

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**Emmett O'Brien Technical High School
Connecticut Technical High School System**

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 Connecticut

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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: 520

5-Year Enrollment Change: -2.3%

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	105	20.2	34.2	26.0
Students Who Are Not Fluent in English	8	1.5	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	39	7.5	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	82	34.9	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,039	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	23.3	19.9	18.7
Biology I	N/A	16.7	19.3
English, Grade 10	16.1	17.2	19.1
American History	16.6	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	16.3	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	44.7	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	1.5	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	1.9	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*	21.2	12.8	16.0
# of Print Periodical Subscriptions	42	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	14.6	13.1	13.8
% with Master's Degree or Above	30.8	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	12.8	12.3	8.4
% Assigned to Same School the Previous Year	92.3	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	48.31
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	3.00
	Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		5.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		16.86

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	3	0.6
Asian American	2	0.4
Black	19	3.7
Hispanic	60	11.5
White	436	83.8
Total Minority	84	16.2

Percent of Minority Professional Staff: 9.7

Non-English Home Language: 4.6% 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.

Racial, ethnic and economic isolation are mitigated through recruitment from a variety of school districts throughout the Lower Naugatuck Valley and the New Haven County area. The school works to ensure that all students have the opportunities, access, resources and support needed to develop the knowledge and work habits required to become productive members of a multicultural society. The Diversity Awareness Group encourages a climate of tolerance, sensitivity and respect for people of all backgrounds, genders, races, religions, and abilities through a variety of programs including recognition of cultural holidays and celebrations. Students have been invited to participate in a series of events which have included field experiences to New Haven's Long Wharf Theater, Newport Rhode Island and the Tenement Museum in New York City. The Southern Poverty Law Center has granted the school funding to combat bias in the classroom and use of their site including an in-house curriculum that includes an exchange of letters from our students and students from our sister school. Activities are developed to address specific needs vis-à-vis cultural competencies. The Peer Mediation Program stresses communication, respect and responsibility for all; to further enhance our peer to peer intergroup exchange.

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.

O'Brien Technical High School is committed to keeping families engaged in their children's education, both at school and in the home. We encourage our faculty to provide opportunities for parents to get involved in their children's school. O'Brien's comprehensive program brings parents to school the old-fashioned way—to see and hear their children perform, exhibit their work, participate in large scale "real world" construction and service work, or compete in athletics. Parents are invited to attend recognition and planning programs throughout the school year. Student Assistance Team (SAT), works with those families of students whose problems may be interfering with learning. Specialized family orientation programs are scheduled during the school year in order to build a sense of community and respect. Teachers and counselors are available daily for parent conferences by appointment. The school website www.cttech.org/OBRIEN is used regularly by the principal and the faculty to post important information. Parents have immediate access to faculty via E-mail and telephone. The school website is updated to include important events, newsletters and community service announcements.

The O'Brien Parent Faculty Organization (PFO) is active and meets regularly. The PFO has a link on the school website.

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	34.4	26.3	47.4	33.9
Writing Across the Disciplines	30.5	32.8	55.0	19.9
Mathematics	31.2	33.1	47.8	28.4
Science	37.0	27.3	42.8	43.8

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	29.3	32.5	39.9	30.2

*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	441	422	507	24.3
Critical Reading	454	424	503	26.5
Writing	450	416	506	27.1
% of Grads Tested	22.0	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	92.9	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, 63 students were responsible for these incidents. These students represent 11.9% 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	4	0
Personally Threatening Behavior	5	1
Theft	1	1
Physical/Verbal Confrontation	0	0
Fighting/Battery	10	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	4	0
School Policy Violations	60	2
Total	85	4

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	99.2	96.8	92.1	92.3
Cumulative 4-Yr Dropout Rate for Class of 2008	0.6	2.4	6.6	90.5
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	6.8	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
Automotive Mechanic	15	60.0	66.7
Carpentry	15	73.3	54.5
Culinary Arts	15	53.3	62.5
Drafting: Machine	11	18.2	0.0
Electrical	11	72.7	87.5
Electronics	9	44.4	25.0
Hairdressing/Barbering/Cosmetology	17	47.1	87.5
Heating/Ventilation/Air Conditioning	16	68.8	100.0
Manufacturing Technology	11	63.6	85.7
Plumbing and Heating	12	75.0	66.7

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.

O'Brien'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 or managerial concentration. Our plan focuses upon achievement of district, national and specific school goals as well as performance standards.

Scientifically based research strategies and activities are planned as interventions to improve student achievement of goals to meet school and district needs. Teams examine data from various sources in order to determine areas in need of improvement or growth. Some of the sources used are the Connecticut Academic Performance Test (CAPT), the Connecticut Mastery Test (CMT), National Occupancy Competency Testing Institute Assessments (NOCTI), criterion referenced testing, observations, inventories, surveys, essays, opinionaires, group evaluation, self-evaluation, and project-based assessments.

A number of in service activities to help teachers, students and their families with school improvement include differentiated instruction, anti-bias teaching methods, strategic learning activities, data driven decision making, skills evaluation, and assessment techniques. CAPT data documenting student achievement (per No Child Left Behind) indicates that Annual Yearly Progress (AYP) has been continually 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 2008 school year included: strategic tutoring, applying new instructional methods, collaborative planning examining 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.

Curriculum at Emmett O'Brien is structured to address the intellectual, social and emotional needs of the whole child and to ensure each student has multiple opportunities to experience success in a respectful school environment. Our school vision recognizes that people from many cultures and ethnicities work and live in the Lower Naugatuck Valley of Connecticut, necessitating a multicultural education which fosters inter-group knowledge and understanding, equips students to function effectively in a global society; and whereas, multicultural education values cultural pluralism and rejects the view that schools should seek to melt away cultural differences or merely tolerate cultural diversity; rather, multicultural education at O'Brien Technical High School accepts cultural diversity and equity as valuable resources that should be preserved and extended. We believe students themselves are powerful resources in achieving this vision.

Community service activities exist through the Student Council, Key Club, National Honor Society, and SkillsUSA Clubs. The school is involved in Canned Food Drives (Harvest House), Clothing Drives, Blood Drives, Toys for Tots, Pop Top Collections for Cancer Research, Valley Bowl-a-Thon for the Umbrella Organization to raise awareness of Domestic Violence, Special Events Sponsor for the Cystic Fibrosis Foundation. We work collaboratively with the Valley United Way throughout the year in a number of Community Service events.

We proudly announce that we are continuing the cooperative football team with Derby High School. Come join us on the gridiron this year.

Additional information including details regarding athletics, Parent Faculty Organization, alumni gatherings, community, parent and family events may be obtained by visiting our school website at www.cttech.org/OBRIEN
