

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Southington High School**Southington School District**

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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, 2011: 2,028
 5-Year Enrollment Change: -7.9%

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	255	12.6	14.5	30.7
Students Who Are Not Fluent in English	19	0.9	1.1	3.7
Students Identified as Gifted and/or Talented	149	7.3	6.8	5.3
Students with Disabilities	231	11.4	10.9	10.8
Juniors and Seniors Working 16 or More Hours Per Week	192	24.3	14.5	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State	Language Instruction:
Algebra I	19.4	18.8	18.4	Instruction was offered in the following language(s): French, German, Italian, Latin, Spanish
Biology I	19.6	20.0	19.7	Agricultural Science and Technology:
English, Grade 10	19.8	19.1	19.6	A regional agricultural science and technology education center is located in this school.
American History	20.3	20.6	20.4	

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	933	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 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 2010-11 School Year	48.1	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	23.0	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	97.7	91.6
Chemistry	80.1	73.9
4 or More Credits in Mathematics	65.2	64.1
3 or More Credits in Science	88.1	88.1
4 or More Credits in Social Studies	56.8	51.4
Credit for Level 3 or Higher in a World Language	75.9	62.5
2 or More Credits in Vocational Education	71.4	54.6
2 or More Credits in the Arts	29.4	40.6

Class of 2011

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	0.9	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	21.1	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	69.7	73.4	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	3.1	2.4	2.1
% of Computers with Internet Access	100.0	99.8	99.9
% of Computers that are High or Moderate Power	100.0	99.9	97.5
# of Print Volumes Per Student*	5.9	17.5	16.6
# of Print Periodical Subscriptions	17	43	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	145.30
	Paraprofessional Instructional Assistants	4.20
Special Education:	Teachers and Instructors	20.60
	Paraprofessional Instructional Assistants	22.60
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		9.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		14.60
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		42.70

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	14.5	14.3	14.1
% with Master's Degree or Above	70.3	79.1	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	8.0	8.9	8.6
% Assigned to Same School the Previous Year	92.4	91.4	89.1

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. Specifically parents play significant roles in our sport and performing arts booster clubs. Parents served on our leveling review committee charged with improving our leveling system. Progress reports are sent electronically to parents every marking period. Parents can communicate with their children's teachers through email, and all 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. The school uses a phone messenger program to communicate important educational opportunities throughout the school year. The messenger system is also used to direct parents to the website for more information providing opportunity for parents to remain updated on significant changes. All school administrators contact parents when their son/daughter receives a behavioral consequence using the phone messenger system. Parents are provided significant communication through the use of PowerSchool and Naviance. Both of these web-based programs were used more effectively during the previous school year. Parents are also invited to significant learning opportunities throughout the school year. Parents attend Open House, parent-teacher conferences, College Fair night, PTO meetings, and Financial Aid events, just to name a few.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	63	3.1
Black	42	2.1
Hispanic	98	4.8
Pacific Islander	0	0.0
White	1,790	88.3
Two or more races	33	1.6
Total Minority	238	11.7

Percent of Minority Professional Staff :3.1

Open Choice:

3 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:

4.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 19

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. Our Rachel’s Challenge group continues to thrive. In addition, our work with the Southington Town-Wide Effort to Promote Success (STEPS) evolved at the high school to a group called the “Southington High School Think Tank”. This diversified group of students, work with faculty members to respect and promote the student voice in all facets of school life. In addition, the school has developed a Student Success Plan committee focused on developing school climate, as well as an advisor-advisee program. The advisor-advisee program will pair one certified staff member with 10-12 students for the entire four years of high school. This program will significantly reduce isolation by ensuring that all students have at least one member of the faculty, beyond the school counselor, who helps the student navigate successfully to high school graduation. We also developed a Spanish Exchange program during this school year that allowed our students to attend a school in Spain for a week. Additionally, 21 of our students spent 10 days in Italy and Greece during the year. In addition, the host Spanish students visited the U.S.A and our school for over a week. To further expose students to different cultures, a Diversity Club was in existence for its fourth year . The club sponsored a diversity night where students provided information about their country of origin. The evening was designed to promote multiculturalism. The diversity club also expanded its boundaries and conducted a series of mini-seminars to all 5th grade elementary school students at our largest elementary school. 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.

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	54.3	51.1	66.7

*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	11	7.4
% of Grade 12 Students Tested	23.5	24.7
% of Exams Scored 3 or More*	81.5	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	67.4	47.5	83.0
Writing Across the Disciplines	67.1	63.0	51.8
Mathematics	72.1	49.2	87.6
Science	61.4	47.1	74.9

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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	518	505	69.7
Critical Reading	510	502	63.8
Writing	510	506	62.8
% of Graduates Tested	79.2	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	91.5	82.7	57.1
2010-11 Annual Dropout Rate for Grade 9 through 12	1.4	2.6	41.2

Activities of Graduates	School	State
% Pursuing Higher Education	91.7	84.5
% Employed, Civilian and Military	6.4	9.7

Student Attendance	School	State High Schools
% Present on October 1	96.0	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, 257 students were responsible for these incidents. These students represent 12.4% 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, 15 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	2	0
Personally Threatening Behavior	19	1
Theft	7	4
Physical/Verbal Confrontation	21	4
Fighting/Battery	37	2
Property Damage	2	0
Weapons	9	0
Drugs/Alcohol/Tobacco	33	14
School Policy Violations	319	12
Total	449	37

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Southington High School continued to be a leader in developing and implementing a school wide improvement plan. The School Improvement Team (SIT) comprised of all department chairs and administrators for the school worked hard to review the plan from the previous year and make appropriate adaptations. Specifically the plan focuses on achievement goals for knowledge and skills in the area of math, literacy and school expectations. These target goals also included specific teacher behaviors such as developing, utilizing and analyzing common formative assessments and their corresponding student data, the use of specific instructional activities, and explicitly employing literacy strategies in content area classes. The SIT continued to conduct both team and individual walkthroughs in an effort to quantify the instructional strategies our teachers were employing with the overall desire to support our instructional staff. The SIT developed and facilitated the four professional development days that occurred during the school year. Finally, the SIT facilitated the needed professional development of our co-teaching teams. The team's work with SERC has significantly increased the proficiency of our co-teaching teams. The work of the leveling committee in the previous year was approved by the Board of Education and a significant amount of work was accomplished to implement these worthy changes. During the school year, an instructional time committee was developed to undergo the significant NEASC recommendations for reviewing our current scheduling practices. The instructional time committee was comprised of multiple parents, students, and educators who met throughout the year to make a solid recommendation to the School Improvement Team. 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.

Southington High School, with a focus on developing all students to reach their maximum potential, is proud of the accomplishments of its students, staff, and families. The school has worked hard to be an integral part of the community and be a model partner in the development of our youth. Our solid commitment to the Southington Town-Wide Effort to Promote Success (STEPS) has made significant inroads to developing the assets that our students need to meet with success during and after their high school experience. Our students have the opportunity to participate in a plethora of clubs, activities and sports throughout the school year. Students created a new comic book club to add to the offerings of our students. Our FBLA, Key Club, DECA and FFA programs continued to be leaders on the statewide platform as they provide guidance and best practices to other chapters. In addition, our Project Lead the Way Program has become a statewide leader as our program graduates continue to be accepted to and matriculate from highly competitive college engineering programs. We are also proud of our continued commitment to improve the learning environment for all students. Specifically, our Unified Theatre program at SHS presented its second full performance during the school year. This new program coupled with both our strong Best Buddies and Unified Sports programs honors the differences and similarities of our student population. Our students continued to be significant contributors to the community by providing a host of community service projects from blood donation, to their work with Bread for Life, and Southington's Relay for Life. Our students are involved with every aspect of improving the Southington community and beyond.
