

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Northwestern Regional High School**Regional School District 07**

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Location: 100 Battistoni Drive
 Winsted,
 Connecticut

Website: www.nwr7.com/HighSchool.html

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 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 with Reg. Agricultural
 Science & Tech. Ctr.
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2010: 762
 5-Year Enrollment Change: 8.4%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	35	4.6	7.2	29.3
Students Who Are Not Fluent in English	2	0.3	0.4	3.6
Students Identified as Gifted and/or Talented	24	3.1	5.5	5.2
Students with Disabilities	55	7.2	10.4	10.7
Juniors and Seniors Working 16 or More Hours Per Week	60	7.5	12.6	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	20.3	18.5	18.8
Biology I	20.1	19.1	19.0
English, Grade 10	19.4	19.4	19.1
American History	21.2	19.5	20.1

Language Instruction:

Instruction was offered in the following language(s):
 French, Italian, Mandarin, Spanish

Agricultural Science and Technology:

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	1,007	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

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

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	47.6	33.4

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	21.0	23.9	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	85.8	92.6
Chemistry	68.8	72.3
4 or More Credits in Mathematics	61.9	66.0
3 or More Credits in Science	65.9	90.1
4 or More Credits in Social Studies	72.7	54.3
Credit for Level 3 or Higher in a World Language	75.0	60.7
2 or More Credits in Vocational Education	63.1	57.4
2 or More Credits in the Arts	44.9	40.5

Class of 2010

This school required more than the state minimum number of credits for graduation in health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.4	3.5
% of Gifted and/or Talented Students Who Received Services	100.0	21.3	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	72.7	79.0	74.8

LIBRARY AND COMPUTERS

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

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	3.7	2.4	2.2
% of Computers with Internet Access	100.0	97.4	99.5
% of Computers that are High or Moderate Power	100.0	98.1	98.2
# of Print Volumes Per Student*	15.0	19.3	16.5
# of Print Periodical Subscriptions	38	46	37

*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.

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. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	46.90
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.04
	Paraprofessional Instructional Assistants	8.47
Library/Media Specialists and/or Assistants		1.88
Administrators, Coordinators, and Department Chairs		4.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.50
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		37.80

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	High Schools	
		DRG	State
Average Number of Years of Experience in Education	13.0	14.6	14.1
% with Master's Degree or Above	67.7	77.8	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.0	6.8	8.1
% Assigned to Same School the Previous Year	91.9	90.9	90.3

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 the school.

The faculty, staff and administration of Northwestern Regional High School pride ourselves in working diligently to establish a high level of home to school communication in order to develop parent and teacher partnerships that foster student learning. All teachers have voice mail and email accounts and are expected to keep parents informed of their students' status on a regular basis. Parents also have passwords to access their students' grades and homework assignments through the school website. This year Northwestern is exploring the option of enabling even greater use of our student information system; Powerschool, by giving parents the ability to update demographic data and to request automatic updates of student grades. The Administration and Guidance departments invite parents into our school to participate in the course selection process, conferences, open house, and informational sessions and workshops. Northwestern has many active parent groups in our school. Parents of students in our vocational agriculture, band, theater, and athletic programs are very active in the school and have their own parent group organizations and have opportunities to have their opinions known about issues pertinent to these programs. Last year Northwestern established a Parent Advisory Group for the high school in order to provide a mechanism in which parents could be informed about what was happening in the high school and to have a voice in high school affairs. Additionally, parents are actively involved in the many activities throughout the year to facilitate our Project Graduation program on graduation night. Parents are also invited and encouraged to serve on committees that have an impact on the school. For example, parents serve on our Vocational Agricultural Advisory Board and have participated in the interview process for administrative positions. Parents have played a major role in creating the school's Core Value and Belief document and worked alongside faculty to identify the school's 21st century learning expectations. Parents will continue to be involved throughout the NEASC accreditation process.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.0
Black	4	0.5
Hispanic	9	1.2
Pacific Islander	0	0.0
White	741	97.2
Two or more races	0	0.0
Total Minority	21	2.8

Percent of Minority Professional Staff :2.7

Non-English Home Language:

0.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3

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.

Northwestern Regional High School is committed to providing a safe and respectful learning community for every student, faculty, staff member, and parent. We strive to promote acceptance, sensitivity, and understanding for all groups of people through our curriculum, activities, clubs and events. Our school participated in Rachel's Challenge a program based on the writings of Rachel Ray Scott, the first student killed in the Columbine High School tragedy. As a result, we have created a student-led group called R.E.A.C.T. whose goal is to create a safe learning environment for all students by re-establishing civility and delivering proactive antidotes to school violence and bullying; engaging students' hearts, heads, and hands in the learning process; providing students with social/emotional education that is both colorblind and culturally relevant, training adults to inspire, equip and empower students to affect permanent positive change. Northwestern has been accepted into the Yes! Youth Establishing Strength Program, a national youth campaign to end bullying. The goal of Yes! is to reduce the incidence of bullying in our school, increase the number, capacity and visibility of youth leaders and mobilize our students across all media platforms to end bullying. The administration and support staff has created a girl's group to deal with relational aggression. We anticipate establishing a group for boys to explore issues related to development of young men. Our English, Soc. St., and World Lang. programs integrate diverse cultures, race, and religion into their curricula; the 9th grade Honors English curriculum focuses on the Middle East and explores the literature, culture, music, and politics. We have been active in hosting exchange students from over a dozen countries in order to increase our students' awareness and appreciation of different cultures. We have created a "hall of flags" in our entry lobby as a way to celebrate and to show appreciation of the different cultures represented by all the countries of our exchange students. We established an exchange program with a "sister" school in China. 18 students, teachers, and an assistant principal from Shandong Province visited our school for a week. Students from Northwestern traveled to Shandong Province for 12 days to experience education in China. *This program has been well received by the parents, students and greater school community.*

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	38.6	51	33.7

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	15	10.6
% of Grade 12 Students Tested	37.6	24.2
% of Exams Scored 3 or More*	85.1	72.5

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

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. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	67.6	44.7	86.9
Writing Across the Disciplines	83.8	61.2	88.0
Mathematics	72.6	49.5	89.1
Science	71.5	47.0	90.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	571	510	93.5
Critical Reading	543	505	85.9
Writing	554	510	88.6
% of Graduates Tested	76.7	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	98.9	81.8	98.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.0	2.8	100.0

Activities of Graduates	School	State
% Pursuing Higher Education	91.5	84.8
% Employed, Civilian and Military	4.5	9.1

Student Attendance	School	State High Schools
% Present on October 1	94.9	93.8

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, 58 students were responsible for these incidents. These students represent 7.6% 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	3	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	6	0
Theft	3	1
Physical/Verbal Confrontation	10	1
Fighting/Battery	7	1
Property Damage	3	0
Weapons	0	1
Drugs/Alcohol/Tobacco	8	0
School Policy Violations	40	1
Total	83	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Northwestern is committed to engaging students in 21st century learning activities that are focused on building the critical competencies and knowledge needed for success in the emerging global economy. The faculty of the high school is focusing its work with students on Northwestern's 21st Century Learning Expectations which requires that all students be able to: demonstrate critical thinking in reading, writing, and problem-solving; creativity, innovation, and adaptability; global awareness; and effective interpersonal and collaborative skills. The faculty is currently very actively engaged in collecting and analyzing data from the self-study regarding each accreditation standard and is in the process of writing the Standard's Committee Reports based upon the conclusions they were able to draw from this self-study. Despite the challenging fiscal environment, Northwestern Regional High School is also focusing on increasing the amount of technology available to teachers for instruction. The high school added 6 SMART Boards to our classrooms and want to add another 12. We are focusing on integrating the iPad II into the Special Education curriculum. We have increased the availability of access to the internet by upgrading the wireless hardware and access points throughout the building. At the district level we have created a technology committee to develop a cohesive plan and strategy to improve the district's use and implementation of technology. Two major focuses of this committee are to develop a strategy for moving to Bring Your Own Device (BYOD) and to find a mechanism to integrate all of our separate websites into one learning management system. We began an initiative to format the curriculum of every department so that each department has a standard format based on the Understanding By Design model. We also initiated electronic curriculum mapping using a web-based software program in order to improve the ability of our faculty to collaborate on curriculum development, create a guaranteed and viable curriculum, and to track the extent to which State Standards, Common Core Standards and the High School's Learning Expectations are addressed in the curriculum. We are working to fine tune the scientifically-based response to intervention (RTI) program that is focused on identifying and supporting learners who are experiencing academic and behavioral difficulty. Currently, we have created math labs that are available each period of the day for students experiencing difficulty in mathematics. Further academic support is available from special education teachers in all other subjects each period of the day. Northwestern established a school climate committee in order to ensure that the norms, values and expectations that are important to the school

SUPPLEMENTAL SCHOOL INFORMATION

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

Northwestern Regional High School aspires to challenge its students, faculty, and administrators to strive for excellence in every aspect of school life. We pride ourselves in the accomplishments of our students, faculty and staff. We are very pleased that in 2011, 94% of our students taking Advanced Placement exams scored a 3 or better, while 50% scored a 4 or higher. Northwestern had 18 students earn AP scholar status in 2011. Our scores on the SAT continue to be strong and outpace the state mean in math and writing. Our banking program is state and nationally recognized. Last year saw this program selected as the recipient of the Daniel Hull and Dale Parnell Partnership Excellence Award by the National Career Pathways Network. Our banking program will be highlighted in the 2012 NBEA yearbook on current issues and trends in business education. Alumni who have participated in this program are successfully working in banks around the state. Our band program continues to garner awards wherever it performs. Last year, Northwestern has the most students selected to participate in the Berkshire League Honor Band and the Northern Region Music Festival. Thirteen students qualified for participation in the All-State Band, and 4 students were selected to be in the New England Music Festival. Our athletic program continues to achieve excellence through the hard work of our student athletes and coaches. Over the course of the spring, winter, and fall seasons last year, 216 students achieved scholar-athlete status. In order to be eligible for this recognition students must achieve a course of study average higher than an 88. Further, 21 students representing all of our teams, earned All Berkshire League status in their respective sports. Additionally, our softball team won the Berkshire League Championship; we set many new school records in both indoor and outdoor track, one of our boys scored 1,000 points in basketball and our co-op football team reached the state semi finals for the first time with an 8-2 record. Our Agricultural Education program continues to earn State and National recognition. Several students who have graduated have gone on to serve as state-level FFA officers and one graduate from 2009 is a strong candidate for national FFA office. Several students are submitting Agri-Science projects for the upcoming National Convention competition.
