

STRATEGIC SCHOOL PROFILE 2009-10

High School Edition

Parish Hill High School**Regional School District 11**

JOSEPH V. FLEMING, Principal
 DOROTHY F. SMITH, Asst. Principal
 Telephone: (860) 455-9584

Location: 304 Parish Hill Road Box 27
 Chaplin,
 Connecticut

Website: www.parishhill.org

This regional school district serves Chaplin, Hampton, Scotland

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 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 291
 5-Year Enrollment Change: -12.6%

District Reference Group (DRG): F 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	48	16.5	22.0	27.9
Students Who Are Not Fluent in English	0	0.0	0.8	3.6
Students Identified as Gifted and/or Talented	0	0.0	4.3	5.1
Students with Disabilities	41	14.1	10.3	10.6
Juniors and Seniors Working 16 or More Hours Per Week	2	3.1	15.5	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.5	17.5	18.9
Biology I	17.0	16.7	19.6
English, Grade 10	13.5	18.5	19.7
American History	10.7	19.8	20.1

Language Instruction:

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

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,012	1,006

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 2008-09 School Year	37.0	31.9

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 2009	22.0	22.6	23.6

% of Class of 2009 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	98.0	91.5
Chemistry	63.3	72.9
4 or More Credits in Mathematics	57.1	65.2
3 or More Credits in Science	100.0	89.5
4 or More Credits in Social Studies	28.6	53.2
Credit for Level 3 or Higher in a World Language	63.3	60.9
2 or More Credits in Vocational Education	85.7	56.4
2 or More Credits in the Arts	67.3	40.5

Class of 2009

This school required more than the state minimum number of credits for graduation in science, the arts and/or vocational education, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.7	3.4
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	53.7	73.1	73.5

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	1.7	2.1	2.3
% of Computers with Internet Access	94.0	96.8	98.5
% of Computers that are High or Moderate Power	94.0	95.2	97.1
# of Print Volumes Per Student*	46.0	22.9	16.6
# of Print Periodical Subscriptions	28	38	39

*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 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, 32% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	25.80
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants		1.40
Administrators, Coordinators, and Department Chairs		2.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.80
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		15.00

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	10.5	14.0	14.0
% with Master's Degree or Above	65.6	75.0	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.6	7.6	8.1
% Assigned to Same School the Previous Year	78.1	90.5	89.6

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.

Home and School Communication and Support All Parish Hill teachers have email addresses and teacher web pages to facilitate communication with parents. PowerSchool, our student information system, allows us to monitor student progress via weekly student progress reports. All parents are provided with a password to gain access to this system. The Parish Hill website has also been updated and lists all important school information. The school also utilizes the ConnectEd system to send automated phone and email messages to parents. Parish Hill holds an annual Open House and two Parent Teacher Conference evenings during the school year. Our middle school teams encourage parent participation in their daily student meetings when students are discussed. A school-wide Parish Hill Opportunities Fair was held in January to inform parents and students of all departmental course offerings. There are many informational nights throughout the year, including Seventh Grade Orientation Night, Junior and Senior Planning Nights, and Financial Aid Night. To further enhance parental communication, the Board of Education sends a quarterly newsletter to all town residents while our school sends a monthly newsletter to students' homes. Parish Hill also houses a Family Resource Center, which provides an extensive community resource link and community guide for parents/community members. There are also many community-sponsored events at our school, including "Harvest Fest", our "Empty Bowl" fundraiser for the needy, musical and vocal concerts, and an annual Halloween event. Parish Hill has many student recognition programs as well. The "Pirate Pride Referral" is an ongoing recognition of students doing positive acts. Every student who receives a referral meets with administration, and students are chosen as monthly and yearly winners. This year, we made a concerted effort to get more parents to attend our awards assemblies and experienced great success with this initiative. Parish Hill also encourages parent involvement on school committees and school issues.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.7
Asian American	1	0.3
Black	2	0.7
Hispanic	9	3.1
White	277	95.2
Total Minority	14	4.8

Percent of Minority Professional Staff :2.6

Non-English Home Language:

All of this school's students come from homes where English is the primary language.

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.

Efforts to Reduce Racial, Ethnic and Economic Isolation Parish Hill continues to plan on constructing an Environmental Magnet School which will increase racial and economic diversity in the district. The application has been completed and the school is waiting for state approval. Our school has an active Diversity Club which promotes activities such as "Mix It Up Day," an activity designed to foster better understanding of cultural differences. Parish Hill students also participate in off campus activities such as the local Soup Kitchen Project along with Thanksgiving collections for needy families. Our school sponsored a wonderful assembly on "Music Across the Cultures", highlighting music from several South American and African nations. The assembly presenter shared both music and the cultural rituals of those nations. It was a highly interactive presentation with students playing various instruments from different cultures throughout the world.

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	43.3	50.4	44.3

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

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	8	9.5
% of Grade 12 Students Tested	31.5	22.3
% of Exams Scored 3 or More*	32.7	71.3

*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	37.5	45.9	44.7
Writing Across the Disciplines	31.4	59.6	17.8
Mathematics	35.5	48.7	35.3
Science	17.1	45.3	17.9

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 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	492	508	47.2
Critical Reading	534	503	82.0
Writing	529	506	75.8
% of Graduates Tested	51.0	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	94.2	91.3	45.4
2008-09 Annual Dropout Rate for Grade 9 through 12	1.8	3.0	37.3

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	87.8	84.5	% Present on October 1	100.0	94.6
% Employed, Civilian and Military	10.2	10.4			

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 2008-09 school year, 75 students were responsible for these incidents. These students represent 24% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	17	0
Theft	2	0
Physical/Verbal Confrontation	10	0
Fighting/Battery	3	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	9	0
School Policy Violations	116	0
Total	160	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Parish Hill maintains a school improvement plan that is focused on improving instructional strategies and overall student achievement. The district continues to implement professional development activities based on CALI (Connecticut Accountability for Learning). In-service has been provided to all faculty members on common formative assessments and curriculum development. All teachers are given ctreports.com passwords to assist them in analyzing CMT and CAPT data. This facilitates the development of prescriptive plans for students. Regular bi-monthly writing prompts and data charting/analysis take place in the Math and English departments. Supplemental programs are in place for students needing additional support to include the Study Island computer test prep program along with focused tutoring. A Writing Lab period has also been instituted. In addition to teacher in-service, an extensive professional library has been created which provides teachers with numerous resources designed to improve instruction. Faculty professional development has been devoted to curriculum revision based on the Understanding by Design model. To ensure alignment to state standards, Parish Hill instituted the Project Opening Doors (POD) program, designed to offer more Advanced Placement courses and enhanced AP teacher professional development. The POD program enabled Parish Hill to purchase instructional materials and technological equipment needed to enhance AP instruction. Teachers also took part in extensive summer training. Furthermore, the math, science and English departments regularly conducted vertical team meetings. Focused tutoring was also provided to students after school and on Saturdays. The guidance department continues to significantly increase the number of college representative visits. Parish Hill also offers an on-site SAT Test Prep class and our school was selected as a designated test center site for November and May SAT testing.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
