

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

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

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 This regional school district serves Barkhamsted, Colebrook, New
 Hartford, Norfolk

Location: 100 Battistoni Drive
 Winsted,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 7 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 330
 5-Year Enrollment Change: -13.2%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	25	7.6	7.6	29.2
Students Who Are Not Fluent in English	1	0.3	0.3	3.5
Students with Disabilities	37	11.2	11.2	11.7
Students Identified as Gifted and/or Talented	7	2.1	2.1	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	147	96.7	96.7	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	978	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	17.2	17.2	20.6	Mathematics	27.6	27.6	34.4
				World Language	52.6	52.6	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	34	36
Computer Education *	0	20
English Language Arts	270	242
Family and Consumer Science	0	10
Health	27	23
Library Media Skills	0	14
Mathematics	135	158
Music *	34	32
Physical Education	50	55
Science	135	145
Social Studies	135	143
Technology Education	0	24
World Languages *	0	83

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 7 in this school. Instruction in another language starts in a later grade. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.4
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	56.8	56.8	77.7

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	1.8	1.8	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	17.3	17.3	21.3
# of Print Periodical Subscriptions	19	19	21

*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.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	23.90
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	4.37
Library/Media Specialists and/or Assistants	0.87
Administrators, Coordinators, and Department Chairs	1.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	16.93

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	14.6	14.0	14.2
% with Master's Degree or Above	75.7	75.7	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	11.3	11.3	10.1
% Assigned to Same School the Previous Year	91.9	91.9	87.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Northwestern, we are committed to supporting the family's role in the education of our students. We routinely invite parents into the school for conferences, open houses, transitional programs, activity programs, performances, and to visit classrooms. We also reach out to the extended family with programs such as Grandparent's Day and Parent's Day in the spring. Our guidance program maintains constant contact with parents and conducts teacher and parent meetings, PPTs, etc. Parents have full access to the services we offer. Parents may request a meeting with their child's teacher at any time. The school also routinely invites parents in to discuss behavioral plans for their children. Our transition program for incoming sixth grade students in each of our four feeder towns includes school counseling staff visiting students in their sixth grade school, a visit for sixth graders to Northwestern in the spring, a transition parent meeting in May, special education placement team transition meetings, an orientation program for parents and students in August, and communication with teachers of the incoming students for placement in seventh grade programs. Parents have online access to their children's grades at all times. A newsletter is published eight times a year to keep parents apprised of events and activities and sent to all parents in the school including incoming students in the summer. We have our own middle school website separate from the main district website. This website enables all teachers the opportunity to post homework assignments and messages for students and parents. All forms parents may need are kept on this site for easy downloading. We have cultivated a very involved and dedicated Parent Teacher Organization which has been instrumental in providing enriching experiences for our students. The PTO continues to support staff with new technology. The PTO provided funds to the school through a magazine drive, helped sponsor the eighth grade promotion ceremony, and help us welcome parents and relatives to Parent's Day and Grandparent's Day. They have also been asked to give input on programs as we grow.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	1.8
Black	4	1.2
Hispanic	6	1.8
Pacific Islander	0	0.0
White	314	95.2
Two or more races	0	0.0
Total Minority	16	4.8

Percent of Minority Professional Staff: 6.0%

Non-English Home Language:

0.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

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.

Students at Northwestern Regional Middle School continue to be challenged by being geographically isolated from the vast racial and ethnic diversity that exists within our state. We strive to develop cultural awareness, appreciation, and sensitivity through our curriculum and other experiences. We have provided technology to all of our staff that will allow us to reach out to other parts of the country as well as the world through web based programs. The social studies 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. One third of the year is spent studying issues that concern minorities today. We offer Chinese I as part of our World Language program along with Spanish and Italian. In the past we have students from other countries at our school and are working on giving students opportunities to take cultural trips to China as well as working to have Chinese students visit Northwestern. Students take part in our many school activities off campus that interact with other students and other districts: athletic programs continue to travel to other school systems including urban areas, we participate in area spelling bees and mock trial, and participate in many music festivals. In addition, Northwestern Regional Middle School students and faculty developed skills in social responsibility and compassion by continuing to raise money for charity through Holiday Angels, Turkey Baskets, Make a Difference for Troops, and numerous local causes. Charitable donations totaled over \$10,000 including a large Super Dance held for this very purpose. Northwestern Middle School is committed to fostering a climate of respect and appreciation of the differences and talents of all people.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	50.0	50.0	50.8	55.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	87.7	87.8	77.8	71.0
Writing	67.4	66.7	58.9	68.6
Mathematics	80.3	79.9	68.4	70.4
Grade 8 Reading	85.5	85.1	74.7	69.3
Writing	88.4	87.3	64.8	92.1
Mathematics	84.1	83.1	66.6	78.7
Science	78.2	77.3	63.1	69.8

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.3	97.3	95.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 12 students were responsible for these incidents. These students represent 3.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	1
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	1
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	7	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	2	0
Total	12	2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Northwestern continues to move forward in areas of curriculum, 21st century skills and helping struggling students improve their performance through RTI. Professional development in 2010-11 focused on work with curriculum mapping software and curriculum alignment and revision. This will further enable us to analyze and align our work. We also continued with our focus on technologies and 21st century skills in their lessons to teach the skills necessary for students in their future. Student use of blogs, podcasts, PowerPoint presentations, and instructional software is now a strong part of our culture as they learn to collaborate and create project based assessments. We continue to examine student work through formal data team meetings that are scheduled three times a month. RTI meetings with faculty and support staff are held once a month and as needed for individual students to monitor progress. Faculty continues to meet to share best practices, analyze and discuss student work at team meetings three to four times a week, and to collaborate on instructional strategies and assessments focused on student achievement. The Middle School staff continues to refine Understanding by Design-based units, including instructional links to technology and developing common assessments for each curriculum unit our teams developed. Northwestern Regional Middle School has consistently scored above the state average in all areas of the CMT and performs with our peers on these assessments.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Continued community support has provided students at Northwestern Middle School many opportunities to grow and gain skills to be successful in their future. We offer a strong academic program as well as an excellent activity and athletic program to build students skills in content, leadership, teamwork, and social awareness. Due to economic conditions, the impact from the budget cut for the year was kept to a minimum although the effects of losing .4 teaching staff in the academic core had an effect on both student and staff. Many teachers continue to be strong leaders in instituting the use of 21st century skills in their classroom. We have continued to progress in this area both with technology infrastructure and lesson activities that have been enhanced for student learning through the incorporation of website software. We continue to provide resources to allow teachers time in the summer to collaborate with their content area team mates in revising curriculum. In addition, a main focus was incorporating a curriculum mapping software tool which will enable us to analyze and align our work. Northwestern Regional Middle School students develop skills in social responsibility and compassion by raising money for charity through Holiday Angels, Turkey Baskets, Making a Difference for Troops, as well as numerous local causes. Charitable donations total over \$10,000 a year. Veterans' Day was recognized by our student council in partnership with Dunkin Donuts by inviting veterans to breakfast where they are greeted by enthusiastic students thanking them for their service.
