

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**Ella T. Grasso Southeastern 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: 618

5-Year Enrollment Change: -10.0%

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	236	38.2	34.2	26.0
Students Who Are Not Fluent in English	23	3.7	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	57	9.2	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	100	33.7	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,060	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:

Instruction was offered in the following language(s):
 Spanish.

Average Class Size	School	District	State
Algebra I	23.0	19.9	18.7
Biology I	21.0	16.7	19.3
English, Grade 10	16.3	17.2	19.1
American History	16.0	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	22.8	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	61.5	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	3.7	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*	14.7	12.8	16.0
# of Print Periodical Subscriptions	41	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	12.6	13.1	13.8
% with Master's Degree or Above	33.8	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	12.0	12.3	8.4
% Assigned to Same School the Previous Year	96.9	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	60.40
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	1.00
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		6.10
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		21.68

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	8	1.3
Asian American	9	1.5
Black	76	12.3
Hispanic	159	25.7
White	366	59.2
Total Minority	252	40.8

Percent of Minority Professional Staff: 9.2

Non-English Home Language: 10.5% 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.

Grasso Southeastern Technical High School makes an ongoing effort to increase awareness of individual differences and diversity within our school community. Full access and information to prospective students is disseminated through a school wide recruitment program with presentations within 19 sending towns to increase interaction among prospective students of diverse backgrounds. As a result, our student population represents an ethnically diverse cross-section of the Connecticut population. Minority groups represent approximately 35% of the student population. The Grasso web page allows our school to communicate well beyond the local community in reaching a variety of diverse and prospective applicants. The Social Studies, English and Reading curricular material, as well as library books and resources, include samples of culturally diverse authors, as well as fictional and non-fictional text. In addition, students and teachers participate in activities designed to educate our students about tolerance and diversity including the Community Coalition for Children Conference, SkillsUSA competitions, student/teacher participation in the True Colors Club and attendance at the True Colors Conference. We also participate in the national initiative called Mix It Up Day. The guidance department and technology teachers focus on women in non-traditional occupations and the Work Based Learning experiences support student involvement within diverse workplace environments. The continued popularity of the Bio-Buddies program provides hundreds of elementary students a chance to preview both technical and academic programs. These programs, offered in combination with a high level of community collaboration, allow us to maintain a prominent position as a high school of choice. In addition, Grasso students are required to wear academic and trade uniforms. This uniform policy removes any division of students based on their socio-economic status.

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 Grasso, we are committed to supporting the family's role in the education of our students. We believe higher-performing schools effectively involve families and community. We are continuing our strong efforts to link school-family-community partnerships. We have a team composed of students, parents, staff, and community members who plan activities designed to support student learning. Currently, teachers at Grasso post messages and homework assignments on our website daily. Parents also have online access to their children's teachers for weekly progress reports. The school website is updated daily in order to keep parents apprised of events and activities. Informational programs are routinely aired on local cable television. We utilize parents and community volunteers as resources in both the academic and trade technology areas. We have cultivated a very involved and dedicated Trade Technology Advisory Committee for each trade area. Membership includes community members who are instrumental in providing enriching experiences for our students as well as keeping instructors apprised of industry trends and needs. We are also aware of the importance of reaching out to parents who are not fluent in English. Every year, parents of English Language Learners enjoy a dinner and an informational presentation regarding educational resources to help them and their child. Any significant communication with parents is translated into Spanish. In addition, we have certified English Language Learner instructors who serve as co-teachers in all academic classes as well as our Language Arts and Math Labs during the students' trade cycle.

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	26.0	26.3	47.4	23.1
Writing Across the Disciplines	15.6	32.8	55.0	9.1
Mathematics	33.9	33.1	47.8	33.3
Science	26.6	27.3	42.8	29.7

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	33.9	32.5	39.9	40.7

*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	463	422	507	30.9
Critical Reading	457	424	503	28.2
Writing	435	416	506	21.5
% of Grads Tested	28.9	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	93.7	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, 157 students were responsible for these incidents. These students represent 26.5% 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	14	0
Personally Threatening Behavior	9	0
Theft	8	0
Physical/Verbal Confrontation	17	0
Fighting/Battery	19	0
Property Damage	3	0
Weapons	4	0
Drugs/Alcohol/Tobacco	8	0
School Policy Violations	213	9
Total	295	9

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.4	96.8	92.1	46.4
Cumulative 4-Yr Dropout Rate for Class of 2008	4.4	2.4	6.6	47.9
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.2	0.3	2.5	87.4

Activities of Graduates	School	District	State
% Pursuing Higher Education	1.5	5.2	82.0
% Employed, Civilian and Military	0.0	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
Auto Body Repair	16	68.8	100.0
Automotive Mechanic	12	58.3	100.0
Bioscience Environmental Technology	15	6.7	100.0
Carpentry	13	53.8	100.0
Culinary Arts	13	46.2	100.0
Drafting: Machine	7	42.9	100.0
Electrical	13	69.2	100.0
Hairdressing/Barbering/Cosmetology	14	42.9	100.0
Hotel/Hospitality Technology	9	22.2	100.0
Information Support and Services	8	75.0	100.0
Manufacturing Technology	5	80.0	100.0
Plumbing and Heating	10	70.0	100.0

Advanced Placement Courses 2007-08	School	District	State High Sch.
Number of Courses for which Students were Tested	4	0.4	10.0
% of Grade 12 Students Tested	19.7	1.7	21.2
% of Exams Scored 3 or More*	5.4	13.5	72.8

*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.

Our School Improvement Plan's primary purpose is to improve student performance/achievement. It also aligns with the framework for the Connecticut Technical High School System (CTHSS) which has reexamined and reevaluated initiatives and programs that had been implemented for years. This reevaluation has produced a new mission statement and district goals. The district mission statement is our guiding philosophy, thus dictating all decisions regarding programming and student services. Therefore, the Grasso Improvement Plan mirrors our district mission statement – we will be the number one school in a district that strives to be the number one technical high school system in the Nation. Our professional development framework is designed around four data driven components: (1) the implementation of high quality curriculum aligned with State Curriculum Frameworks or National Standards that ensures all students learn at high levels; (2) classroom instruction that utilizes the Differentiated Instruction Strategies; (3) climates of mutual respect and student self-regulation; and, (4) a systematic approach to the use of data assessments to make informed and educationally sound decisions. Our goal is to improve student performance in both academic and trade technology content areas including Connecticut Academic Performance Test (CAPT) and National Occupational Competency Testing Institute (NOCTI). We have worked to increase the involvement of parents and families in the schooling of their children by creating opportunities for them to serve on planning committees. In addition, the Parent Faculty Organization has provided parents with a forum for participating in the decision making process with staff, students and administration. Each trade area has a Trade Technology Advisory Committee which continues to provide an important link between Grasso and the professionals in our community.

SUPPLEMENTAL SCHOOL INFORMATION

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

Grasso Southeastern Technical High School is staffed by a 100% "Highly Qualified" faculty as defined by the Department of Education. We offer Advanced Placement (AP) courses in English, Mathematics, Science and Art. For the Connecticut Academic Performance Test (CAPT), we had a 95% participation rate. For the 2009 administration of CAPT, 34% of sophomores met Goal and 77% achieved Proficiency in Mathematics. In Writing, 16% met Goal and 86% achieved Proficiency. In Reading, 26% met Goal and 76% achieved Proficiency. In Science, 27% met Goal and 77% achieved Proficiency. Students at Grasso participate in the National Occupational Competency Testing Institute (NOCTI) assessment during their senior year to assess their knowledge of their trade content area. In 2009, 76.5 % of seniors scored at or above the national average. We also offered the Preliminary Scholastic Aptitude Test (PSAT) to all of our eleventh graders with a 100% participation rate. Sophomores were able to take the PSAT as well, by request. Five Grasso students qualified for the National SkillsUSA Championships, which is the showcase for the best career and technical students in the nation. The National competition was held in Kansas City, Missouri. The BioScience and Environmental Technology Department (BET) continued to develop their programs, including the horticulture program, the Lobster V-Notch program, and began developmental work on a Bio-Diesel reactor. Additionally, the BET program maintained an aquaponics system which utilizes fish waste to nourish plants. Students germinate and grow various ornamental plants which are used in campus beautification projects as well as vegetables that are an approved source of produce for the school. A partnership between the BET and the Electrical department, as well as the City of Groton, Groton Utilities and a Dominion Grant, garnered national attention with the installation of a wind turbine and solar panels that provide power for the green house. Students in the Information System Technology Department continue to work closely with the senior citizens at Fairview Retirement Center to support the residents' computer and technical needs.
