

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**Henry Abbott 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: 578
 5-Year Enrollment Change: -9.8%

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	167	28.9	34.2	26.0
Students Who Are Not Fluent in English	31	5.4	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	77	13.3	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	55	23.4	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,024	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	16.4	19.9	18.7
Biology I	12.0	16.7	19.3
English, Grade 10	20.5	17.2	19.1
American History	16.4	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	6.0	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	51.6	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	5.4	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	2.3	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*	10.2	12.8	16.0
# of Print Periodical Subscriptions	31	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	10.9	13.1	13.8
% with Master's Degree or Above	24.6	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	13.3	12.3	8.4
% Assigned to Same School the Previous Year	83.1	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	57.51
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.70
	Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		5.90
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		23.61

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	6	1.0
Black	36	6.2
Hispanic	135	23.4
White	399	69.0
Total Minority	179	31.0

Percent of Minority Professional Staff: 3.9

Non-English Home Language: 15.7% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3.

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.

Henry Abbott Technical High School's Title VI program addresses issues surrounding discrimination in school. Students who are experiencing discrimination in school are encouraged to report the incident to a teacher or student support service personnel. Likewise, teachers and other staff members can refer incidents to the coordinator. The information is passed on to the Title VI coordinator who meets with all parties involved and speaks to them about the situation. If discrimination is determined, the coordinator has the accused party/parties research the harmful effects of discrimination. Afterwards, the coordinator convenes with the accused and discusses those effects. This is a beneficial process because it addresses the issue right away and sets a standard for being proactive in the future. The Freshmen Mentoring Program was created to help incoming ninth grade students with the transition from middle school to high school by assigning a small group of ninth graders to a Senior Mentor. The students participate in an extensive orientation program on the first day of their high school career. The program has three general goals: to create a sense of belonging, to discuss various aspects of the transition to high school, and to familiarize students with the essential elements of Henry Abbott Tech.

Freshmen Seminar helps ninth grade students develop sense of personal responsibility for one's own education and learning about responsible and respectful social behavior are the keys to both academic and trade success.

Additionally, the course focuses on time management and organizational skills. The course is taught two times per week during A cycle by Pupil Personnel Staff, a Special Education Teacher, and an Administrator.

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.

Henry Abbott Technical High School believes in a strong relationship between parents and staff. There are numerous opportunities for parents to be involved in their child's education. Parents are encouraged to attend Parent-Teacher-Conferences where they have an opportunity to meet with their child's teachers. Parents of 12th grade students are encouraged to attend evening information sessions regarding the college and financial aid process. All parents are invited to become members of and attend monthly meetings of the Parent Faculty Organization.

Henry Abbott Technical High School will also be hosting a "Meet and Greet" for parents of students in grades nine through twelve this year. It will be held in September as a way for parents and teachers to introduce themselves to each other and create parent-teacher communication early in the year. Parents will receive a class syllabus for each academic course and also learn about classroom expectations, materials necessary for class, grading policies, and the best way for parents to contact their student's teacher.

In May of our incoming freshmen's eighth grade year, both students and parents join us at this evening event to hear important information about their upcoming freshman year at Henry Abbott Technical High School. Parents and students have the opportunity to ask any questions, address any concerns, and give parents a feel for the school. The school calendar, communication between parents and school faculty, the exploratory program, homework, CAPT, the attendance policy, and sports are reviewed during this event. Prior to "Meet and Greet" ninth grade parents are also invited for a parent orientation to become familiar with the school calendar, exploratory, and student life. Besides school events, the staff communicates information to parents through telephone contact, use of email, mailing of progress reports and report cards, letter mailings and school website. In order to assist Portuguese and Spanish speaking parents, we have six staff members who are able to translate and communicate effectively in providing necessary information.

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	18.9	26.3	47.4	16.7
Writing Across the Disciplines	20.7	32.8	55.0	12.4
Mathematics	27.9	33.1	47.8	24.6
Science	24.2	27.3	42.8	28.1

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	33.8	32.5	39.9	40.1

*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	440	422	507	23.8
Critical Reading	431	424	503	19.9
Writing	413	416	506	14.9
% of Grads Tested	20.6	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	96.2	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, 193 students were responsible for these incidents. These students represent 33.9% 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	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	8	0
Theft	1	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	18	0
Property Damage	0	1
Weapons	5	0
Drugs/Alcohol/Tobacco	23	3
School Policy Violations	417	54
Total	475	58

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	96.2	96.8	92.1	62.8
Cumulative 4-Yr Dropout Rate for Class of 2008	3.5	2.4	6.6	60.0
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.5	0.3	2.5	73.7

Activities of Graduates	School	District	State
% Pursuing Higher Education	31.7	43.3	84.1
% Employed, Civilian and Military	65.1	47.2	11.0

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	7	71.4	100.0
Automotive Mechanic	8	75.0	66.7
Carpentry	7	71.4	80.0
Culinary Arts	17	52.9	88.9
Drafting: Architectural	9	55.6	100.0
Electrical	16	81.3	61.5
Electronics	5	40.0	100.0
Graphic Communications	10	40.0	50.0
Hairdressing/Barbering/Cosmetology	22	77.3	70.6
Heating/Ventilation/Air Conditioning	11	81.8	100.0
Manufacturing Technology	9	66.7	100.0
Plumbing and Heating	5	60.0	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.

We encourage parental input regarding various issues and consider implementing those suggestions into daily practice. Through partnership with the PFSO (Parent Faculty Student Organization) we are cooperatively working to develop steps for our educational and student programs. Teachers communicate with parents and the business community through Trade Technical Advisory Committees to improve instruction and to build positive community relationships. Our special education department communicates and collaborates with the entire Henry Abbott staff to better serve students with special needs.

The Strategic Tutoring Center provides resources for all students who need assistance with academic or technical skill areas. "Generation Next" grant fostered a stronger relationship with the business community. Several ideas were gained from business members to improve instruction, guidance, and parent/community relationships. Monies were distributed among the mathematics, science, and guidance departments for the purpose of purchasing materials to improve classroom instruction and to increase the availability of resources in the guidance department.

In May of 2009, the Alumni Association held its first Alumni Social in which the association invited past graduates to tour the new facility and become members of the association. The purpose of the association is to link to the current school community with the alumni and to help the alumni network with one another. Additionally, the Alumni Association has created the Hall of Fame to honor those graduates who have done something worthwhile to help school and 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.

In 2008, the three year building process was completed. The new facility includes state of the art technical shops as well as improved academic facilities and a much needed expanded library media center.
