

STRATEGIC SCHOOL PROFILE 2011-12

High School Edition

Coginchaug Regional High School**Regional School District 13**

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Location: 135 Pickett Lane
 Durham,
 Connecticut

Website: www.rsd13ct.org/schools/crhs/index.html
 This regional school district serves Durham, Middlefield

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, 2011: 582
 5-Year Enrollment Change: 0.5%

District Reference Group (DRG): C 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	37	6.4	7.8	30.7
Students Who Are Not Fluent in English	0	0.0	0.4	3.7
Students Identified as Gifted and/or Talented	16	2.7	5.4	5.3
Students with Disabilities	85	14.6	10.4	10.8
Juniors and Seniors Working 16 or More Hours Per Week	41	13.9	13.4	13.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	19.0	17.7	18.4
Biology I	17.9	18.0	19.7
English, Grade 10	17.0	18.8	19.6
American History	19.3	19.6	20.4

Language Instruction:

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

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	975	1,025

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 2010-11 School Year	30.2	34.5

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 2011	26.0	24.0	23.2

% of Class of 2011 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	93.8	91.6
Chemistry	50.0	73.9
4 or More Credits in Mathematics	80.0	64.1
3 or More Credits in Science	93.8	88.1
4 or More Credits in Social Studies	72.3	51.4
Credit for Level 3 or Higher in a World Language	89.2	62.5
2 or More Credits in Vocational Education	60.0	54.6
2 or More Credits in the Arts	50.8	40.6

Class of 2011

This school required more than the state minimum number of credits for graduation in social studies, 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	0.0	0.4	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	21.2	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	92.9	76.0	72.8

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	2.5	2.1	2.1
% of Computers with Internet Access	86.6	99.4	99.9
% of Computers that are High or Moderate Power	97.8	98.8	97.5
# of Print Volumes Per Student*	19.8	17.8	16.6
# of Print Periodical Subscriptions	46	41	35

*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, 39.3% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	45.30
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.40
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.50
School Nurses		0.00
Other Staff Providing Non-Instructional Services and Support		0.70

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.0	14.1	14.1
% with Master's Degree or Above	89.3	78.9	76.6
Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	7.9	7.0	8.6
% Assigned to Same School the Previous Year	87.5	87.5	89.0

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.

At Coginchaug we are working to improve the quality of communication with parents and the community using both electronic and traditional methods. We email the daily morning announcements to all parents, use email as a way to send notices and updates to parents, survey all student-athletes about their experiences with the athletic program, and webcast our Graduation ceremony live on the internet. But the biggest improvement this year was the opening of the Parent and Student Portals, allowing both groups real-time access to grades, assignments, attendance data, and demographic information. This new program has led to greater understanding and more effective home/school communication about student progress. For the ninth consecutive year, parents of incoming 9th graders attended two information sessions in the summer, and there was a parent program included in our Freshman Orientation. Attendance at monthly Parents' Forum meetings improved this year due to better notification and the selection of high-interest topics and guest presenters at meetings. Coginchaug's annual Get Acquainted Night allowed many parents to come in to meet teachers, and the highly successful Open House and parent information nights throughout the winter provided several opportunities for parents to meet staff and tour the building. Coginchaug offered a second formal opportunity for parent-teacher conferences in the spring. The improved use of the school's website continued to allow a wide range of communication with parents throughout the school year and the summer. Several teachers and departments have developed their own websites and are using technology to communicate class activities and assignments to parents. Banquets for sports and performing arts, as well as other recognition assemblies, were well attended by parents throughout the year. This was a strong year for CRHS sports, with the girls soccer team winning the Shoreline Conference title, both basketball teams making it to the state tournament and the girls basketball team winning the tournament, and the softball team winning a state title as well. Many community members attended the all-school musical Legally Blonde, the Music Department's annual concerts, the Ugandan Children's Choir performance, and other evening cultural events at Coginchaug.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	8	1.4
Black	1	0.2
Hispanic	14	2.4
Pacific Islander	0	0.0
White	546	93.8
Two or more races	13	2.2
Total Minority	36	6.2

Percent of Minority Professional Staff : 1.5

Non-English Home Language:

0.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 4

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.

During the 2011-2012 school year Coginchaug continued to use its Advisory program to address a variety of social and community issues of interest to the students and stress sound decision-making, greater connectedness, and mentoring relationships through small group, class-wide, and school wide activities. The core ethical values of respect, responsibility, honesty, kindness, and courage were discussed frequently during Advisory meetings that focused on issues of diversity, respect, and understanding. School and community-wide initiatives, including participating in the Community Round-Up, Advisory-based service projects, a pre-graduation speaker for the Senior class, a Mock Crash Assembly coordinated with community emergency-services organizations, and the Project Safe Dates program that was produced with Durham/Middlefield Youth and Family Services and presented to high school and middle school audiences in neighboring communities, all provided opportunities for a variety of students and community members to work together on projects and discuss topics of interest. Programs offered by the Diversity, EDGE, and Helping Hands clubs included a White Out Day, programs focused on healthy living and decision making during Prom week, various diversity-themed conferences, service projects, and Red Ribbon Week.

Demonstrating that CRHS students indeed feel connected to their school, a significantly high percentage of students participated in the Spirit Week, Dodgeball, Ultimate Frisbee, and Magic: The Gathering tournaments, school dances and other school-wide activities this year. More than sixty percent of our students participated in season- or year-long extracurricular activities or sports as well. All Coginchaug juniors and seniors participated in volunteer work or service learning projects as part of the Health curriculum. The Principal's Advisory Group worked together to plan and conduct CogFest, a half-day event in June intended to create greater connection between students in all grade levels.

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	52.3	51.1	59.4

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

Advanced Placement Courses 2010-11	School	State High Schools
Number of Courses for which Students were Tested	4	7.4
% of Grade 12 Students Tested	22.0	24.7
% of Exams Scored 3 or More*	98.6	70.9

*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	48.9	47.5	54.6
Writing Across the Disciplines	71.1	63.0	57.4
Mathematics	57.4	49.2	64.9
Science	59.3	47.1	72.3

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 2011	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	544	505	83.5
Critical Reading	546	502	89.4
Writing	544	506	85.1
% of Graduates Tested	83.1	77.3	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	93.5	82.7	68.3
2010-11 Annual Dropout Rate for Grade 9 through 12	0.7	2.6	65.6

Activities of Graduates	School	State
% Pursuing Higher Education	93.8	84.5
% Employed, Civilian and Military	3.8	9.7

Student Attendance	School	State High Schools
% Present on October 1	95.7	94.1

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 2010-11 school year, 15 students were responsible for these incidents. These students represent 2.6% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 school year, 6 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	3	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	7	1
Total	16	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

At Coginchaug much of the year's professional development focused on preparation for the New England Association of Schools and Colleges accreditation process. As part of that process the faculty recognized a need to align our practices and the requirements of multiple reform initiatives in a logical manner using language that will be clear to all members of the school community and recognizable to outside organizations. That goal was addressed throughout the year through a variety of activities that included the revision of school-wide rubrics and their use in the improvement of departmental and course-specific rubrics, work between departments and with a consultant to develop greater understanding of the goals of reform initiatives (including the NEASC process, Common Core State Standards, and the 21st Century Skills movement) and development of common language and approaches to addressing these initiatives. This was the fourth year of implementation of Coginchaug's current Site Plan. Action plans targeting the use of emerging technologies, student engagement, streamlining of initiatives, and improvement in communication continued to be addressed. Each department also included a focus on content-specific reading strategies as one of their departmental goals for the year. The continued upgrading of CRHS's computer labs and wireless network resulted in a further increase in classroom technology integration. For the seventh straight year all departments included some aspect of technology use as a goal for the year in order to broaden the awareness and use of newer technologies and software. Coginchaug's library media specialist and technology integration specialist provided workshops for the staff and students and worked individually with teachers to improve our ability to use technology in the classroom. Policies regarding the use of student-owned personal technology devices were changed to permit their use for educational purposes, resulting in increasingly innovative teaching practices for faculty members and greater learning opportunities for students.

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 CRHS faculty was deeply involved in the New England Association of Schools and Colleges (NEASC) self-study process this year. All members of the faculty served on NEASC standard committees this year, and several faculty members served on visiting committees at other schools. By the end of the school year the faculty had reviewed and affirmed our mission statement, revised our Academic, Civic, and Social Expectations for Student Learning, and written, reviewed, and adopted four of the NEASC Reports. This was the first full year that CRHS was able to use its new athletic facility. This facility served several school sports teams each season as well as a large number of youth and community sports organizations. The CRHS Faculty and Staff Council proposed a probationary period for students in danger of losing extracurricular eligibility that has allowed students to remain active in sports and other activities while also leading to improved academic performance. For the first time, student-journalists working for the student newspaper maintained a Twitter feed of their experiences during the Senior class trip to Washington DC in November that included posts from student journalists, other class members on the trip, and faculty chaperones. The Creative Writing class hosted a Coffee House for the community to present their final projects in January. The preschool program run by the Child Development classes services an average of 20 preschool children from the community per semester. CRHS and Durham/Middlefield Youth and Family Services worked together on several initiatives through the Local Wellness Council, the EDGE team, and topic-specific groups. Students from CRHS's TV Production class and club are working with the Town of Durham and the Destination Durham public access program to produce segments for the show. Class meetings with the selectmen of both Durham and Middlefield have been held with all grades repeatedly throughout the year.
