

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**Howell Cheney Technical High School
Connecticut Technical High School System**

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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: Regional Technical High School
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 597
 5-Year Enrollment Change: 4.9%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	122	20.4	34.2	26.0
Students Who Are Not Fluent in English	8	1.3	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	51	8.5	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	85	31.7	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,038	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Language Instruction: No world language instruction was provided.

Average Class Size	School	District	State
Algebra I	21.9	19.9	18.7
Biology I	17.0	16.7	19.3
English, Grade 10	19.1	17.2	19.1
American History	16.1	17.1	19.9

Lunch

An average of 20 minutes is provided for lunch during full school days.

% Jrs and Srs Enrolled in Course(s) for College Credit	School	District	State
During the 2007-08 School Year	31.9	23.9	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Number of Credits Required for Graduation	School	State
Required for Class of 2008	29.0	23.3

Class of 2008 – Percent of Graduates Who Earned Credit in Selected Subjects	School	District	State
Algebra I	100.0	98.9	94.1
Chemistry	43.2	47.3	73.6

Special Programs	School	High Schools	
		District	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	1.3	3.2	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	100.0	99.9	72.6

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	
		District	State
# of Students Per Computer	1.6	1.6	2.4
% of Computers with Internet Access	100.0	100.0	99.2
% of Computers that are High or Moderate Power	100.0	100.0	98.8
# of Print Volumes Per Student*	12.6	12.8	16.0
# of Print Periodical Subscriptions	66	38	48

*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, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Teachers and Instructors	School	High Schools	
		District	State
Average Number of Years of Experience in Education	13.8	13.1	13.8
% with Master's Degree or Above	32.8	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.4	12.3	8.4
% Assigned to Same School the Previous Year	91.4	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	53.06
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	0.50
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.30
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		22.73

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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	12	2.0
Black	70	11.7
Hispanic	78	13.1
White	435	72.9
Total Minority	162	27.1

Percent of Minority Professional Staff: 10.1

Non-English Home Language: 4.4% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 8.

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.

Cheney Tech is in its second year of an expanded recruitment area that includes the city of Hartford, and 25 Hartford resident minority students have enrolled in the class of 2013 out of 141 applicants and 62 acceptance letters mailed. Minority students constitute 36% of this class and 35% of the previous class (class of 2012). Overall the minority enrolment is 30.4% of the student body. All freshmen at Cheney participate in a program called Trade Exploratory. During this time they spend two days visiting each of the school's ten technology areas during phase one of exploratory and four days during phase two of exploratory before making final trade selections for phase three. In each of the phases groups are either randomly selected or based on trade area choice, increasing student exposure to new classmates of differing backgrounds. An after school academic success program was initiated during the 2008-2009 school year to provide students with a safe, secure, supervised setting to work on goal setting, challenging academic assignments, homework, projects and enhance basic reading and math. All minority students who came to Cheney Tech from urban areas who were struggling academically in the core academic subjects were specifically invited to apply to and attend the program. In order to facilitate attendance after school transportation to Hartford was provided. All students that expressed an interest and applied were included and took advantage of having a teacher in the common core subjects in the Academic Success Program. There were 51- 9th graders, 15- 10th graders, and 6- 11th graders in the program. Cheney's free and reduced meal student population (22.35%) approximates the percent of sending town population below the poverty level. Cheney has a full-time English Language Learner teacher who provides support for our ELL students.

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.

Cheney Tech maintains active communication with our parents and the wider school community through a variety of outreach activities. First and foremost is our school's website: www.cttech.org/cheney. The school has its own web content manager on faculty who is responsible for uploading information on school activities, student achievements, and news on a regular basis. Our website is the most popular school site within the CTHSS district. Through the web site all teachers have been provided access to "schoolrack" to post assignments and messages to students and parents. Parents and guardians receive letters from school at least once a semester announcing upcoming events of interest. The school has scheduled Parent Conference Night in October, Open House for prospective students in October, Career Night in February for the freshmen students and their parents, and Orientation for the incoming freshman class in May 2009. The Dean of Students' Office utilizes School Messenger to make daily phone calls to notify parents of their child's absence from school. We also use the School Messenger to notify families of upcoming events. Cheney Tech has an active Parent Teacher Organization that meets on the first Thursday of every month at school. A parent and community run Booster's club has formed in support of Cheney Tech athletics and also meets on at least a monthly basis. Our parents also organize Project Graduation, a substance-free after graduation party. June 2009 was the eleventh consecutive year that our graduates have enjoyed a Project Graduation party although more limited in scope than previous years. Cheney Tech has organized an Alumni Association that has a current membership list of about seventy graduates. Cheney Tech is an active member of the Manchester Chamber of Commerce. The school actively supports the Connecticut Chapter of the American Red Cross as a host site for blood drives. The school held six blood drives during the 2008-09 school year, the most possible in drives supported through student donations. Our Student Council, National Honor Society and Skills USA students have been involved every year in community service projects that have benefited local food pantries and homeless shelters. Cheney's Evening Adult Education Program enrolls over 800 apprentices in classes held at school. For three years we have partnered with the Vernon Adult Education Program to run an automotive training course in our Automotive Technology lab. Cheney Tech has developed excellent relationships with the local print media and we have enjoyed very positive coverage of our school's construction project, athletic program, and student achievements.

STUDENT PERFORMANCE AND BEHAVIOR

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	District	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	27.1	26.3	47.4	24.7
Writing Across the Disciplines	39.6	32.8	55.0	29.6
Mathematics	50.3	33.1	47.8	56.8
Science	41.7	27.3	42.8	53.0

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness: % Reaching Health Standard on All 4 Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	17.2	32.5	39.9	8.2

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

SAT® I. The lowest possible score on each subtest is 200; the highest is 800.

SAT® I: Reasoning Test Class of 2008 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	471	422	507	35.4
Critical Reading	471	424	503	33.7
Writing	459	416	506	29.8
% of Grads Tested	36.0	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.5	94.1	94.6

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 2007-08 school year, 99 students were responsible for these incidents. These students represent 17.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	0
Personally Threatening Behavior	23	3
Theft	11	1
Physical/Verbal Confrontation	10	0
Fighting/Battery	19	1
Property Damage	8	0
Weapons	1	0
Drugs/Alcohol/Tobacco	5	9
School Policy Violations	77	2
Total	157	16

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	98.4	96.8	92.1	82.5
Cumulative 4-Yr Dropout Rate for Class of 2008	1.3	2.4	6.6	80.0
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.0	0.3	2.5	100.0

Activities of Graduates	School	District	State
% Pursuing Higher Education	8.0	5.2	82.0
% Employed, Civilian and Military	1.6	0.4	1.4

Class of 2008: Percent of Graduates Employed or Available for Employment Who Are Working Full-Time	Number of Graduates	% Employed or Available for Employment	% of Employed or Available Working Full-Time
Automotive Mechanic	16	37.5	100.0
Carpentry	16	43.8	100.0
Culinary Arts	13	7.7	100.0
Diesel Mechanics Technology	11	54.5	100.0
Drafting: Machine	10	10.0	100.0
Electrical	11	90.9	100.0
Heating/Ventilation/Air Conditioning	11	72.7	100.0
Information Support and Services	14	7.1	100.0
Manufacturing Technology	9	55.6	100.0
Welding	14	92.9	100.0

Advanced Placement Courses 2007-08	School	District	State High Sch.
Number of Courses for which Students were Tested	0	0.4	10.0
% of Grade 12 Students Tested	0.0	1.7	21.2
% of Exams Scored 3 or More*	N/A	N/A	N/A

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Cheney Technical High School's improvement plan for 2008-2009 continues to focus on the areas of Teaching and Learning, School Climate, and Professional Development in the area of Technology as it each relates to instruction and student achievement. Activities to address these areas are as follows: (1) Teaching and Learning: All teachers will use differentiated instructional strategies to address the learning needs and styles of their students. Teachers have been trained in the use of multiple strategies, including two-column notes (note-taking strategy), scaffolding, KNL (pre-assessment), flexible grouping, think-pair-share, tiered assignments, graphic organizers, SLANT, and THINK. Teachers address the different learning modalities by "teaching around the wheel" –that is- by teaching to the dominant learning styles of their students (primarily visual, tactile, auditory, verbal-linguistic, interpersonal, kinesthetic). Administrators will look for evidence of these indicators when visiting classrooms. Our goal is for sustained improvement in CAPT on math and science, and for a 9% improvement in reading and 5% improvement in writing across the disciplines on the CAPT test. Over 90% of sophomores scored at or above proficient in Math, 89.6% in Science 81.3% in Reading and 88.25 in Writing as measured by the 2009 CAPT administration. (2) School Climate: continuation of a Senior Mentor program that has paired senior volunteers with freshmen who indicated their desire for a mentor. Seniors went through an orientation in June and have met formally and informally with their mentees. Students and faculty responded to a school wide survey on climate to assess connectedness. The results of which will be utilized for future decision making and program implementation: .A Gay straight Alliance was organized this school year to support students and to plan activities in recognition and celebration of tolerance and acceptance. (3) Professional Development: The faculty spent staff development days in workshops based on the book of author Stephen Wessler, "The Respectful School: How Educators and Students Can Conquer Hate and Harassment." In alignment with a respectful school activities included presentations from police officers and the Department of Corrections on recognizing gang activity, the National Alliance for Mental health and Legal Issues in Education. All faculty members were previously trained and are now part of Data Driven Decision Making Teams which are the basis for decisions addressing school improvement efforts through collaborative planning during professional development times. Training was also provided in the use of technology to support the DDDM process including item analysis and the use of excel spreadsheets as a tool.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Through its 10 trade areas students are often involved in the community through actual production work involving each of the trade areas. In the 2008-2009 school year examples included the Carpentry shop siding, roofing, installing replacement windows and building an addition and garage on a Vernon home and the Diesel shop converting a school bus to run on vegetable oil. In both cases the work was interdisciplinary in nature and included multi trade areas. The community was brought into the school through two presentations from the Interactive Theatre on HIV/Aids and Bullying and Harassment prevention, a presentation from MADD, a Health Fair, Reality Fair and Career Fair to include some activities and events.
