:
Creation Date: 12/12/2005 3:38 PM
Change Number: 1
Last Saved On: 12/12/2005 3:38 PM
Last Saved By: CSDE
Total Editing Time: 0 Minutes
Last Printed On: 1/6/2006 2:34 PM
As of Last Complete Printing
Number of Pages: 7
Number of Words: 2,125 (approx.)
Number of Characters: 11,267 (approx.)