

**STRATEGIC SCHOOL PROFILE 2004-05**

Middle and Junior High School Edition

**Northwestern Regional Middle School  
Regional School District 07**

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

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**STUDENT ENROLLMENT**

Total Enrollment: 380

5-Year Enrollment Change: N/A\*

\*Between 1999 and 2004, grades changed

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 7-8

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District Middle/Junior High Schools</b>	<b>State Middle/Junior High Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	3.7	3.7	23.9
	2002-2003	2.7	2.7	24.4
% of K-12 Students with Non-English Home Language	2004-2005	0.0	0.0	10.6
	1999-2000	N/A	N/A	N/A
% of Students above Entry Grade who Attended this School the Previous Year	2004-2005	94.4	94.4	92.0
	1999-2000	N/A	N/A	N/A

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District Middle/Junior High Schools</b>	<b>% in State Middle/Junior High Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	0.0	3.2
Compensatory Education	24	6.3	6.3	13.5
Gifted and Talented Program	0	0.0	0.0	4.0
Special Education	41	10.8	10.8	11.8

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	0.5
Black	1	0.3
Hispanic	0	0.0
White	377	99.2

**Total Minority 2004-2005** 0.8%

**Total Minority 1999-2000** N/A



### 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.

Students at Northwestern Regional Middle School are hindered with the disadvantage of being geographically isolated from the vast racial and ethnic diversity that exists within our state. However, within the last few years we have addressed this serious issue. We realize the significance of preparing our students for the challenges of a culturally diverse world. We strive to develop cultural awareness, appreciation, and sensitivity through our curriculum and other experiences.

In order to prepare our students to more fully participate in a culturally diverse society, we provide opportunities to engage in meaningful experiences that extend their appreciation of people with cultural differences. The social studies department has prepared a curriculum that strives to meet this challenge. The seventh grade curriculum is a cultural geography course that focuses on three cultural programs of the world including Latin America, China and Africa. The eighth grade curriculum focuses on the study of the foundations of American government, the Constitution and African American studies. Throughout the study of the Constitution students are engaged in discussion and role-plays that speak to the very heart of developing awareness of cultural diversity. One third of the year is spent studying issues that concern minorities today.

Exposure to people of diverse backgrounds is accomplished through guest speakers and presentations during cultural awareness days and career day.

This year we are fortunate, largely through the efforts of our Superintendent of Schools, Dr. Ohotnicky, to host two English speaking teachers from China. They will be with us for the entire year and will provide a wealth of information to our students and faculty. Every middle schooler will learn basic Chinese and have the opportunity to interact and share cultural experiences with our guests.

We foster a climate of respect and appreciation of the differences and talents within our student body through four school-wide assemblies called Town Meeting. At the meetings, the students celebrate the talents and successes of our entire student body.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Total Hours of Instruction Per Year	997	997	1,014

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

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Video	100.0	100.0	77.2
Voice	100.0	100.0	77.9
Internet Access	100.0	100.0	97.8
Multi-Room Network (LAN)	100.0	100.0	77.9

<b>Computers</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Students Per Academic Computer	2.1	2.1	3.3
% of Computers that are High or Moderate Power	50.6	50.6	80.1
% of Computers with Internet Access, All Speeds	100.0	100.0	96.1
% of Computers with High Speed Internet Access	100.0	100.0	94.4
% of Internet Computers with Filtering Software	86.7	86.7	97.6

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.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist Mid/Jr</b>	<b>State Mid/Jr</b>
# of Print Volumes Per Student*	18.4	18.4	19.0
% of Print Volumes Purchased in the Last Three Years	14.3	14.3	13.1
# of Print Periodical Subscriptions	34	34.0	31.2
# of Non-Print Materials	485	485.0	473.5

\*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



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. 5	2004-2005	N/A	N/A	N/A
	1999-2000	N/A	N/A	N/A
Gr. 7	2004-2005	18.4	18.4	20.9
	1999-2000	N/A	N/A	N/A

<b>Professional Staff</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>1999-2000</b>
% Minority	3.5	1.8	N/A

<b>School Staff Count Full-Time Equivalent</b>	<b>2004-05</b>	<b>2003-04</b>
# of Certified Staff		
Teachers	32.0	32.1
Administrators	1.4	1.6
Department Chairs	0.1	N/A
Library/Media Staff	0.3	0.3
Counselors, Social Workers, and School Psychologists	3.2	3.2
Other Professionals	1.2	1.2
# of Non-Certified Instructional	10.0	9.7

<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District Middle/Jr</b>	<b>State Middle/Jr</b>
Average Number of Years Experience in Connecticut	15.7	15.7	13.3
% with Master's Degree or Above	68.4	68.4	78.0
% Trained as Mentors, Assessors, or Cooperating Teachers	19.3	19.3	26.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 8	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	0	0	39	N/A
Computer Education	0	0	21	N/A
English Language Arts	130	130	167	No
Family and Consumer Science	0	0	20	N/A
Health	22	22	25	No
Mathematics	130	130	146	No
Music	72	72	93	No
Physical Education	37	37	54	No
Reading	130	130	91	No
Science	130	130	142	No
Social Studies	130	130	142	No
Technology Education	32	32	29	No
World Languages <sup>E</sup>	130	130	97	No

E indicates elective, I indicates integrated courses.

Enrollment in Selected High School Level Courses				
% Gr. 8 Students Taking		School	District	State
High School Level Math	2004-2005	23.2	23.0	29.0
	1999-2000	N/A	N/A	N/A
World Language	2004-2005	39.5	39.3	46.8
	1999-2000	N/A	N/A	N/A

### 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.

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

Student and Teacher Statistics	School	District Middle/Jr High Schools	State Middle/Jr High Schools
% of Students Retained in Grade after 2003-04 School Year	0.3	0.3	0.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	7.6	7.6	8.7
% Certified Staff Assigned to Same School the Previous Year	84.2	84.2	85.2


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Third Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. 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.

<b>Connecticut Mastery Test, 3<sup>rd</sup> Generation % Meeting State Goal</b>	<b>School 2004-05</b>	<b>District 2004-05</b>	<b>State 2004-05</b>
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
All Three Tests	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
All Three Tests	N/A	N/A	N/A
Grade 8 Reading	78.4	77.9	64.9
Writing	79.0	78.6	60.7
Mathematics	71.6	71.3	55.7
All Three Tests	60.5	60.2	45.2
Participation Rate	100.0	100.0	99.0



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.

<b>Physical Fitness</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Passing All 4 Tests			
 Grade 4	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 8	27.4	27.4	35.2

<b>Student Attendance</b>	<b>School</b>	<b>District Mid/Jr</b>	<b>State Mid/Jr</b>
% on October 1, 2004	98.2	98.2	96.2



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## EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

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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.

Northwestern Regional Middle School has consistently scored above the state average in all areas of the CMT.

For the past five years, our scores in writing have risen from 61.8% attaining goal to 77%. We have targeted the area of editing and revising as an area of weakness and have had presentations from our English department on ways to improve our student's skills in this area. As a result, all departments have redesigned their grading rubrics to include an editing and revision component.

Our scores in reading have risen from 61.8% at goal in the year 2000 to 75% in 2004. We have established a district wide goal to increase student performance in the area of reading comprehension. As a result of this goal, we have developed a reading comprehension rubric and all departments are implementing new reading comprehension strategies. All departments will administer four reading assessments throughout the year to measure the effectiveness of the strategies.

Since the year 2000 our scores in mathematics have risen from 64.2% at goal to 70% in 2004.

Our success is due in large part to the dedication and hard work by our faculty everyday. Their concerted efforts to share the best practices, analyze and discuss student work and team meetings and collaborate on instructional strategies and assessments have fostered a positive school climate focused on student achievement. Over the past year we have done extensive work in the area of curriculum design using the Understanding by Design model. We will continue to develop greater links between concepts, curriculum, essential understandings and the Connecticut Mastery Test to ensure our instruction is of the highest caliber. This year we initiated "Collaborative Time," a period in the teacher's schedule specifically set aside for grade level teachers from the same department to meet. They develop common assessments and discuss student performance regarding those assessments and instructional strategies to improve achievement.

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### SUPPLEMENTAL SCHOOL INFORMATION

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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.

As part of our school improvement plan, we continue to explore ways to personalize our students' education and develop strong home/school/community partnerships. We strongly believe that students achieve at their highest levels when family and school share a common vision and communicate regularly.

Last year, we extended our public awareness campaign with a goal to have two articles per month published in the local newspaper to recognize activities at the school. We extended our Town Meetings, an assembly run by students to recognize success, from 3 to 4 times a year. We held our second Grandparents' Day and had 120 senior citizens attend lunch and view student performances. We held our second Parents' Day and had 110 parents attend a PTO sponsored breakfast. Next, they came to the first two classes of the day along with their children. We continued our partnerships with three areas businesses, McDonalds, Dunkin Donuts and Cinerom. We continued our anti bullying program campaign, which involved gathering and analyzing data from students, parents, and faculty. We continued our "Rocket It Forward" program and had it featured in the Connecticut Middle School journal entitled *Impact*. The program recognizes random acts of kindness and encourages positive character traits. In addition, Northwestern Regional Middle School raised over \$13,000. for charity at our Super Dance and for the fourth consecutive year raised over \$10,000 for charity. This year, we will begin a program aimed at helping our reluctant learners complete assignments. The program is entitled Afterschool School and provides a quiet structured place for students to get organized and complete work.

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