

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**H. H. Ellis 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: 568
 5-Year Enrollment Change: -5.0%

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	125	22.0	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	44	7.7	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	72	30.1	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,034	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	19.6	19.9	18.7
Biology I	13.3	16.7	19.3
English, Grade 10	17.9	17.2	19.1
American History	17.1	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	27.4	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	87.0	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	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	1.6	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*	15.3	12.8	16.0
# of Print Periodical Subscriptions	60	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	15.0	13.1	13.8
% with Master's Degree or Above	42.6	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	13.7	12.3	8.4
% Assigned to Same School the Previous Year	96.3	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	48.93
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	3.70
	Paraprofessional Instructional Assistants	1.91
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		20.55

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	9	1.6
Asian American	10	1.8
Black	3	0.5
Hispanic	19	3.3
White	527	92.8
Total Minority	41	7.2

Percent of Minority Professional Staff: 4.6

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 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.

Ellis Tech continually provides opportunities for students and teachers to interact with others to increase appreciation of diverse racial, ethnic, and economic backgrounds. Our athletic teams participate in the Constitution State Conference and the Eastern Connecticut Conference. Participation in these leagues provides our students with exposure to diverse populations in the varied communities in which the competitions take place. Although competition is a vital component of all of our athletic teams, the Ellis philosophy is also dedicated to sportsmanship. Ellis athletes are encouraged to have positive interactions with competitors after all athletic contests. Student participation in SkillsUSA continues to grow. As part of this program, students have an opportunity to meet other students throughout the state. Ellis also had one student attend the national competition this year. These experiences provide our students unique opportunities to interact with students from all over the country. Ellis Tech sponsors an Activity Day, once each month, for all of our students. Clubs are open to all students and the experiences help students develop positive relationships with staff and students. Ellis also had a mix and match lunch this year. Students were encouraged to eat lunch with students they did not know. This helped our students recognize the importance of breaking out of comfort zones and meeting new people. The program was very successful. Ellis also expanded its Senior Mentor program this past year. Seniors were paired with a 9th grade student for the year. Ellis Tech also sponsored speakers who discussed issues of diversity and the importance of personal choice. The life-experiences of these speakers have a profound effect upon our students. Field trips during the school year have provided numerous student opportunities to reduce racial, ethnic, and economic isolation by exposing them to diverse cultures in Providence, Hartford, New York City, Boston, and West Point.

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 Ellis Technical High School, we continue to support our families in the education of our students. Throughout the year, parents, relatives, and siblings are involved in numerous events and activities. Many of our students follow a multigenerational pattern, preceded by parents and grandparents who are alumni of our school.

Our primary parent organization is the Parent-Faculty Organization (PFO), which has many dedicated and involved parents. They support student programs, including the Student Council, opening day events, and graduation. The PFO helped support and organize our Project Graduation, which encouraged students to attend an all-night non-alcoholic event after graduation. Parent input is valued and many parents are included on committees, such as the Reading Committee and CAPT.

Communication between teachers and parents occurs in numerous ways. Many teachers routinely post homework assignments on-line, and contact parents directly by phone. Parents are always encouraged to e-mail or phone teachers. Parent conferences routinely occur throughout the year and parents are always encouraged to visit the school as well.

Parents are routinely encouraged to chaperone various school trips throughout the year. Each year an Open House event is hosted in the evening. Both the trade and academic areas set up displays to showcase student efforts, with students speaking to the parents. On the Thursday prior to Thanksgiving, our Skills USA club cooks and serves meals to senior citizens from our local area.

Ellis Technical High School has a strong history of parent involvement. We continue to encourage and develop home and school communication, while supporting our students as they experience a greater sense of independence.

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	21.2	26.3	47.4	18.3
Writing Across the Disciplines	26.3	32.8	55.0	15.6
Mathematics	47.8	33.1	47.8	53.0
Science	33.3	27.3	42.8	37.3

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	25.2	32.5	39.9	22.0

*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	492	422	507	47.5
Critical Reading	461	424	503	29.8
Writing	465	416	506	31.5
% of Grads Tested	16.8	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	93.0	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, 107 students were responsible for these incidents. These students represent 19% 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	5	0
Personally Threatening Behavior	25	0
Theft	1	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	17	0
Property Damage	1	0
Weapons	0	0
Drugs/Alcohol/Tobacco	9	1
School Policy Violations	86	8
Total	145	9

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	97.0	96.8	92.1	69.4
Cumulative 4-Yr Dropout Rate for Class of 2008	2.3	2.4	6.6	69.5
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	0.8	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
Auto Body Repair	16	81.3	69.2
Automotive Mechanic	12	66.7	87.5
Carpentry	14	78.6	90.9
Drafting: Architectural	6	33.3	50.0
Electrical	13	84.6	63.6
Electronics	16	37.5	33.3
Hairdressing/Barbering/Cosmetology	18	94.4	76.5
Manufacturing Technology	11	81.8	100.0
Masonry	16	75.0	91.7
Plumbing and Heating	9	88.9	87.5

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.

At Ellis Tech, we believe that school improvement must be a continual process. School data teams were formed at the beginning of the year, and these teams met on a regular basis. Teams reviewed educational data and developed improvement strategies to address school and district goals.

Communication with all stakeholders is a critical component of our school improvement process. Ellis Tech continues to use the Principal's Cabinet Committee to facilitate internal communication. This leadership team represents all of the educators within our learning community. Information is presented to the group, discussed, and then action plans are developed.

A member of the Cabinet Committee also attends the monthly PFO (Parent, Faculty, Organization) meetings. This helps facilitate communication with our parents. By communicating directly with the PFO, we are able to present important school information in a timely fashion and receive immediate feedback.

The Ellis Tech faculty embraces the philosophy that "all students can learn." With that belief, Ellis Tech is committed to differentiated instruction. This approach to instruction recognizes that each student is unique and his or her learning needs may be different. Ellis' administrators and our PD committee continue to plan and provide professional development opportunities for our faculty.

Ellis staff members continue to be trained in the Flippen model. The training focuses on how we, as a school community, interact with each other. When this model is properly implemented, it contributes to a positive culture within our building. One of the major components of the process is to make everyone feel welcome and engaged within our learning 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.

Harvard H. Ellis Technical High School has initiated and implemented a number of programs to sustain continued learning, improve student relationships, and foster healthy habits.

The Student Assistance Team (SAT) is a school-based approach to dealing with at-risk students. In the last year, SAT has become more proactive in seeking out referrals to offer earlier assistance in helping students avoid academic and social problems. This group responds to referrals from staff, parents, outside agencies, students' friends, or self-referral.

Student Services has been active in running anger management, social skills and grief counseling groups for small numbers of students. These groups allow the guidance and counseling staffs to help students develop strategies to address difficult situations and improve their relationships with both faculty and other students.

The S.T.A.R.S. group was organized and trained and members are prepared to take a larger role in service to the school community. The Senior Mentor program paired Grade 12 students with incoming freshmen. The seniors contacted the freshmen over the summer to help alleviate concerns they might have about entering high school, and then acted as guides and "buddies" during the opening days of school.

Ellis students ran two blood drives for the American Red Cross. Students were involved both as blood donors and in providing assistance to Red Cross personnel. An increasing number of students participate in athletics. This provides structure and guidelines to motivate students to improve their grades and maintain positive behaviors.
