

STRATEGIC SCHOOL PROFILE 2008-09

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

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, 2008: 309

5-Year Enrollment Change: -11.5%

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	50	16.2	18.8	26.0
Students Who Are Not Fluent in English	0	0.0	0.8	3.3
Students Identified as Gifted and/or Talented	0	0.0	4.1	4.7
Students with Disabilities	45	14.6	10.0	10.6
Juniors and Seniors Working 16 or More Hours Per Week	10	11.2	20.0	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	13.0	18.1	18.7
Biology I	11.7	18.7	19.3
English, Grade 10	16.0	19.1	19.1
American History	18.0	20.4	19.9

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

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	999	1,007

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 2007-08 School Year	14.6	30.5

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 2008	22.0	22.6	23.3

% of Class of 2008 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	91.4	94.1
Chemistry	54.3	73.6
4 or More Credits in Mathematics	71.4	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	40.0	55.4
Credit for Level 3 or Higher in a World Language	51.4	60.6
2 or More Credits in Vocational Education	54.3	59.2
2 or More Credits in the Arts	48.6	41.6

Class of 2008

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

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	3.3
% 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:	60.0	74.2	72.6

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	1.8	2.2	2.4
% of Computers with Internet Access	100.0	97.6	99.2
% of Computers that are High or Moderate Power	100.0	94.2	98.8
# of Print Volumes Per Student*	43.3	21.2	16.0
# of Print Periodical Subscriptions	28	40	48

*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 utilizes 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, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	26.75
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants	1.40
Administrators, Coordinators, and Department Chairs	2.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	5.00
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	12.0	14.3	13.8
% with Master's Degree or Above	56.3	72.2	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.9	8.3	8.4
% Assigned to Same School the Previous Year	84.4	87.9	87.0

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.

Home and School Communication and Support

Parish Hill utilizes a student reporting program called PowerSchool. This allows parents to check on a daily basis the progress of their students. This access is gained by a password and every parent is provided with one. Parish Hill sponsors an Open House Night and two parent teacher conference nights. A new communication system called ConnectEd has been instituted providing automated phone and e-mail contact to parents on important school announcements. Teachers maintain frequent phone and e-mail contact with parents. Middle School parents are invited/encouraged to attend 7th and 8th grade team meetings, which are held on a daily basis. The "Newsflash" paper is mailed to all homes. A monthly Board of Education newsletter is also delivered to all homes. A school website is maintained for important school information and is updated periodically. Several informational sessions for parents are sponsored at the school, including seventh grade orientation, junior planning night, senior planning night, and financial aid night.

The school houses a Family Resource Center which provides community resource information for parents in need of services. A thorough community service guide was developed by the center and posted on the website. A School Psychologist, School Social Worker and two Guidance Counselors as well as Special Education Case Managers provide ongoing monitoring of student's progress and communication with parents. During the past year community/family focused events such as a Harvest Festival, music and vocal concerts and a Halloween event "Where the Wild Things Are," were held throughout the year. Parental involvement is sought on many levels. There is parent representation on the Magnet School Committee. The PTO is often consulted on issues relating to the school. Parents are notified promptly on discipline issues by phone call and or in writing. A continuing initiative called "Pirate Pride Referral" in which students are recognized for positive behaviors is communicated at home. Class newsletters have been sent home on a regular basis to update families of scheduled events. These class newsletters are grade appropriate, i.e. sophomore/junior etc.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	2	0.6
Black	5	1.6
Hispanic	11	3.6
White	290	93.9
Total Minority	19	6.1

Percent of Minority Professional Staff: 4.9

Non-English Home Language: 0.3% of this school's 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.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Regional District #11 has worked hard to reduce racial, ethnic, and economic isolation. The district made a concerted effort to recruit minority teachers by expanding advertising efforts to areas with traditionally higher minority populations. We also have an on-going magnet school planning committee whose charge is to study the magnet concept, solicit community input, and produce an operational plan for a potential magnet school in Regional District #11. We have already had numerous meetings with the state's magnet school director and a meeting with the state facilities director. Our operations plan is virtually complete and will be sent to the state. We will continue to study this concept and make final recommendations. In addition, the district has an all-inclusive Diversity Day, in which students learn about different cultures and ethnic groups. The goal is to foster a greater appreciation of diversity. Furthermore, students have participated in off campus diversity activities, including the Willimantic Soup Kitchen Project and Thanksgiving collections to give food to needy families.

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	39.4	39.9	56.6

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

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	3	10.0
% of Grade 12 Students Tested	8.1	21.2
% of Exams Scored 3 or More*	60.0	72.8

*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	38.7	47.4	40.3
Writing Across the Disciplines	43.8	55.0	33.9
Mathematics	40.6	47.8	41.5
Science	38.7	42.8	46.5

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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	477	507	39.8
Critical Reading	521	503	73.5
Writing	511	506	61.9
% of Graduates Tested	57.1	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.6	92.1	48.1
Cumulative Four-Year Dropout Rate for Class of 2008	4.2	6.6	50.5
2007-08 Annual Dropout Rate for Grade 9 through 12	0.6	2.5	67.9

Activities of Graduates	School	State
% Pursuing Higher Education	74.3	84.1
% Employed, Civilian and Military	25.7	11.0

Student Attendance	School	State High Schools
% Present on October 1	94.8	94.6

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 2007-08 school year, 34 students were responsible for these incidents. These students represent 11.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	12	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	6	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	6	0
School Policy Violations	55	0
Total	84	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

A comprehensive school improvement plan has been collaboratively developed by administration and staff. The focal point of the plan is to improve student achievement through adoption of the principles of the Connecticut Accountability for Learning (CALI) initiative. A focused, longer range professional development plan has been devised and implemented which has data-driven decision-making, common formative assessments and effective teaching strategies as its cornerstone. Teachers will be receiving training in ctreports.com and the “Five Step Process.” Grade level data teams have been formed with the ultimate goal of having all staff proficient in analyzing and charting data, setting goals based on the data, and formulating instructional strategies to address areas of concern. We have also made graduation requirements much more rigorous; increasing total credits needed to graduate, increasing distribution requirements, and including a Senior Capstone Project. We have also implemented ConnectEdu, a web-based college application program. The program is designed to improve communication between students, parents, and counselors during the college application process. It is also designed to streamline all aspects of this process, including applications, transcripts and letters of recommendation. During the last several years, certified and non-certified staff have been trained in inclusive education. We have also made a concerted effort to involve parents in all facets of school decision-making. Parents serve on district committees and all meetings and minutes are posted on the district website. Furthermore, we have subscribed to Connect-Ed, a web-based parent notification program which vastly improved parental communication.

SUPPLEMENTAL SCHOOL INFORMATION

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