

STRATEGIC SCHOOL PROFILE 2009-10

High School Edition

Southington High School**Southington School District**

KATHLEEN MCGRATH, Principal
 HELEN A. CROWLEY, Asst. Principal
 BRIAN STRANIERI, Asst. Principal
 DAVID S. GERMANO, Asst. Principal
 ANDREW S. BAYER, Asst. Principal
 JESS W. LEVIN, Asst. Principal
 Telephone: (860) 628-3229

Location: 720 Pleasant Street
 Southington,
 Connecticut

Website: www.southingtonschools.org/our_schools/southington_high_school/index.html

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, 2009: 2,033
 5-Year Enrollment Change: -7.3%

District Reference Group (DRG): D 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	166	8.2	11.9	27.9
Students Who Are Not Fluent in English	12	0.6	1.0	3.6
Students Identified as Gifted and/or Talented	193	9.5	6.9	5.1
Students with Disabilities	229	11.3	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	115	13.2	15.5	13.6

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State	Language Instruction:
Algebra I	19.1	18.7	18.9	Instruction was offered in the following language(s): French, German, Italian, Latin, Spanish
Biology I	19.3	19.7	19.6	Agricultural Science and Technology: A regional agricultural science and technology education center is located in this school.
English, Grade 10	18.3	19.4	19.7	
American History	21.4	20.4	20.1	

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	933	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 46 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	43.1	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	23.0	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	99.0	91.5
Chemistry	85.9	72.9
4 or More Credits in Mathematics	71.1	65.2
3 or More Credits in Science	87.9	89.5
4 or More Credits in Social Studies	56.4	53.2
Credit for Level 3 or Higher in a World Language	75.0	60.9
2 or More Credits in Vocational Education	70.3	56.4
2 or More Credits in the Arts	34.2	40.5

Class of 2009

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	0.6	1.0	3.4
% of Gifted and/or Talented Students Who Received Services	64.8	30.7	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	71.2	75.2	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	3.2	2.8	2.3
% of Computers with Internet Access	100.0	99.7	98.5
% of Computers that are High or Moderate Power	100.0	98.6	97.1
# of Print Volumes Per Student*	8.7	16.6	16.6
# of Print Periodical Subscriptions	28	50	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 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, 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	141.50
	Paraprofessional Instructional Assistants	4.77
Special Education:	Teachers and Instructors	20.10
	Paraprofessional Instructional Assistants	21.03
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		10.90
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.20
Counselors, Social Workers, and School Psychologists		14.60
School Nurses		3.80
Other Staff Providing Non-Instructional Services and Support		42.60

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	14.9	14.3	14.0
% with Master's Degree or Above	71.8	74.8	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.4	8.2	8.1
% Assigned to Same School the Previous Year	97.1	92.8	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.

Southington High School understands that effective communication between the school and the home is an essential component for improving student learning. Parents are encouraged to take part in each of the three orientation programs that are held for incoming ninth grade students. In December the annual Course Fair was held. Grade eight students and their parents were invited to come to the high school to learn about course levels, graduation requirements, and program offerings. They had the opportunity to meet with teachers from every content area and discuss the program of studies the students would select for the new school year. In June another program advised them of the athletic, co-curricular, and extracurricular opportunities available. High school students, club advisors, and coaches were available to speak to the parents regarding after-school programs. In August incoming ninth graders and their parents come to the high school to get their class schedules and tour the building so that anxiety about finding classrooms and lockers the first day of school is lessened. Many parents serve as volunteers at Southington High School. The career resource room is staffed by parents, and they provide clerical assistance during the administration of the Connecticut Academic Performance Tests. Parents work in the Ninth Grade Academy office to answer phone calls and assist students during the lunch period of the academy's secretary. Parents volunteered to serve on committees conducting a self-study of the high school for the upcoming 2010 accreditation visit by the New England Association of Schools and Colleges. Progress reports are sent electronically to parents every marking period. Parents can communicate with their children's teachers through email, and many teachers have their own web page. The school's web page lists the daily announcements and offers a variety of information for parents. The high school's Program of Studies, Student Handbook, and newsletter is also available on-line. A phone message program is available. Messages providing school information can be sent to every parent or guardian at home or work phone numbers. During the 2009-2010 school year, the assistant principal assigned to the Ninth Grade Academy used the phone messaging system to contact parents of students who were referred for behavioral issues. During the second semester of the 2009-2010 school year parents were provided access to students' grades via an on-line parent portal. This program significantly increased communication between school and home.

SCHOOL DIVERSITY

Student Race/Ethnicity			Percent of Minority Professional Staff : 1.5
Race/Ethnicity	Number	Percent	
American Indian	2	0.1	Open Choice: 5 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools Non-English Home Language: 4.7 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 20
Asian American	63	3.1	
Black	52	2.6	
Hispanic	86	4.2	
White	1,830	90.0	
Total Minority	203	10.0	

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.

Southington High School supports the development of its students' awareness of racial, ethnic, and economic diversity through several activities. They sponsored activities that included an ethnic dinner and movie night. The high school's world language department sponsors a week long program designed to encourage the student body to become proficient in another language and gain an appreciation of different cultures. Southington offers courses in French, Italian, Spanish, German, and Latin. One of those languages is featured each day of World Language Week. Morning announcements begin with music, verbal greetings, and trivia questions about the spotlighted language. To further expose students to different cultures, a Diversity Club was continued from the previous school year. The advisor of the club held a celebration of culture event in November. Southington High School continues to participate in the Project Choice Program. Southington High School also participates in the Metacomet Ridge Interdistrict Academy. Members of the school's Environmental Club work with students from eight other school districts on an interdisciplinary study of the Metacomet Ridge. This program involves interdisciplinary field studies, interschool visits and exchanges of information through technology. The schools involved in this program represent suburban and urban districts. This allows students of different racial, ethnic and economic backgrounds to work together and provides academic and social learning experiences outside of the traditional classrooms.

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	51.8	50.4	57.3

*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	16	9.5
% of Grade 12 Students Tested	23.9	22.3
% of Exams Scored 3 or More*	73.4	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	60.4	45.9	75.3
Writing Across the Disciplines	62.7	59.6	55.5
Mathematics	68.4	48.7	82.6
Science	52.9	45.3	65.8

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	516	508	62.9
Critical Reading	510	503	60.7
Writing	508	506	57.3
% of Graduates Tested	69.7	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	95.9	91.3	60.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.3	3.0	49.7

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	91.0	84.5	% Present on October 1	97.3	94.6
% Employed, Civilian and Military	6.3	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, 312 students were responsible for these incidents. These students represent 14.8% 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	1	1
Sexually Related Behavior	1	0
Personally Threatening Behavior	20	0
Theft	17	0
Physical/Verbal Confrontation	13	0
Fighting/Battery	23	0
Property Damage	7	0
Weapons	13	2
Drugs/Alcohol/Tobacco	84	5
School Policy Violations	535	1
Total	714	9

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The School Improvement Plan for 2009-2010 was to continue in the preparation for the 2010 New England Association of Schools and Colleges Accreditation visitation. The information obtained through this analysis will identify recommendations for improvement in order to enhance student learning. The school-wide expectations for student learning were further revised and analytical rubrics for measuring how well students were meeting those expectations were created. The Improvement Plan will continue in the upcoming school year. Students are encouraged to select courses that are appropriately challenging. Classes are available at four levels of academic rigor, and students may include different levels in their program of studies. The high school offers twelve Advanced Placement Courses and four courses in World Languages that can award students college credit from the University of Connecticut. The total enrollment in these courses for the past school year was three hundred thirty four. Students have the opportunity to earn college credit from community colleges through their successful completion of a variety of courses offered in career and technology elective areas. Students in the high school's pre-engineering courses can earn credit from Rochester Institute of Technology. There were some small changes in the CAPT scores in terms of students reaching proficiency. 91.7% of the tenth grade students scored at the proficient or above levels in math, 93.3% scored at those levels in reading, 89.9% did so writing, and 90.9% were proficient or above in science. The scores on the Scholastic Aptitude Tests for the Class of 2010 showed an increase in math and critical reading. Southington High School offers a continuum of special education and related services to meet the needs of students with learning needs. These include Academic Support classes where students receive additional help in their studies from members of the Special Education staff, the Learning for Academic Progress program that focuses on reading and writing improvement and increased ability to utilize content-based information, and team-taught classes where a special education and a regular education teacher work together to deliver instruction. Southington High School is committed to providing all students opportunities to develop their skills and talents in preparation for their future success.

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
