

**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

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

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Location: 304 Parish Hill Road Box 27  
 Chaplin,  
 Connecticut

Website: [www.parishhill.org](http://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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 274  
 5-Year Enrollment Change: -17.7%

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	66	24.1	23.4	29.4
Students Who Are Not Fluent in English	0	0.0	0.8	3.6
Students Identified as Gifted and/or Talented	0	0.0	3.9	5.2
Students with Disabilities	47	17.2	10.8	10.7
Juniors and Seniors Working 16 or More Hours Per Week	2	3.0	13.4	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	15.5	16.9	18.8
Biology I	12.7	17.7	19.0
English, Grade 10	12.7	18.1	19.1
American History	13.3	18.1	20.1

**Language Instruction:**

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

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	977	1,010

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	40.9	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	22.0	22.6	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	100.0	92.6
Chemistry	65.7	72.3
4 or More Credits in Mathematics	28.6	66.0
3 or More Credits in Science	100.0	90.1
4 or More Credits in Social Studies	42.9	54.3
Credit for Level 3 or Higher in a World Language	65.7	60.7
2 or More Credits in Vocational Education	57.1	57.4
2 or More Credits in the Arts	57.1	40.5

### Class of 2010

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	0.8	3.5
% 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:	57.4	74.9	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.9	2.1	2.2
% of Computers with Internet Access	100.0	96.2	99.5
% of Computers that are High or Moderate Power	41.5	93.7	98.2
# of Print Volumes Per Student*	48.1	23.6	16.5
# of Print Periodical Subscriptions	25	38	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 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, 34.2% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	25.00
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.60
	Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.00
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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	11.7	14.3	14.1
% with Master's Degree or Above	62.5	74.9	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	4.6	8.0	8.1
% Assigned to Same School the Previous Year	84.4	91.2	90.2

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

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

Our Student Assistance Team meets weekly and actively engages parents in the student planning process. The Middle School Team has a dedicated time available to meet with parents. Our school hosts two Parent /Teacher conferences and an Open House. Our PowerSchool program informs parents about homework assignments and grades. Our automated Connect Ed telephone messaging system keeps parents informed of school information. The Prate Pride Referral recognizes students who exemplify our mission statement and it is sent home for parents to receive good news on their child. Our PTO continues to be source of support for our school, providing mini-grants for programming, sponsoring speakers, hosting Career Day and showing appreciation for faculty through an annual luncheon. Parish Hill hosts a Veteran's Day luncheon and a Senior Citizen breakfast for community outreach. Our Chorus and Band perform in many community events. The school hosts the annual Harvest Fest and Breakfast With Santa for the community to enjoy.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	1	0.4
Black	5	1.8
Hispanic	15	5.5
Pacific Islander	0	0.0
White	250	91.2
Two or more races	2	0.7
Total Minority	24	8.8

**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.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Parish Hill provides many opportunities for faculty and students to increase diversity awareness, respect differences and learn about other cultures. The school hosted a native Mandarin Chinese teacher who taught both middle/high school classes and elementary enrichment classes as well as being a resource to our Multicultural World and World History classes. Assemblies promoting diversity included: the International Mandolin Players from Europe; the Invisible Children representing the child soldiers in Africa; the Jim Linehan Dance Troup sending the message of respect for differences among students; and "Rachel's Challenge" discussing the effects of Columbine, the scourge of bullying, and the need to appreciate differences among all. The school supports many activities that reduce isolation including Amnesty International, the Diversity Club, MOSAICS, and our first chapter of GLAS (Gay, Lesbian and Straight students). Parish Hill also participates in foreign exchange student programs. In addition, Parish Hill participates in Project Opening Doors Advanced Placement Program. This program promotes rigorous courses and focused tutoring and support to our AP students. Our school has an open admissions policy so that any student can take challenging AP courses. As well, the College Career Pathways program allows all students to obtain community college credit for designated courses at no cost. The Pirate Pride Referral is a mechanism to honor all students "doing the right thing." This program reaches all students and is not based in any way on academic proficiency.

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### 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	66.7	51	87.0

\*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	7	10.6
% of Grade 12 Students Tested	34.2	24.2
% of Exams Scored 3 or More*	20.4	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](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	42.9	44.7	54.5
Writing Across the Disciplines	51.4	61.2	36.5
Mathematics	51.4	49.5	57.3
Science	43.2	47.0	47.9

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	479	510	40.5
Critical Reading	512	505	64.9
Writing	527	510	73.0
% of Graduates Tested	54.3	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	97.0	81.8	96.2
2009-10 Annual Dropout Rate for Grade 9 through 12	0.7	2.8	59.5

Activities of Graduates	School	State
% Pursuing Higher Education	85.7	84.8
% Employed, Civilian and Military	14.3	9.1

Student Attendance	School	State High Schools
% Present on October 1	95.6	93.7

**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, 52 students were responsible for these incidents. These students represent 17% 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, 5 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	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	1
Theft	0	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	1	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	10	0
School Policy Violations	84	1
Total	103	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

During the 2010-2011 school years, there was a concentrated effort to increase our CAPT and CMT scores. Data was charted monthly to identify students in need of supplemental instruction in math and writing labs. The results were a dramatic increase in our CAPT scores, particularly for the special education population, and a notable increase in CMT scores. Professional development included workshops on Scientific Research-Based Interventions and training designed to improve outcomes for special education students. Parish Hill is also focusing on more frequent student assessments, using evaluation tools such as Aims Web and Nova Net, an online student assessment and credit recovery program. The position of Director of Special Education has been restructured to have a full-time in-house administrator. This has been extremely helpful in assisting students at the PPTs; closely monitoring student progress; ensuring familiarity with Tier 1, 2 and 3 services, and improving accessibility with teachers and case managers. Departmental vertical teams have been meeting in grades 6-12. The meetings have been invaluable in identifying common themes and areas for alignment. Our school has also initiated a mandatory yearly research paper for every grade. The goal is to have students prepared for the rigorous, mandatory Senior Capstone Project in which a 10-12 paper is required. Parish Hill once again made student graduation requirements more rigorous. In addition to the now mandated Senior Capstone Project, students will now be required to take and pass Algebra I, Geometry, and Algebra II. Parish Hill was identified as one of ten "emerging schools" in Secondary School Reform and was awarded a State Department of Education Grant.

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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.

Parish Hill provides our students with a myriad of extra-curricular and student events. In addition to sports, concerts and community events, an additional 32 student events were scheduled throughout the year. The school is the primary social hub for the students.

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