

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**W. F. Kaynor 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: 716
 5-Year Enrollment Change: -5.8%

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	282	39.4	34.2	26.0
Students Who Are Not Fluent in English	30	4.2	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	15	2.1	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	109	32.5	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,050	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	20.8	19.9	18.7
Biology I	18.5	16.7	19.3
English, Grade 10	20.0	17.2	19.1
American History	22.0	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	15.2	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	0.0	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	4.2	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	1.5	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*	8.6	12.8	16.0
# of Print Periodical Subscriptions	45	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	13.9	13.1	13.8
% with Master's Degree or Above	38.6	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	13.6	12.3	8.4
% Assigned to Same School the Previous Year	85.7	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	64.70
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	3.80
	Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		5.10
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		22.60

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	6	0.8
Asian American	4	0.6
Black	136	19.0
Hispanic	217	30.3
White	353	49.3
Total Minority	363	50.7

Percent of Minority Professional Staff: 9.9

Non-English Home Language: 12.0% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

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.

W. F. Kaynor Technical High School has a minority student population of approximately thirty two percent, reflecting much of the composition of the greater Waterbury area. Students from diverse backgrounds are actively recruited from districts throughout the region. The municipalities vary in ethnicity and socioeconomic circumstances as do the students at W. F. Kaynor Technical High School. The school works to ensure that every student has the opportunity to access resources; develop knowledge and work habits required to become productive members of a multicultural society. A significant percentage of the faculty reflects a variety of ethnic and racial backgrounds. School improvement initiatives address school climate and lessening economic isolation. Students participate in field trip experiences. A major school initiative, "Capturing Kids Hearts" intends to establish classrooms of trust, respect, equality and caring. Specialized professional development is offered to the faculty and instruction for students through "Teen Leadership". The course is intended for students of all backgrounds and abilities. The skills taught are designed to help students make the transition to life after high school. The implementation of a school wide dress code aims to contribute to school improvement. The school believes that standards of appropriateness in clothing encourage an atmosphere conducive to learning, work and parity. Special presentations and lessons celebrate diverse events and people such as Black and Hispanic History Months, Dr. Martin Luther King Day, multicultural cuisine events and "Mix It Up Day" sponsored by The Southern Poverty Law Center. The National Honor Society, work - based learning students, and the Skills USA Team reach out by engaging in service projects in the community at large, including Family Services of Greater Waterbury, local construction projects, area industry and tutoring at several elementary schools. We offer public exhibitions such as a school play, hair and fashion shows, open houses and daily culinary presentations in the school's restaurant.

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.

The W. F. Kaynor administration and staff work closely with the Parent-Faculty Organization and Teacher Advisory Committees to maintain a close association with community organizations throughout the greater Waterbury area. Since frequent contact is essential to maintaining a successful partnership with parents, information about students, programs, and curriculum and school events is shared via:

- information is posted on the Kaynor website, <http://www.cttech.org/kaynor/> and is regularly shared with parents
- mailings to parents, evening programs for parents; "Meet the Teacher Night" and "Parent conference Night"
- mailing progress reports (each mid term) and report cards (each term) to the home
- direct access to teachers, counselors and administration through email and voice mail
- support staff frequently conference with parents about student progress or areas of concern
- the college application and financial aid process is shared at a Parent Financial Aid Night
- the quarterly CTHSS Newsletter distributed to all stakeholders highlighting outstanding students and programs
- the quarterly Kaynor newsletter is distributed to students and parents

An Annual Open House for 7th and 8th Grade Students and Parents allows potential students and families to tour the school and receive information about the programs available. The Annual Hair Show, Fashion Show, Talent Show, Battle of the Bands and Drama Club presentations are open to students, parents and families allowing Kaynor to showcase student talent and share the experience with parents.

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	34.7	26.3	47.4	34.4
Writing Across the Disciplines	44.1	32.8	55.0	34.4
Mathematics	30.0	33.1	47.8	26.8
Science	24.1	27.3	42.8	27.6

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	45.3	32.5	39.9	69.2

*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	415	422	507	18.2
Critical Reading	416	424	503	14.9
Writing	409	416	506	14.4
% of Grads Tested	34.4	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	95.4	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, 247 students were responsible for these incidents. These students represent 35.1% 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	2	0
Sexually Related Behavior	4	0
Personally Threatening Behavior	31	1
Theft	8	0
Physical/Verbal Confrontation	7	0
Fighting/Battery	15	1
Property Damage	1	0
Weapons	4	0
Drugs/Alcohol/Tobacco	20	0
School Policy Violations	435	27
Total	527	29

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	97.5	96.8	92.1	73.2
Cumulative 4-Yr Dropout Rate for Class of 2008	2.0	2.4	6.6	71.6
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.4	0.3	2.5	78.9

Activities of Graduates	School	District	State
% Pursuing Higher Education	3.2	5.2	82.0
% Employed, Civilian and Military	0.6	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
Auto Body Repair	8	12.5	100.0
Automotive Mechanic	11	72.7	100.0
Carpentry	15	60.0	88.9
Culinary Arts	19	21.1	100.0
Drafting: Machine	13	0.0	N/A
Electrical	18	50.0	100.0
Electronics	16	18.8	66.7
Fashion Technology	14	21.4	100.0
Hairdressing/Barbering/Cosmetology	15	53.3	75.0
Manufacturing Technology	16	43.8	100.0
Plumbing and Heating	12	66.7	75.0

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.

W. F. Kaynor's school improvement plan assesses the school's strengths and weaknesses. School improvement teams apply the constructs of the faculty learning community model to examine data to determine areas requiring specific instructional and managerial concentration. In order to address school climate data we have embarked upon implementing the "Capturing Kids Hearts" (CKH) and Respectful School's initiatives by providing intensive professional development for our faculty and educating our students with the tenets of character education.

Essential school improvement structures focus upon achievement of district, national and specific school goals, as well as applying performance standards using data and research based best practices. Teams examine data from various sources in order to determine areas in need of improvement or growth. Some of the data sources used are the Connecticut Academic Performance Test (CAPT), the Connecticut Mastery Test (CMT), National Occupancy Competency Testing Institute Assessments (NOCTI), Connecticut Physical Fitness Test, formative and summative district wide assessments, school climate surveys, observations, inventories, essays, self-evaluations and project-based assessments.

A number of learning activities help W. F. Kaynor's teachers, students and their families with school improvement and student achievement including differentiated instruction, anti-bias teaching methods, and strategic learning activities, using data, collaboration and assessment techniques. CAPT data documenting student achievement (per No Child Left Behind) indicates that Annual Yearly Progress (AYP) has been attained. A sizable percentage of our grade ten learners outperform others in the county scoring at or above goal in the areas of mathematics and writing. Based upon this data, activities for the 2009 – 2010 school year will include: CTHSS core practices, common formative assessment, strategic tutoring and learning strategies, SRBI, Life Space Crisis Interview, Capturing Kid's Hearts, The Respectful School, collaborative examination of student work and setting SMART goals.

SUPPLEMENTAL SCHOOL INFORMATION

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

Each year the school counseling department hosts a luncheon for school counselors, principals and teachers from sending districts to share information about programs available at Kaynor. The Student Council, National Honor Society, Hairdressing and Barbering Department, Skills USA and Teen Leadership Ambassador groups are increasingly involved in community service projects.

W. F. Kaynor has a variety of co-curricular and extra-curricular activities for young women and men including fall, winter and spring sports teams, diversity club, Teen Ambassadors Programming, peer leadership, chorus, art club and Skills USA.

The school has the support of numerous trade technology committee members, formerly craft committee, from throughout the region. The Small Manufacturers Association is among them. Many members of these technology teams are proud graduates of Kaynor Technical High School. Through their support and through the generosity of the Kaynor Family Foundation, the school has received recognition and materials to make learning at Kaynor Technical high school a special experience.

W. F. Kaynor has been totally renovated. The school is a state of the art technology high school and is the flagship school for this region. Our ribbon cutting ceremony is scheduled for the late fall of 2009. New programs such as "The Young Manufacturers Summer Program", music education and the Health Technology curriculum will continue to be integrated into our scheduled course of study thus, providing greater learning opportunities to current and prospective students. The new facility boasts new technology and opportunities for advanced learning activities. We look forward to working with the New England Evaluation Visiting Committee for our Five Year Focus Visit in the Spring of 2010 in order to uphold our uninterrupted school accreditation.
