

STRATEGIC SCHOOL PROFILE 2008-09
High School Edition

Mark T. Sheehan High School
Wallingford 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/Regular Education
School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 987
5-Year Enrollment Change: 2.5%

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	60	6.1	10.5	26.0
Students Who Are Not Fluent in English	5	0.5	1.0	3.3
Students Identified as Gifted and/or Talented	230	23.3	6.6	4.7
Students with Disabilities	87	8.8	10.5	10.6
Juniors and Seniors Working 16 or More Hours Per Week	107	23.5	22.8	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.6	18.9	18.7
Biology I	23.8	20.0	19.3
English, Grade 10	22.4	20.1	19.1
American History	21.1	20.7	19.9

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

Instructional Time	School	State High Schools
Total Days per Year	185	182
Total Hours per Year	1,022	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	35.4	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	25.0	22.9	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	95.2	94.1
Chemistry	82.9	73.6
4 or More Credits in Mathematics	77.6	65.5
3 or More Credits in Science	97.4	91.1
4 or More Credits in Social Studies	31.6	55.4
Credit for Level 3 or Higher in a World Language	53.9	60.6
2 or More Credits in Vocational Education	56.1	59.2
2 or More Credits in the Arts	59.2	41.6

Class of 2008

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.5	1.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.4	33.0	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	56.3	72.9	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	3.8	3.0	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	99.9	98.8
# of Print Volumes Per Student*	12.4	16.6	16.0
# of Print Periodical Subscriptions	40	58	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 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, 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	70.40
Paraprofessional Instructional Assistants	1.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	5.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	6.77
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	31.05

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	11.2	13.9	13.8
% with Master's Degree or Above	74.7	73.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.4	8.5	8.4
% Assigned to Same School the Previous Year	79.7	88.1	87.0

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.

The Mark T. Sheehan High School faculty recognizes the important role parents and guardians play in the education of our students. Every effort is made to maintain open lines of communication between the school and home. Monthly newsletters are mailed to our students' parents or guardians, including parents that may not currently reside with their son or daughter. These newsletters notify parents and guardians of upcoming activities, changes in policies and procedures, and also provide information on how parents and guardians can support their child's learning at home. New in 2009 was a spring insert to the newsletter that communicated the school's progress in achieving the school-wide expectations for student learning to the school community. The school website is another means by which the school connects with the public. Individual teacher pages, guidance information, and library media information are popular sections of our website. A mass communication phone system was implemented in 2009 to provide a timely and personalized method for providing parents and guardians with factual information concerning school events. Grade information is mailed home eight times a year. Parents and guardians can also email teachers and guidance counselors to obtain additional information. Evening programs are held at various points during the school year, and parents and guardians are also invited to meet with members of the faculty at open house and evening conferences. In addition, parents are invited to become part of school life by joining one of our parent organizations, such as the Parent Teacher Advisory Council, Music Parents Association, and sport specific organizations. Parents and guardians are also invited to accompany their son/daughter to classes during National Education Week in order to further their appreciation of the high school educational program.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	45	4.6
Black	21	2.1
Hispanic	49	5.0
White	871	88.2
Total Minority	116	11.8

Percent of Minority Professional Staff: 0.0

Open Choice: 12 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: 1.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

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.

Promoting a school environment where every student feels accepted and respected is an ongoing effort for the students and faculty of Mark T. Sheehan High School. The following activities exposed our students to ideas, practices, and values that may be different from their own and helped broaden their understanding of their own and others' cultural individuality.

The population of our high school was enhanced with the addition of twelve Open Choice students from New Haven and one exchange student from Germany during the 2008-2009 school year. Through these programs, students with diverse backgrounds were brought together not only in the classroom and cafeteria but on the playing field and at social events. The students greatly benefited from the personal interaction and the opportunity to learn more about each other.

Sheehan students continued to participate in the Dream Team diversity training sponsored by the Southern Connecticut Conference (SCC) as they have since the inception of this program. The Dream Team met several times throughout the year with other teams from the SCC. The Dream Team, along with the Human Relations Club, promotes acceptance and appreciation of diversity through various programs. One such program was an assembly featuring dramatic skits presented by Looking In Theater. Skit themes focused on stereotypes, racism, bullying, and overall respect. Time was provided for discussion between the student audience and actors who remained in character. Sheehan's celebration of diversity also included an international night and Anti Defamation League presentation titled the Truth About Hate.

It is our hope that these activities will inspire greater numbers of our students to commit themselves to working toward the goal of increasing tolerance in our community and our nation as well as improve the learning environment by easing some of the isolation and alienation that students may experience.

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	35.9	39.9	46.7

*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	18	10.0
% of Grade 12 Students Tested	14.3	21.2
% of Exams Scored 3 or More*	65.2	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	62.2	47.4	75.3
Writing Across the Disciplines	65.6	55.0	67.2
Mathematics	57.8	47.8	66.7
Science	57.3	42.8	75.7

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	508	507	60.8
Critical Reading	492	503	47.5
Writing	520	506	71.8
% of Graduates Tested	74.1	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	95.8	92.1	57.9
Cumulative Four-Year Dropout Rate for Class of 2008	3.5	6.6	60.0
2007-08 Annual Dropout Rate for Grade 9 through 12	2.4	2.5	22.6

Activities of Graduates	School	State
% Pursuing Higher Education	82.9	84.1
% Employed, Civilian and Military	16.2	11.0

Student Attendance	School	State High Schools
% Present on October 1	97.2	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, 131 students were responsible for these incidents. These students represent 13.1% 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	1	0
Sexually Related Behavior	1	1
Personally Threatening Behavior	7	2
Theft	7	0
Physical/Verbal Confrontation	5	1
Fighting/Battery	21	1
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	4	7
School Policy Violations	135	53
Total	182	65

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

Annually, the Mark T. Sheehan High School leadership team analyzes test data (CAPT, SAT, AP) and uses the results of this analysis to inform instructional practices. This has led to changes in the curriculum, the purchase of resource materials, subscription to online programs, and the implementation of new teaching strategies. Our focus is meeting the needs of all learners and attention has been given to our growing special needs population. In addition to traditional support for these students, a peers supporting peers internship program is in place. Students draw upon their own knowledge and skills to assist their peers in accessing the curriculum by providing in-class tutoring during guided practice, group work, research work, and reading.

The Sheehan faculty is actively engaged in the follow-up phase of the NEASC accreditation cycle. Activities have focused on making time for collaboration among teachers for the purpose of improving curriculum, assessment, and instruction, using technology to improve student learning, and personalization programs. Special education teachers and regular education teachers with whom they co-teach meet in pairs monthly during the school day for long-term planning. Scheduled common planning time supports teacher interaction in the interest of improved service to students. For example, teachers meet to share and discuss instructional strategies and assessment tools. The Sheehan faculty recognizes that facility with technology tools is a new basic for students who will learn and work in the 21st century. To promote discussion on classroom topics, many teachers incorporate the use of wikis and blogs into their instructional practices. In addition, all students have access to electronic databases for research purposes. The Sheehan Teacher Student Assistance Team actively works with students who are struggling academically, socially, or behaviorally. Members of the team spend time with students listening, encouraging, and making suggestions. They also share suggestions with the students' classroom teachers. Other means of achieving personalization include smaller class size and special homerooms.

SUPPLEMENTAL SCHOOL INFORMATION

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

The mission of Mark T. Sheehan High School is to graduate lifelong learners who will become responsible, contributing members of a changing and diverse community. Students will be able to think critically and work cooperatively as members of a team. The supportive, caring yet challenging environment fosters tolerance and acceptance of divergent points of view.

Students will:

- Draw and evaluate conclusions based on an analysis of data.
 - Communicate effectively in both written and oral formats for a variety of purposes.
 - Locate, analyze, and evaluate information using print, non-print, and electronic sources.
 - Identify, evaluate, and interpret a variety of art forms.
 - Think and respond logically using problem solving skills and inquiry.
 - Express creativity and exhibit individual talents.
 - Demonstrate respect for oneself and others.
 - Develop skills for successful life management and employment.
 - Recognize healthy choices.
 - Engage in ethical practices.
 - Understand personal responsibility in contributing to a democratic society.
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