

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

Vinal 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: 583

5-Year Enrollment Change: -7.8%

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	119	20.4	34.2	26.0
Students Who Are Not Fluent in English	0	0.0	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	82	14.1	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	99	36.8	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,035	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	15.2	19.9	18.7
Biology I	N/A	16.7	19.3
English, Grade 10	15.2	17.2	19.1
American History	14.9	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	21.3	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	51.2	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	0.0	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*	17.2	12.8	16.0
# of Print Periodical Subscriptions	40	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	12.2	13.1	13.8
% with Master's Degree or Above	39.3	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.1	12.3	8.4
% Assigned to Same School the Previous Year	95.1	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	53.95
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	6.00
	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)		1.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		20.56

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	4	0.7
Asian American	2	0.3
Black	45	7.7
Hispanic	53	9.1
White	479	82.2
Total Minority	104	17.8

Percent of Minority Professional Staff: 4.1

Non-English Home Language: 0.5% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 1.

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.

Vinal Technical High School makes an ongoing effort to increase awareness about 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 27 sending towns among prospective students of diverse backgrounds. As a result, our student body has a cultural diversity reflective of this large geographic area. In addition, through a partnership with Hartford Public Schools, Vinal CTHS is recruiting students from underrepresented minority groups to attend, starting in the 2009-2010 school year. Likewise, we implemented a summer "Techno Camp" program to service both Hartford and Middletown area students during the summer of 2009. The Vinal web page allows our school to communicate well beyond the local community in reaching a variety of diverse and prospective applicants. The Vinal-Coginchaug football team is a cooperative inter-school program. The social studies, English and reading curricular material, as well as a summer reading program, library books and resources, include samples of culturally diverse authors, as well as fictional and non fictional text. Students and teachers participated in activities designed to educate our students about tolerance and diversity including celebration of Black History Month, ethnic lunch days, attendance at the Annual Prejudice Reduction Conference, Diversity and Leadership activities for freshmen, COC Student Senate meetings, partnering with the Anti-Defamation League for Peer Leadership Training, Sensitivity groups, Student Council and CAS Leadership Conferences, Teen Share Groups, student/teacher participation at the Respect Me and the Becoming Multicultural conferences, Skills USA competitions, a Multi-Cultural/Diversity Club, and National Honor Society and Skills USA community service projects. Training for students and advisors to combat prejudice was sponsored through an Understanding Hate grant. Diversity Team members presented workshops to incoming freshmen on bigotry, racism and harassment.

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Vinal parents are informed about the policies, procedures, aims, and expectations that exist in the school and particularly in the classroom. Frequent and positive school-to-home communication occurs through a calendar of yearly activities, the Vinal website, district and school newsletters, Principal letters, bulletins, annual Open Houses in the fall, an incoming student/parent Orientation Program, Back to School Night, Career Night, student/parent Vinal Handbooks, Parent Teacher Association notices, presentations on specific topics as internet safety, graduation, financial aid, and worksite experience programs, as well as public invitations to special school programs and activities as Skills USA and graduation planning. Personal contact to promote two-way communication is made through phone calls, parent-teacher conferences, e-mail, voice mail, and a daily automated attendance call system. Families are informed about information important to student success including school safety, curriculum, learning objectives, methods and results of statewide-wide CAPT assessment, technology occupational assessments (NOCTI), discipline codes, and student progress reports mailed six times per school year. Teachers help parents understand class goals, strategies, and methods of assessment by sending home grading policies, classroom rules, homework policies, student work, and support for achieving success. Parents who have had experiences that match a special theme or topic being explored by the class are asked to make special presentations. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing methods similar to those being used in the classroom. Parents provide input for Vinal's accreditation reviews, participate in Technical Advisory Board Committees, Safety Committee, Nutrition Advisory Committee, Admissions Advisory Committee, Student Assistance Team, Parent-Faculty Organization, Sports Banquets, Awards Night, athletic events, performances, assist with fundraisers, serve as chaperones for field trips and proms. Parents are informed of the courses students should take to graduate through Graduation and Promotion policies, the Program of Studies and involvement in student course selection. Parents and students are encouraged to discuss the recommended books for the Celebration of Reading summer program and make their selection together. Parents are provided information on the professional qualifications of their child's teachers at the beginning of each school year.

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	23.8	26.3	47.4	20.4
Writing Across the Disciplines	34.4	32.8	55.0	22.6
Mathematics	43.0	33.1	47.8	46.4
Science	33.8	27.3	42.8	38.4

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	12.9	32.5	39.9	6.0

*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	476	422	507	37.6
Critical Reading	455	424	503	27.1
Writing	446	416	506	26.5
% of Grads Tested	28.9	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.3	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, 210 students were responsible for these incidents. These students represent 35.8% 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	6	2
Personally Threatening Behavior	37	8
Theft	15	2
Physical/Verbal Confrontation	15	0
Fighting/Battery	30	3
Property Damage	5	2
Weapons	5	2
Drugs/Alcohol/Tobacco	18	5
School Policy Violations	310	49
Total	443	73

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	80.3
Cumulative 4-Yr Dropout Rate for Class of 2008	1.2	2.4	6.6	81.6
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	5.8	5.2	82.0
% Employed, Civilian and Military	0.8	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	14	78.6	100.0
Automotive Mechanic	15	26.7	100.0
Carpentry	10	60.0	100.0
Culinary Arts	7	14.3	100.0
Drafting: Machine	4	0.0	N/A
Electrical	18	55.6	100.0
Electromechanical	14	21.4	100.0
Hairdressing/Barbering/Cosmetology	14	35.7	100.0
Heating/Ventilation/Air Conditioning	11	36.4	100.0
Manufacturing Technology	4	75.0	100.0
Microcomputer Software Technician	10	10.0	100.0

Advanced Placement Courses 2007-08	School	District	State High Sch.
Number of Courses for which Students were Tested	1	0.4	10.0
% of Grade 12 Students Tested	0.8	1.7	21.2
% of Exams Scored 3 or More*	0.0	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.

Implementation of the following objectives provides focus for Vinal School Improvement: To develop and implement high quality curriculum aligned to State Curriculum Frameworks; to provide classroom instruction that ensures all students will learn at high levels; to create climates of mutual respect and student self-regulation. Student instruction is becoming more individualized and keyed to student needs through the use of differentiated instructional strategies by teachers. Additional support in math and language arts has been instituted through the math and Language Arts Labs scheduled for all freshmen and sophomore students. The labs are designed for strategic tutoring to teach strategies to students that will help them improve achievement by becoming more independent learners. Common planning time allows teams of teachers to meet to collaborate and analyze data, share student work, discuss lesson units, common assessments and instructional strategies. Furthermore, beginning in the 2009-2010 school year, we are entering into a partnership with CALI to provide support and training to our subject-specific data teams which will increase instructors' proficiency in utilizing the DDDM process and thereby enhance the quality of teaching and learning in all academic subjects. Likewise, our school-wide data team will receive technical assistance from the data coach in order to improve its processes and in turn to use DDDM to improve instruction in reading and writing throughout the trade/technology areas. The school uses a variety of assessment practices including district wide trimester assessments, classroom assessment strategies to measure student knowledge, skills and competencies in content areas as portfolios, rubrics, authentic assessment, student folders, PowerPoint, journals, oral presentations, dioramas, project performance, term papers, peer editing, exhibitions of student work, student self-assessment, demonstrations, and portfolios. The following items are worthy of mention for school accomplishment: the Write-To-Learn program, Data Teams, inclusion of an exit portfolio for technologies as a graduation requirement, addition of electives, an in- school tutoring program, and opportunities for students to broaden learning beyond the classroom (athletics, extracurricular activities, clubs, Skills USA, Work Based Learning , field trips). Increasing the positive learning environment in the school and classroom has been implemented through character development programs and the development of a new Health/Wellness curriculum. Special Education students at Vinal Technical High School receive their specialized instruction within the academic classes with their peers.

SUPPLEMENTAL SCHOOL INFORMATION

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

Vinal adheres to the following objectives to promote school improvement: to develop and implement high quality curriculum aligned to State Curriculum Frameworks; to provide classroom instruction that ensures all students will learn at high levels; to create climates of mutual respect and student self-regulation. It should be noted that Vinal THS enrolls the majority of our seniors in the Work Based Learning (WBL) program. We work with our students to promote excellence as both students and employees. In addition, the guidance and technology teachers focus on women in non-traditional occupations and the Work Based Learning program increases student involvement within diverse workplace environments. We have been recognized by Skills USA as the "Outstanding Chapter of the Year" for the past five years. Annually, we have sent 13-18 participants to Kansas City, MO to compete in Skills USA. Currently, we have three students serving on the State Executive Council for Skills USA. Finally, in 2009, we were the Gold Medal Winner for the opening and closing ceremony, which is a team event that all fifty states compete in. In addition, our Automotive Technologies trade placed 9th in the U.S. at the G.N.Y.A.D.A competition in NYC. Clearly, Vinal is an exciting place to get a rigorous education in both academics and trade/technologies.
