

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

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

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Location: 304 Parish Hill Road
 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, 2011: 292
 5-Year Enrollment Change: -10.2%

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 | 76 | 26.0 | 26.9 | 30.7 |
| Students Who Are Not Fluent in English | 0 | 0.0 | 0.7 | 3.7 |
| Students Identified as Gifted and/or Talented | 0 | 0.0 | 3.5 | 5.3 |
| Students with Disabilities | 57 | 19.5 | 11.1 | 10.8 |
| Juniors and Seniors Working 16 or More Hours Per Week | 4 | 5.5 | 15.2 | 13.0 |

PROGRAM AND INSTRUCTION

| Average Class Size | School | DRG | State |
|--------------------|--------|------|-------|
| Algebra I | 21.0 | 17.1 | 18.4 |
| Biology I | 23.0 | 18.8 | 19.7 |
| English, Grade 10 | 14.7 | 17.9 | 19.6 |
| American History | 16.3 | 19.7 | 20.4 |

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 | 999 | 1,024 |

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 2010-11 School Year | 32.3 | 34.5 |

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 2011 | 22.0 | 22.7 | 23.2 |

| % of Class of 2011 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 | 91.6 |
| Chemistry | 74.1 | 73.9 |
| 4 or More Credits in Mathematics | 29.6 | 64.1 |
| 3 or More Credits in Science | 100.0 | 88.1 |
| 4 or More Credits in Social Studies | 48.1 | 51.4 |
| Credit for Level 3 or Higher in a World Language | 74.1 | 62.5 |
| 2 or More Credits in Vocational Education | 37.0 | 54.6 |
| 2 or More Credits in the Arts | 51.9 | 40.6 |

Class of 2011

This school required more than the state minimum number of credits for graduation in science, world language, 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 | 3.5 |
| % 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: | 68.4 | 71.9 | 72.8 |

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 | 1.6 | 1.8 | 2.1 |
| % of Computers with Internet Access | 100.0 | 100.0 | 99.9 |
| % of Computers that are High or Moderate Power | 100.0 | 96.1 | 97.5 |
| # of Print Volumes Per Student* | 45.3 | 24.6 | 16.6 |
| # of Print Periodical Subscriptions | 25 | 31 | 35 |

*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, 39.5% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

| Full-Time Equivalent Count of School Staff | | |
|---|---|-------|
| General Education: | Teachers and Instructors | 25.90 |
| | Paraprofessional Instructional Assistants | 0.00 |
| Special Education: | Teachers and Instructors | 5.00 |
| | Paraprofessional Instructional Assistants | 3.00 |
| Library/Media Specialists and/or Assistants | | 1.00 |
| Administrators, Coordinators, and Department Chairs | | 2.05 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | | 1.00 |
| 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.

| Teachers and Instructors | School | High Schools | |
|--|---------------|---------------------|--------------|
| | | DRG | State |
| Average Number of Years of Experience in Education | 11.9 | 14.3 | 14.1 |
| % with Master's Degree or Above | 64.5 | 77.4 | 76.6 |
| Teacher Attendance,2010-11: Average # of Days Absent Due to Illness or Personal Time | 3.5 | 8.5 | 8.6 |
| % Assigned to Same School the Previous Year | 83.9 | 89.6 | 89.1 |

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

Parents and guardians have full access to their child's PowerSchool portal to check on their academic progress. The school also holds two Parent Teacher Conference nights and one Open House night. Parents can access the school website for the most up to date information regarding the school. The school's ConnectEd calling system keeps all families informed of news and events. The staff regularly uses email and frequent phone contact to communicate with parents and guardians. The middle school has regularly scheduled team planning time which allows them to meet with parents. In addition, all community members receive a District/Board of Education newsletter to inform them of student achievements, new programs, and curricular initiatives, along with upcoming events.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 1 | 0.3 |
| Asian American | 0 | 0.0 |
| Black | 6 | 2.1 |
| Hispanic | 15 | 5.1 |
| Pacific Islander | 0 | 0.0 |
| White | 266 | 91.1 |
| Two or more races | 4 | 1.4 |
| Total Minority | 26 | 8.9 |

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.

Parish Hill Middle/High School has provided many experiences to faculty, students and the community to gain increased awareness and appreciation of individual differences and cultures. The school hosts a Diversity Club and a Gay Straight Alliance Club which in turn promote activities throughout the year. The school hosted two powerful student assemblies (The Jim Lineham Dance troupe; I am DIRT) on making healthy choices and respecting one another despite differences. The Hampton Recreational Committee hosted a European Mandolin Orchestra and provided the school with an outstanding performance. This group will continue to annually sponsor an international performer for both school and community performances. Parish Hill is a designated Project Opening Doors (POD) school promoting increased student participation in the Advanced Placement courses. As a result, Advanced Placement fees and PSAT fees are equitably funded for students. Parish Hill has made a purposeful choice to run all class meetings and extracurricular club meetings during the X block period to assure for participation of the entire student body. As well, X block is designed for weekly developmental guidance lessons around many topics including respect, anti-bullying, making healthy choices, student success planning, etc. Every teacher and every student is involved in the provision of lessons or activities during the X block. Parish Hill has a Peer Mentor club which matches students from the Psychology/Sociology class to incoming seventh graders to support their transition. Likewise, all seventh graders are enrolled in the School Success Skills program which focused on study skills, organizational skills, and school success for all students. This past year was the third year for the School Success Skills program and there has been notable improvement seen in the preparedness of students who have gone through the program. The smallness of Parish Hill provides the unique opportunity for a vast majority of students to participate in the Athletic Program. The ability to participate on an athletic team is very equitable across the student population.

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 | 53.3 | 51.1 | 63.0 |

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

| Advanced Placement Courses 2010-11 | School | State High Schools |
|--|--------|--------------------|
| Number of Courses for which Students were Tested | 4 | 7.4 |
| % of Grade 12 Students Tested | 51.7 | 24.7 |
| % of Exams Scored 3 or More* | 39.1 | 70.9 |

*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 | 41.0 | 47.5 | 44.8 |
| Writing Across the Disciplines | 67.5 | 63.0 | 53.3 |
| Mathematics | 43.2 | 49.2 | 44.3 |
| Science | 32.5 | 47.1 | 35.4 |

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 2011 | School | State | % of Schools in State with Equal or Lower Scores |
|--------------------------------------|--------|-------|--|
| Average Score: Mathematics | 495 | 505 | 52.1 |
| Critical Reading | 536 | 502 | 83.0 |
| Writing | 523 | 506 | 72.9 |
| % of Graduates Tested | 81.5 | 77.3 | N/A |

| Graduation and Dropout Rates | School | State | % of Districts in State with Equal or Less Desirable Rates |
|--|--------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2011 | 77.1 | 82.7 | 20.1 |
| 2010-11 Annual Dropout Rate for Grade 9 through 12 | 0.7 | 2.6 | 66.0 |

| Activities of Graduates | School | State |
|-----------------------------------|--------|-------|
| % Pursuing Higher Education | 85.2 | 84.5 |
| % Employed, Civilian and Military | 14.8 | 9.7 |

| Student Attendance | School | State High Schools |
|------------------------|--------|--------------------|
| % Present on October 1 | 94.9 | 94.1 |

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 2010-11 school year, 83 students were responsible for these incidents. These students represent 29.9% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 1 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, 2010-11 | | |
|---|----------------------|----------------|
| Offense Category | Location of Incident | |
| | School | Other Location |
| Violent Crimes Against Persons | 0 | 0 |
| Sexually Related Behavior | 0 | 0 |
| Personally Threatening Behavior | 5 | 0 |
| Theft | 0 | 0 |
| Physical/Verbal Confrontation | 3 | 3 |
| Fighting/Battery | 14 | 3 |
| Property Damage | 3 | 0 |
| Weapons | 0 | 0 |
| Drugs/Alcohol/Tobacco | 4 | 5 |
| School Policy Violations | 208 | 22 |
| Total | 237 | 33 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Parish Hill has several preventative truancy interventions including a monthly attendance review committee, a bi-weekly "Hands Up" middle school meeting for early identification of students at risk, a truancy officer through the local RESC agency, a Student Assistance Team and and referral to the PPT process as necessary as well as referral to Juvenile Court. The Peer Mentor Program provides support and transition assistance to identified seventh grade students. Annually in the spring, there are extensive transition meetings held by Student Services personnel and Special Education personnel with the three sending elementary school towns to discuss upcoming students in need and to develop appropriate interventions. Parish Hill embraces data-driven- decision- making to monitor student progress, identify students in need of additional support and to develop prescriptive programs for those students. Writing and math labs have been created both as mandatory rotation selections or supplemental periods of instruction. As a result, the school has seen notable improvement in their CAPT and CMT scores, including being designated as one of the top ten schools in the state for most improvement. The school adopted new Core Values and Beliefs as part of the NEASC accreditation process. The creation was an all-inclusive effort incorporating input from faculty, students and parents. The school also completed the development of School Safety Climate surveys which will be distributed in the 2012-13 school year for feedback and subsequent programs or interventions. A key focus for the year was the examination of the teacher evaluation process. A committee made up of teachers and administrators met regularly to review new plans. Several members attended professional development on the new state evaluation plan. As a result, a hybrid model will be piloted in 2012-13 school year along with continued development of a final evaluation plan for subsequent years.

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
