

STRATEGIC SCHOOL PROFILE 2003-04
High School Edition

Pomperaug Regional High School
Regional School District 15

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School Type: Traditional/Regular

Education Reference Group (ERG): C 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

School Grade Range 9-12
Total January Enrollment 1277
5-Year Oct. Enrollment Change 25.8%



FACILITIES, 2002-03

of Permanent General Classrooms 55
of Portable Classrooms 0
Year of Original Construction 1979

SCHOOL NEED

Current and Past School Need	Year	School	ERG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2003-04	0.9	3.5	19.8
	2002-03	0.5	3.0	17.6
% of K-12 Students with Non-English Home Language	2003-04	2.7	1.2	11.2
	1998-99	0.9	1.7	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2003-04	20.9	20.4	23.0
	1998-99	22.1	30.7	31.3

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)	3	0.2	0.3	3.0
Compensatory Education	9	0.7	1.7	8.5
Gifted and Talented Program	0	0.0	0.3	2.1
Special Education	180	14.1	10.9	11.4

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	40	3.1
Black	4	0.3
Hispanic	23	1.8
White	1209	94.7
Other	0	0.0

Total Minority 2003-04 5.3%

Total Minority 1998-99 3.4%



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.

PHS supports and encourages students to take part in activities: Student exchange and travel opportunities include annual trips to Europe with opportunities for home visits; participation in the NASSP Italian Exchange Program; semi-annual trips to Spain; an alternate year exchange program with students from Puerto Rico; attendance by staff and students as CAS sponsored conferences on diversity with participation of the ADL; participation in leadership meetings with South-West conference schools. We are involved with 4 urban schools participating in Jobs for CT Graduates. Establish a Student Assistance Team and hire a SAT counselor to work with students on issues of conflict resolution and related concerns on school behavior and performance. Good results are occurring. Students who belong to United for Children a subsidiary of activity of American Field Service work with non-English speaking elementary school students in Waterbury on a weekly basis. Students serve as intern teaching assistants at our elementary schools. Students have opportunities to work in health internships that require students to work with people from diverse backgrounds. Students participate in the Habitat for Humanity program. Students have formed a Diversity Club sponsoring programs and speakers regarding diversity issues.

SCHOOL RESOURCES

Instructional Time*	School	ERG High Schools	State High Schools
Total Hours of Instruction Per Year	941	1,017	1,000

*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	76.6	73.0
Voice	100.0	89.7	81.3
Internet Access	100.0	99.7	94.2
Multi-Room Network (LAN)	100.0	80.5	77.2

Computers	School	ERG HS	State HS
# of Students Per Academic Computer	6.3	3.4	3.3
% of Computers that are High or Moderate Power	49.0	72.6	76.5
% of Computers with Internet Access, All Speeds	100.0	98.4	95.2
% of Computers with High Speed Internet Access	100.0	98.4	93.5
% of Internet Computers with Filtering Software	100.0	100.0	96.8

This school has 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*	14.1	21.5	16.1
% of Print Volumes Purchased in the Last Three Years	1.4	7.8	9.9
# of Print Periodical Subscriptions	20	61.9	49.1
# of Non-Print Materials	800	640.4	784.4

*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	19.8	17.4	20.3
Biology I	19.9	18.3	19.8
English, Grade 10	19.6	18.2	20.1
American History	19.7	18.9	20.9

School Staff Count Full-Time Equivalent	2003-04	2002-03
# of Certified Staff		
Teachers	88.6	87.2
Administrators	5.0	5.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	6.2	6.2
Other Professionals	0.8	0.8
# of Non-Certified Instructional	13.0	13.1

Professional Staff Race/Ethnicity	2003-04	2002-03	1998-99
% Minority	0.9	0.0	1.1
Professional Staff Experience and Training	School	ERG High School	State High School
Average Number of Years Experience in CT	14.8	13.5	13.9
% with Master's Degree or Above	80.7	77.6	76.5
% Trained as Mentors, Assessors, or Cooperating Teachers	36.7	27.3	25.2

SCHOOL PROCESSES

Student and Teacher Statistics	School	ERG High Schools	State High Schools
% of Students Retained in Grade after 2002-03 School Year	5.9	3.0	5.1
Teacher Attendance, 2002-03: Average # of Days Absent Due to Illness or Personal Time	7.1	7.0	8.4
% Certified Staff Assigned to Same School the Previous Year	89.9	88.0	85.8

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-out Remedial Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2003)	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 2002-03 School Year	33.0	32.8	25.8
During the 1997-98 School Year	29.4	20.8	19.0

Advanced Placement Courses	School	ERG High Schools	State High Schools
Number of Courses for which Students were Tested	15	8.0	9.7
% of Grade 12 Students Tested	38.3	21.3	17.6
% of Exams Scored 3 or More*	85.9	79.8	71.5

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

Interactive Distance Learning: This school utilizes 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 2003	23.0	23.1	20.0

% of Class of 2003 Graduates who Earned Credit in Selected Subjects	School	ERG High Schools	State High Schools
Algebra I or Equivalent	98.4	89.3	89.7
Chemistry	72.8	71.5	68.8
4 or More Credits in Mathematics	77.0	64.0	61.3
3 or More Credits in Science	98.1	85.9	84.9
4 or More Credits in Social Studies	43.6	53.1	47.8
Credit for Level 3 or Higher in the Same World Language	70.4	63.6	55.8
2 or More Credits in Vocational Education	37.0	51.2	55.9
2 or More Credits in the Arts	57.6	50.2	40.2

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 Gen. % Grade 10 Meeting State Goal	School 2000-01	School 2003-04	ERG 2003-04	State 2003-04
Reading Across the Disciplines	74	78.3	63.7	48.0
Writing Across the Disciplines	67	63.7	66.3	53.7
Mathematics	68	62.7	62.8	46.1
Science	68	66.3	65.2	47.4
All Four Tests	45.5	42.4	41.0	27.7
Participation Rate	97.0	97.8	98.1	96.9



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 1998	Class of 2003		
	School	School	ERG	State
% of Graduates Tested	93.7	89.1	84.2	76.2
Mathematics: Average Score	542	551	537	508
Mathematics: % Scoring 600 or More	31.1	32.3	29.7	23.8
Verbal: Average Score	542	543	534	504
Verbal: % Scoring 600 or More	30.1	29.3	27.1	21.1

Student Attendance	School	ERG HS	State HS
% on October 1, 2003	97.6	96.7	94.7

Physical Fitness, Grade 10 	School	ERG	State
% Passing All 4 Tests	50.2	45.2	38.4

Dropout Rates	School	ERG	State
Cumulative Four-Year Rate for Class of 2003	4.8	5.9	9.5
2002-03 Annual Rate for Grade 9 through 12	1.1	1.2	2.1
1997-98 Annual Rate for Grades 9 through 12	2.9	1.5	3.5

Class of 2003: Number of National Merit Scholarship Semi-Finalists: 2



Activities of Graduates	Class of	School	ERG	State
% Attending Two- or Four-Year Colleges	2003	91.8	84.0	76.8
	1998	87.9	78.0	73.7
% Employed or in Military	2003	5.1	11.0	15.7
	1998	7.7	16.0	17.8

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.

PHS Initiatives: To continue to support high percentage of SAT test takers at our school. To continue to support the increasingly high percentage of students who enroll in Advance Placement (AP) courses and achieve a 3 or better on the national test. To encourage continued high percentage of enrollment in college level courses as compared to the ERG and the State. To increase the percentage of students who pass all four tests in physical fitness beyond the average of the ERG. To improve the computer-student ration to 5:1. To expand opportunities for involving our students with students of diverse cultural backgrounds. To continue our efforts toward having all students enrolled in algebra, lab science and a greater percentage of students enrolled in a sequence of three foreign language courses. To increase the hiring percentage of minority staff. To improve the ratio of students to Guidance staff to be more in line with the ERG. To decrease the cumulative drop-out rate to be equal or better than the ERG.

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.

To improve student performance by structuring integrated learning experiences which have students explore natural connections between traditional areas in the high school curriculum. To improve student performance by incorporating the maximum use of the school facility by organizing faculty as instruction teams and by restructuring the use of time in the regular high school day. To improve student performance through the implementation of performance-based learning and assessment strategies in all content areas; i.e., interdisciplinary projects, the Career Portfolio, the Writing Portfolio, authentic applications of math problem-solving and science research. Project Success, the Senior English Performance Task, demonstrations in the fine practical and performance arts, health and physical fitness activities, intercepts, work experiences, enrollment in college level course work, and participation in the Bristol Satellite Program. To improve student performance through the use of technology as a tool for learning via the school based computer network, the Internet, distance learning media and television boardcast production.

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.
