

**STRATEGIC SCHOOL PROFILE 2012-13**

High School Edition

**Southington High School****Southington School District**

Martin J. Semmel, Principal  
 Helen A. Crowley, Asst. Principal  
 Brian Stranieri, Asst. Principal  
 Richard J. Terino, 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](http://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](http://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, 2012: 2,037  
 5-Year Enrollment Change: -5.9%

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	279	13.7	16.8	31.8
Students Who Are Not Fluent in English	13	0.6	1.1	3.8
Students Identified as Gifted and/or Talented	129	6.3	6.9	5.0
Students with Disabilities	255	12.5	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	225	24.4	14.8	12.7

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	20.0	17.6	17.6
Biology I	19.6	19.4	18.6
English, Grade 10	21.2	19.2	19.0
American History	21.2	20.2	19.8

**Agricultural Science and Technology:**

A regional agricultural science and technology education center is located in this school.

Instructional Time	School	State High Schools
Total Days per Year	181	181
Total Hours per Year	933	1,027

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 2011-12 School Year	45.0	36.2

**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 2012	22.0	23.2	23.8

% of Class of 2012 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	97.0	92.0
Chemistry	83.1	73.8
4 or More Credits in Mathematics	70.7	67.0
3 or More Credits in Science	88.0	88.3
4 or More Credits in Social Studies	49.8	58.3
Credit for Level 3 or Higher in a World Language	75.3	61.1
2 or More Credits in Vocational Education	69.6	57.1
2 or More Credits in the Arts	30.4	40.5

**Class of 2012**

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	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	20.0	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	73.7	74.8	72.5

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.9	2.4	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	5.9	17.5	16.0
# of Print Periodical Subscriptions	17	39	34

\*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, 42.4% 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	140.30
	Paraprofessional Instructional Assistants	4.20
Special Education:	Teachers and Instructors	19.60
	Paraprofessional Instructional Assistants	23.09
Library/Media Specialists and/or Assistants		3.00
Administrators, Coordinators, and Department Chairs		9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		15.00
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.

<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	15.0	14.3	13.9
% with Master's Degree or Above	71.1	80.5	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.6	8.3	8.6
% Assigned to Same School the Previous Year	95.2	89.4	87.9

**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 also play important roles in our School Climate and Student Success Planning Committees. 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. We also started an official Facebook page for the school during the previous year. 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**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	1	0.0
Asian American	56	2.7
Black	42	2.1
Hispanic	113	5.5
Pacific Islander	0	0.0
White	1,788	87.8
Two or more races	37	1.8
<b>Total Minority</b>	<b>249</b>	<b>12.2</b>

**Percent of Minority Professional Staff :3.2**

**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:**

4.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 16

**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 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 has paired on certified staff member with 12-15 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. After completing the first year of the program, we have found the program to very useful in developing a positive relationship with each of our students. Through our athletic department, we created the Knights of the Round Table, a student group aimed at improving the athletic programs at SHS as well as contributing to the school climate. Our students were engaged with two exchange programs (France and Spain) through our Foreign Language department with an additional exchange program to Italy developed for the coming school year. Our students also had the opportunity to visit Italy and Latin America during the school year. To further expose students to different cultures, a Diversity Club was in existence for its fifth year. The club sponsored a diversity night where students provided information about their country of origin. 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**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 10	68.9	51.4	91.8

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

<b>Advanced Placement Courses 2011-12</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	18	11.1
% of Grade 12 Students Tested	35.9	28.6
% of Exams Scored 3 or More*	75.0	71.1

\*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	65.3	48.5	75.5
Writing Across the Disciplines	72.3	62.1	60.2
Mathematics	75.1	52.4	83.7
Science	66.3	48.8	75.6

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 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	529	503	77.9
Critical Reading	514	499	68.4
Writing	527	504	76.3
% of Graduates Tested	78.3	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.5	84.8	56.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.7	2.1	45.8

Activities of Graduates	School	State
% Pursuing Higher Education	88.2	82.6
% Employed, Civilian and Military	9.5	9.8

Student Attendance	School	State High Schools
% Present on October 1	95.5	94.3

**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 2011-12 school year, 214 students were responsible for these incidents. These students represent 10.5% of the estimated number of students who attended this school at some point during the 2011-12 school year.

**Truancy**

During the 2011-12 school year, 7 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	15	2
Theft	17	0
Physical/Verbal Confrontation	18	1
Fighting/Battery	20	0
Property Damage	5	1
Weapons	2	1
Drugs/Alcohol/Tobacco	24	9
School Policy Violations	300	12
Total	402	26

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## SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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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. In addition, the team has begun planning for full implementation of the Common Core State Standards (CCSS) and the Smarter Balanced Assessments. The SIT continued to conduct both team and individual walkthroughs (1500 over the course of the year) in an effort to quantify the instructional strategies our teachers were employing with the overall desire to support our instructional staff. The walkthroughs looked specifically for evidence of higher-order thinking (Webb's Depth of Knowledge) and differentiated instruction. Our SRBI process evolved further with a specific focus on grade-level interventions. Included in our SRBI work was the expansion of our literacy supports that included both a push-in and pull-out model of support from our literacy specialist. We reinstated our Learning Academy to help struggling grade 9 and 10 students earn required credits. The SIT developed and facilitated the four professional development days that occurred during the school. The school worked hard on school climate issues as well by increasing time and focus on our school climate committees (Student Think Tank and Knights of the Round Table) and our advisor-advisee program. 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.

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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.

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. We have continued to increase the number of AP courses that we offer and the number of students who are taking AP courses. We successfully reduced the number of course levels that we offer to provide all students with appropriate learning opportunities. 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. This work has led to the development of multiple student committees focused on improving school climate and safety. 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. Our Robotics team has become world-renowned and Southington High School has been chosen as one of the few district US FIRST Robotics competitions that will occur in the Northeast in the coming year. 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.

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