

STRATEGIC SCHOOL PROFILE 2004-05

High School Edition

Mark T. Sheehan High School
Wallingford School District

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Education Reference Group (ERG): F ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

Total Enrollment: 994

5-Year Enrollment Change: 8.0%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	5.0	16.6	21.2
	2002-2003	3.9	12.4	17.6
% of K-12 Students with Non-English Home Language	2004-2005	2.9	5.6	11.3
	1999-2000	4.1	3.9	11.3
% of Juniors and Seniors Working More than 16 Hours Per Week	2004-2005	27.4	26.8	22.1
	1999-2000	40.3	34.1	30.4

Enrollment in Special Programs	Students in School	Percent in School	% in ERG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	0	0.0	1.4	3.2
Compensatory Education	0	0.0	1.0	5.3
Gifted and Talented Program	7	0.7	0.2	1.1
Special Education	67	6.7	10.7	11.2

STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	10	1.0
Asian American	38	3.8
Black	21	2.1
Hispanic	44	4.4
White	881	88.6

Total Minority 2004-2005 11.4%

Total Minority 1999-2000 8.8%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

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 Project Choice students from New Haven and one exchange student from Brazil during the 2004-2005 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 developed a plan to promote acceptance and appreciation of diversity. This plan was implemented during Sheehan's Diversity Month.

Sheehan's celebration of diversity included activities related to the tolerance of all forms of diversity. Care was taken to identify curricular connections for each activity in order to engage students in tolerance related lessons in all their classes. Highlights of the month included interactive lessons presented by members of the Human Relations Club and Dream Team, guest speakers, and cultural displays.

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.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	1,022	995	1,003

*State law requires at least 900 hours for grades 1 through 12.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	ERG High Schools	State High Schools
Video	100.0	60.7	74.0
Voice	100.0	67.9	79.5
Internet Access	100.0	95.6	95.9
Multi-Room Network (LAN)	100.0	61.1	78.7

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	3.1	3.1	3.2
% of Computers that are High or Moderate Power	100.0	89.3	82.3
% of Computers with Internet Access, All Speeds	100.0	96.1	96.4
% of Computers with High Speed Internet Access	100.0	96.1	95.1
% of Internet Computers with Filtering Software	100.0	100.0	98.2

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Library Materials	School	ERG HS	State HS
# of Print Volumes Per Student*	13.6	16.7	15.9
% of Print Volumes Purchased in the Last Three Years	17.1	8.6	10.7
# of Print Periodical Subscriptions	34	50.4	45.6
# of Non-Print Materials	613	856.6	775.2

*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.

STAFFING RESOURCES



Average Class Size	School	ERG	State
Algebra I	21.2	20.9	19.8
Biology I	20.8	20.4	20.2
English, Grade 10	21.1	20.8	20.1
American History	21.8	21.3	20.8

School Staff Count Full-Time Equivalent	2004-05	2003-04
# of Certified Staff		
Teachers	71.3	65.5
Administrators	3.6	4.9
Department Chairs	2.1	N/A
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	6.5	6.1
Other Professionals	0.7	1.8
# of Non-Certified Instructional	5.0	4.0

Professional Staff Race/Ethnicity	2004-05	2003-04	1999-2000
% Minority	0.0	0.0	1.4
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	12.3	14.4	13.4
% with Master's Degree or Above	70.3	75.4	75.9
% Trained as Mentors, Assessors, or Cooperating Teachers	25.3	27.2	26.2

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2003-04 School Year	3.7	4.5	4.7
Teacher Attendance, 2003-04: Average # of Days Absent Due to Illness or Personal Time	6.0	8.7	8.0
% Certified Staff Assigned to Same School the Previous Year	81.3	86.1	83.3

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2004)	No	No
Other	No	No

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	ERG High Schools	State High Schools
During the 2003-04 School Year	22.6	24.6	25.4
During the 1998-99 School Year	22.1	20.2	20.5

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	11	7.9	8.4
% of Grade 12 Students Tested	11.8	15.4	17.9
% of Exams Scored 3 or More*	69.7	67.4	71.4

*A score of three or higher is generally required for earning college credit.

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.



Total Number of Credits Required for Graduation	School	ERG	State Requirement
Required for Class of 2004	23.0	22.3	20.0

% of Class of 2004 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	93.1	91.3	90.1
Chemistry	76.4	73.7	69.9
4 or More Credits in Mathematics	47.8	56.0	63.1
3 or More Credits in Science	78.8	86.0	86.3
4 or More Credits in Social Studies	11.8	42.8	52.1
Credit for Level 3 or Higher in the Same World Language	68.0	57.0	57.9
2 or More Credits in Vocational Education	34.0	65.2	57.3
2 or More Credits in the Arts	52.7	39.6	40.4

STUDENT PERFORMANCE

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. 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.


Conn. Academic Performance Test, 2 nd Generation % Grade 10 Meeting State Goal	School 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	58.3	43.6	48.9
Writing Across the Disciplines	61.9	54.6	55.2
Mathematics	60.0	43.4	47.8
Science	51.4	44.8	47.3
All Four Tests	34.2	23.6	29.2
Participation Rate	100.0	97.8	96.8



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT [®] I: Reasoning Test	Class of 1999	Class of 2004		
	School	School	ERG	State
% of Graduates Tested	84.1	83.3	73.4	74.8
Mathematics: Average Score	495	503	497	508
Mathematics: % Scoring 600 or More	14.4	15.4	17.9	23.3
Verbal: Average Score	497	499	501	508
Verbal: % Scoring 600 or More	15.2	13.6	17.5	22.0

Student Attendance	School	ERG HS	State HS
% on October 1, 2004	97.2	94.6	94.1

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	33.0	39.0	39.1

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2004	3.2	8.2	8.8
2003-04 Annual Rate for Grade 9 through 12	0.9	1.8	1.8
1998-99 Annual Rate for Grades 9 through 12	1.0	3.3	3.3

Class of 2004: Number of National Merit Scholarship Semi-Finalists: 1



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2004	80.8	76.9	77.8
	1999	77.7	76.1	75.7
% Employed or in Military	2004	12.8	15.4	14.1
	1999	12.1	17.3	17.1

EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

SAT scores for the class of 2005 were in keeping with the state averages, with a mean score in Math of 522 and a Verbal mean of 513. Connecticut average scores were 517 in Math and 517 Verbal. Achievement in both areas exceeded last year's scores. This is notable given our high participation rate - 82% of the class of 2005 compared to 49% nationwide.

The percentage of students from the class of 2005 who plan on continuing their education beyond high school is 88%. Twenty-three members of the class of 2005 earned the distinction of varsity scholar, graduating with a cumulative GPA of 3.7 or higher.

Members of the class of 2006 reaching the state goal on the CAPT were as follows: Math 58.2%, Science 50.2%, Reading Across the Disciplines 49.8%, and Writing Across the Disciplines 60.7%. Performance in two content areas, Math and Writing showed an improvement from the previous year. Results in Science and Reading were disappointing and forced us to examine our practices. New strategies were developed and implemented in the classroom. This resulted in an improved performance by members of the class of 2007.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

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.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see
www.wallingford.k12.ct.us/our_schools/high_schools/mark_t_sheehan/index.html

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