

STRATEGIC SCHOOL PROFILE 2010-11

High School Edition

Mark T. Sheehan High School**Wallingford School District**

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 Connecticut

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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, 2010: 952
 5-Year Enrollment Change: -4.2%

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	64	6.7	12.5	29.3
Students Who Are Not Fluent in English	1	0.1	1.0	3.6
Students Identified as Gifted and/or Talented	239	25.1	7.4	5.2
Students with Disabilities	98	10.3	10.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	83	17.3	17.2	13.2

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	23.1	19.0	18.8
Biology I	19.2	20.0	19.0
English, Grade 10	20.7	19.0	19.1
American History	22.1	20.8	20.1

Language Instruction:

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

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,010	1,009

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 2009-10 School Year	35.7	33.4

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 2010	25.0	23.0	26.4

% of Class of 2010 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	98.2	92.6
Chemistry	84.0	72.3
4 or More Credits in Mathematics	69.8	66.0
3 or More Credits in Science	98.2	90.1
4 or More Credits in Social Studies	52.4	54.3
Credit for Level 3 or Higher in a World Language	59.1	60.7
2 or More Credits in Vocational Education	59.1	57.4
2 or More Credits in the Arts	42.2	40.5

Class of 2010

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	1.0	3.5
% of Gifted and/or Talented Students Who Received Services	3.8	25.6	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	92.9	76.8	74.8

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	2.8	2.6	2.2
% of Computers with Internet Access	100.0	99.8	99.5
% of Computers that are High or Moderate Power	100.0	99.9	98.2
# of Print Volumes Per Student*	15.1	16.9	16.5
# of Print Periodical Subscriptions	31	46	37

*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, 34.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	64.70
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	6.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.30
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		23.55

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	13.5	14.5	14.1
% with Master's Degree or Above	79.5	77.2	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.6	9.0	8.1
% Assigned to Same School the Previous Year	94.5	91.4	90.3

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 sent (via email and postal service) 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. In addition, special editions are sent home that welcome new families to the school, provide end-of-year information for graduating seniors, and communicate the school's progress in achieving the school-wide expectations for student learning to the school community. Beginning in 2010, individual reports that outlined each student's progress in meeting the school-wide academic expectations for student learning were mailed home. 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, such as Transitioning to High School and Teens and Technology, 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	35	3.7
Black	24	2.5
Hispanic	84	8.8
Pacific Islander	0	0.0
White	808	84.9
Two or more races	0	0.0
Total Minority	144	15.1

Percent of Minority Professional Staff : 1.1

Open Choice:

13 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:

0.1 % 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.

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 thirteen Open Choice students from New Haven during the 2010-2011 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, Looking Into Theatre, addressed the issues of stereotypes, racism, and overall respect through a series of short dramatic scenes portrayed by teenaged actors. Students gained an understanding of the outcomes of certain behaviors and expressions that may be hurtful to others. 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	56.2	51	66.8

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

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	18	10.6
% of Grade 12 Students Tested	15.0	24.2
% of Exams Scored 3 or More*	82.0	72.5

*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	64.1	44.7	81.2
Writing Across the Disciplines	74.8	61.2	71.9
Mathematics	64.2	49.5	77.6
Science	57.7	47.0	67.7

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 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	519	510	68.5
Critical Reading	517	505	69.0
Writing	541	510	82.6
% of Graduates Tested	70.2	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	88.6	81.8	44.6
2009-10 Annual Dropout Rate for Grade 9 through 12	2.5	2.8	25.8

Activities of Graduates	School	State
% Pursuing Higher Education	84.4	84.8
% Employed, Civilian and Military	12.9	9.1

Student Attendance	School	State High Schools
% Present on October 1	97.3	93.8

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 2009-10 school year, 188 students were responsible for these incidents. These students represent 18.7% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, No 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	17	3
Theft	4	2
Physical/Verbal Confrontation	25	2
Fighting/Battery	16	2
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	11	1
School Policy Violations	318	37
Total	396	47

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. During the 2010 – 2011 school year, the Sheehan faculty received data team training and implemented data teams in all department areas. Through the data team process, teachers analyze and discuss the results from common formative assessments, identify and implement instructional strategies to address student limitations, and maintain common expectations for student performance. 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 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 recommendations 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.

Students at Sheehan High School are generally respectful, polite, and supportive of one another. The student body takes pride in their school and displays positive school spirit in a genuine caring manner. Many students actively engage in community service that far exceeds school requirements. The school provides a safe and supportive environment. The school engages students and their families as partners in the educational process. Faculty members actively collaborate on the Teacher Student Assistance Team to provide support to at-risk students. The school provides a broad range of extra-curricular and co-curricular activities to meet the needs of the student body. The faculty is enthusiastic and passionate about the work they do with students. The teachers focus on instruction, value collaboration, engage in reflection, and strive to improve their work. Instructional practices are frequently student-centered which provides students the opportunity to direct their own learning and evaluate their progress. Teachers embrace and implement new instructional technologies. The school provides opportunities for students to participate in community and college programs as well as in-house internships. Many traditions celebrate student accomplishments and build school spirit. The vast majority of teachers at Sheehan are involved in a variety of ways. They are coaches, club advisors, chaperones, mentors, and tutors.
