

Tolland High School Weekly Bulletin

1-11-16

Tolland's Economics Class

The students in Mrs. Bridge's Economics class this semester formed a privately held corporation with each student choosing whether they would like to buy stock in the company. The following is a list of highlights associated with this semester's corporation:

- There were 50 shares of stock available for \$6.00 each. Two shares of stock were held for each student if they chose to participate.
- If they did not purchase "their" shares, the class voted to put those shares on the market for any class member to buy additional shares. Shares were distributed equally with one more share available each day to interested buyers.
- As a result, students in the class purchased anywhere from 1 to 5 shares each during the stock's initial offering. (99% of the class purchased at least 1 share)
- Students raised \$300 to invest in **Tolland Eagles** long sleeve t-shirts.
- Students then conducted several market research surveys to narrow down product ideas and logo designs.
- After a cost vs. revenue analysis for several designs at several price points, the students chose to have a two-color design (on the front only) for a selling price of \$15 for cotton and \$20 for moisture-wicking fabric.
- Students then rallied around an "**any way you want it**" promotional theme, focused on allowing customers to choose their t-shirts in blue or white, and either cotton or moisture-wicking styles.
 - The hype students developed through morning announcements, posters, and flyers caused strong initial interest and demand.
 - Students chose to pre-sell the shirts in the cafeteria to minimize excess inventory.
- The shirts were so popular the students actually took pre-orders for 99 shirts before we they had any inventory to sell!
- With just 13 days of lunchroom sales, the class was able to sell 117 shirts with an additional order of 35 for **Total Sales of 152 shirts**. Quite the testament to their understanding of the wants and needs of their target market. The class chose a product that students wanted and priced it correctly.

Mrs. Bridge and the students in her Economics class should be commended for developing a successful and profitable company from the ground up. Together, they uncovered a "need" in the marketplace, designed a product to fulfill that need, researched market potential, and delivered a product that was in the right place, at the right time, and for the right price.

As a result of a great group effort, the students were able to achieve **\$2560 in Sales Revenue** and a **458% Profit Margin!!** For every one \$6 share, students earned their

\$6 back PLUS an additional \$27.46 profit. Students received the following check for their investment:

- 1 share = \$33.46
- 2 shares = \$66.92
- 3 shares = \$100.38
- 4 shares = \$135.84
- 5 shares = \$167.30

Mrs. Bridge commented about the experience, "It was great fun developing this business with the students. I hope they enjoyed the experience and learned some valuable lessons about creating, organizing, and running a company."



Students in Mrs. Bridge's Economics class pose wearing their Tolland Eagles shirts.

Stock Market Game

Students in Mr. Cayward and Ms. Marshall's classes recently competed in the SIFMA Foundation's Connecticut Stock Market Game. Once again, Tolland High School's performance in the high school division was outstanding this year. This year's winners include:

- 1st place - **Hamzah Hassan** - Grade 9
- 2nd place - **Teddy Fotos** - Grade 10
- 3rd place - **Kevin Shorey** - Grade 9
- 4th place - **Matt Supczak** - Grade 9
- 7th place - **Ryan Winterberger** - Grade 10

The SIFMA Foundation is an independent 501(c)3 educational organization dedicated to fostering knowledge of the financial markets. The Stock Market Game (SMG) program is a project-based learning activity that meets Common Core State Standards and provides real world opportunities to practice 21st century skills in critical thinking, collaboration, and communication. Students are challenged to develop a successful investment portfolio by investing a virtual \$100,000. In terms of collaboration, students work in teams of two to five to investigate and gather news and data on potential investments. As an integral part of the SMG experience, students utilize a broad range of informational texts and evaluate current events. Students work together to create and manage a virtual investment portfolio by buying and selling real world stocks, bonds, and mutual funds. Each team is responsible for researching and evaluating potential investments. They analyze and manage the risks associated with economic and political events and learn about the capital markets. Team members must also effectively come together on cooperative decisions on whether to buy, sell, or hold the stocks, funds, and bonds in the portfolio they have created. Through this real-world experience in personal financial literacy, students have an opportunity to explore the fundamentals of personal finance and investing, while practicing content and skills in math, English Language Arts, economics, social studies, and other subjects. Working together to build and manage an investment portfolio in a real-world, dynamic marketplace, students analyze and make decisions, explore the consequences of their choices, and seek new ways to strategize for success.

SAT - Wednesday, March 2

On October 7, 2015, the Connecticut State Board of Education formally adopted the SAT as the statewide assessment in lieu of the Smarter Balanced Assessment for Grade 11 students. Endorsed by both Governor Malloy and the U.S. Department of Education as part of Connecticut's ESEA Flexibility Request, this change will have a positive impact for a variety of reasons. First, it will help reduce the testing burden for our students. Second, students will be able to use the state assessment results for college admission purposes. Lastly, using the SAT will provide for a quicker turnaround of results. As such, the SAT will be administered statewide during the school day to Grade 11 students on Wednesday, March 2, 2016. Only one make up date, Wednesday, April 27, 2016, is available for students who miss the March 2 administration. **As a result of this change, we are asking parents of our 11th graders to mark their calendars in an effort to ensure all students participate in**

the statewide testing administration on March 2. For this reason, please consider scheduling any appointments or college visits at a later date.

Please also note there are three parts to the newly designed SAT - Reading, Writing and Language, and Mathematics. The essay portion of the SAT will not be administered as part of the Connecticut school-day SAT state assessment. Unlike the previous version, there will be four answer choices on multiple choice questions and there is no penalty for guessing. For those students who desire to become more familiar with the SAT format and the types of questions they will encounter, College Board offers a free practice site at <https://www.khanacademy.org/sat>.

Changes to Exam Dates

As noted in the Fall 2015 edition of the *PRIDE Newsletter*, Ms. Fox asked members of the school community to be both patient and flexible as the school navigated their way through a variety of changes during the 2015-2016 school year. One of those changes, specifically replacing the Smarter Balanced Assessment Consortium's test for 11th graders with the SAT, was welcomed. Unfortunately, our school calendar was developed in May of last school year without knowledge of this change. That said, the number of days allotted for the second semester was six days more than the days allotted for the first semester primarily due to the number of days required to administer the SBAC test. As the Connecticut State Department of Education has now determined that the state-mandated test for 11th graders be administered on one day, March 2, this has created an imbalance in the number of days allotted per semester. To ensure that students are receiving similar experiences whether they are taking the same course in the first or second semester, the exam dates will be pushed by two days. Thus, the end of the second quarter will now fall on Thursday, January 21. Final exams will be administered on Friday, January 22 and Monday, January 25 with the mid-semester day on Tuesday, January 26. For those students who are new to Tolland High School, students do not attend school on the mid-semester day. The second semester will begin on the scheduled half-day, Wednesday, January 27. Please understand that all this may be subject to change due to inclement weather.

IMPORTANT DATES

January 11 – Booster Club Meeting - 7:00 p.m. THS conference room

January 12 – Music Concert - 7:00 p.m. THS Auditorium

January 21 – End of 2nd quarter

January 22 – Final Exams blocks 1 & 2

January 25 – Final Exams blocks 3 & 4

January 26 – Mid semester day – no school for students

January 27 – Second Semester Begins

January 27 – Half-Day Session for Students

January 28 – Orientation and Course Fair - 6:30 p.m. THS

February 1 – Community Advisory Council - 7:30 a.m. THS Conference Room

BOOSTER CLUB

The next meeting is scheduled for Monday, January 11th at 7:00 p.m. in the THS conference room. If you have any questions, ideas, or comments, please contact Co-Presidents Diane Clokey at dbclokey@sbcglobal.net or Heidi Gallicchio.