

**STRATEGIC SCHOOL PROFILE 2007-08**

Connecticut Technical High School Edition

**Eli Whitney Technical High School  
Connecticut Technical High School System**EMMA P. MOORE, Principal  
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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](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Regional Technical High School

School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 529

5-Year Enrollment Change: -3.1%

**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	243	45.9	26.9	23.8
Students Who Are Not Fluent in English	48	9.1	3.2	3.5
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.6
Students with Disabilities	23	4.3	7.8	10.7
Juniors and Seniors Working 16 or More Hours Per Week	41	17.7	32.1	20.2

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,038	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**World Languages:** No world language instruction was provided.

Average Class Size	School	District	State
Algebra I	19.8	19.1	17.9
Biology I	17.7	16.8	18.6
English, Grade 10	20.2	18.2	18.4
American History	16.0	17.2	19.5

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

<b>% Jrs and Srs Enrolled in Course(s) for College Credit</b>	<b>School</b>	<b>District</b>	<b>State</b>
During the 2006-07 School Year	27.5	20.2	28.7

**Minimum Graduation Credits**

The state requires a minimum of 20 credits for graduation.

<b>Number of Credits Required for Graduation</b>	<b>School</b>	<b>State</b>
Required for Class of 2007	27.4	23.1

<b>Class of 2006 – Percent of Graduates Who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>District</b>	<b>State</b>
Algebra I	100.0	98.3	91.9
Chemistry	70.1	33.7	70.1

<b>Special Programs</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	9.1	3.2	3.4
% 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	72.0

**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](http://www.iconn.org).

<b>Instructional Computers and Library Materials</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
# of Students Per Computer	1.4	1.6	2.7
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	100.0	96.8
# of Print Volumes Per Student	11.7	12.8	15.6
# of Print Periodical Subscriptions	24	44	45

**Interactive Distance Learning:** This school utilizes 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, 0.3% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	9.3	12.4	13.8
% with Master's Degree or Above	33.8	36.4	72.2
Attendance, 2006-07: Average # of Days Absent Due to Illness or Personal Time	16.8	12.8	8.9
% Assigned to Same School the Previous Year	67.7	79.8	76.4

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	59.91
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	3.70
	Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.90
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		27.14

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

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	2	0.4
Asian American	2	0.4
Black	236	44.6
Hispanic	251	47.4
White	38	7.2
Total Minority	491	92.8

**Percent of Minority Professional Staff:** 30.3

**Non-English Home Language:** 18.3% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 2.

### 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.

Eli Whitney has a student population composed primarily of students from the Greater New Haven Community with similar racial, ethnic and economic backgrounds. To enhance feelings of self-worth and reduce feelings of isolation, students are exposed to a variety of learning experiences, sensitive curriculum materials, programs and activities that promote a culture of respect among students and teachers. This year students participated in two inter-district programs through ACES that afforded them the opportunity to learn videoconferencing as well as teaming with another CT high school to do research and learn web design. The Center for Culture Youth Summer Arts' Residency Program at Wesleyan University will see more Eli students take the challenge to attend this great program since the door of opportunity was open this year by a student who attended. Exposure to the CBIA Manufacturing Expo, 7th Annual Blood Drive, community service projects; making blankets for children in local hospitals, teaching CPR & 1st aid to 5th graders, volunteering at Soup Kitchens, are all situations that help to break down the barriers of isolation for students. Production work by trade shop students has exposed them to opportunities ranging from catering for community groups to building ticket booths for Yale Bowl has helped to connect students to real life work experiences and prepares them for economic freedom. Students are encouraged and challenged to participate in every educational, technical, culture and community activity afforded them to enhance their skills, to better their neighborhoods and to become proud citizens of this country. To recognize students' achievement academically and personally, we celebrate each marking period with a ice cream social, a honors & high honors breakfast, as well as morning announcements, recognition awards, display of achievements on our website and the year end Awards Assembly, of which parents and business owners are invited to attend. All of these experiences help to prepare students for secondary education, apprenticeships & employment.

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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

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

Eli Whitney staff strives to make the school inviting to parents and to value their role in supporting their child's education. Mandatory Orientation starts the year off with parents & students coming together with administration, guidance and teachers to share goals, expectations and to stress the importance of a partnership. The 9th grade pre-enrichment summer program is a great opportunity to involve freshmen parents in building the culture of school success. On going communication via newsletters, correspondence and personal calls to parents to celebrate the good performance of students has helped to develop a stronger link between home and school. Besides regular scheduled open houses, report card nights, career night, we invite parents to every assembly and activity that recognizes their child. Many of our parents are non English speakers and we make a concerted effort to translate all correspondence into Spanish and utilize our ELL teachers and other bilingual staff to greet and translate whenever a non English speaking parent enters our building. The Parent Faculty Organization continues to provide opportunities for speakers that support home-school partnerships and discussion on topics relevant to parenting skills. The implementation of a school uniform policy allowed parents to have input in the decision making process and it has allowed for more opportunities to communicate our educational purpose and goals to parents. The school website allows greater opportunities for recognizing student achievement that also highlights student engagement in daily learning. Parents visit our website to know what is happening at the school and learn about the things their child is involved in. Articles in the local newspaper, recognizing school production jobs as well as the many achievements of students, has increased the number of alumnus involved in our school. As partners in education, parents, alumnus and community individuals are available to assist the school and students.

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**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](http://www.ctreports.com).

CAPT Subject Area	School	District	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	3.6	27.3	45.5	3.3
Writing Across the Disciplines	9.8	40.5	57.9	3.3
Mathematics	2.7	35.9	50.1	1.1
Science	2.6	31.6	46.3	2.2

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	28.9	31.1	38.9	31.5

\*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 2007 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	404	410	504	14.0
Critical Reading	379	413	502	5.0
Writing	376	404	503	4.5
% of Grads Tested	31.0	33.4	77.6	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District</b>	<b>State High Schools</b>
% Present on October 1	91.7	95.8	94.4

### 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 2006-07 school year, 182 students were responsible for these incidents. These students represent 34.3% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

<b>Number of Incidents by Disciplinary Offense Category, 2006-07</b>		
<b>Offense Category</b>	<b>Location of Incident</b>	
	<b>School</b>	<b>Other Location</b>
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	22	0
Theft	9	0
Physical/Verbal Confrontation	28	0
Fighting/Battery	52	0
Property Damage	1	0
Weapons	17	3
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	237	0
<b>Total</b>	<b>368</b>	<b>3</b>

<b>Graduation and Dropout Rates</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2007	87.9	95.6	92.6	16.7
Cumulative 4-Yr Dropout Rate for Class of 2007	5.7	3.0	6.2	31.7
2006-07 Annual Dropout Rate for Gr. 9 through 12	4.2	2.1	1.7	10.2

<b>Activities of Graduates</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education	66.7	46.1	83.4
% Employed, Civilian and Military	33.3	48.5	12.3

<b>Class of 2007: Percent of Graduates Employed or Available for Employment Who Are Working Full-Time</b>	<b>Number of Graduates</b>	<b>% Employed or Available for Employment</b>	<b>% of Employed or Available Working Full-Time</b>
Automotive Mechanic	9	55.6	100.0
Carpentry	9	44.4	100.0
Culinary Arts	10	20.0	100.0
Drafting: Machine	9	11.1	100.0
Electrical	9	44.4	100.0
Fashion Technology	8	12.5	100.0
Graphic Communications	10	30.0	100.0
Hairdressing/Barbering/Cosmetology	11	9.1	100.0
Manufacturing Technology	7	14.3	100.0
Plumbing and Heating	5	60.0	100.0

<b>Advanced Placement Courses</b>	<b>School</b>	<b>District</b>	<b>State High Sch.</b>
Number of Courses for which Students were Tested	0	0.4	9.1
% of Grade 12 Students Tested	0.0	1.2	21.0
% 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.

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### **SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The school improvement process continues to be the driving force which directs teaching and learning decisions that impact the performance of our students. As a school that has a student population with academic deficiencies, we have implemented a variety of resources to support students who are not performing to their potential. As a CT. Vanguard Partner School, each teacher participates on one of the nine Vanguard standard committees, planning, identifying & implementing school improvement strategies. The 9th & 10th graders are clustered in small learning communities with a focus on instructional strategies to address deficiencies and improve basis skills. Eleventh & twelfth graders are challenged by cross discipline projects and lessons which help students improve their skills by connecting and reinforcing what is learned in trade with academics. Implementation of language arts and math labs during trade technology cycles for all 9th and 10th graders provided extended instructional time and the opportunity for differentiated instruction to strengthen individual skills. English Language Learners (ELL) and/or Special Education (SPED) teachers co-teach in each lab as well as in the small learning clusters. Cluster and lab teachers co-plan together to develop lessons to strengthen instruction and to address individual student needs. Support staff has also been assigned to each cluster to provide additional intervention strategies and support. Professional development focused on strengthening teaching and learning strategies, curriculum development, differentiated instruction, strategic tutoring, whole school initiatives and ways to improve reading and writing skills. Students are introduced to CAPT released items, critical thinking skills, and test taking strategies as freshmen and continue to be reinforced and taught during their sophomore year. CAPT practice sessions for 10th grade students helped to motivate and encourage students to work their hardest on the test. The implementation of Data Driven Decision Making Process in the math department and one of the 9th grader cluster has been a valuable tool in using data to make instructional decisions and improve student performance.

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### **SUPPLEMENTAL SCHOOL INFORMATION**

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

Eli Whitney is proud of its history of providing skilled workers in the greater New Haven area for 50+ years. Aggressive recruitment efforts and overall improvement in the school has provided a steady increase in enrollment, retention of students and staff, and improvement in daily attendance. Eli Whitney is slated for a \$98 million renovation project adding approximately 90,000 sq. feet of educational space. The renovated school will provide an up to date learning environment equipped with the latest technology only to enhance the current academic and trade programs. Students are currently involved in Work Based Learning, Job Shadowing, and mentoring programs and the Alumni Association, as a strong supporter, continues to provide job placement, career exploration and financial assistance to students. Our focus is on delivering powered curricula for both trade technology and academic content, Data Driven Decision Making, District wide Trimester Assessments, differentiated instruction, and school wide strategies for improved student performance, preparing students for CAPT, NOCTI, LAS and meeting the needs of our students. Eli Whitney is proud of its students and accomplishments and strives to improve the overall teaching-learning environment of the school.

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