

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**H. C. Wilcox 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: 727

5-Year Enrollment Change: -0.8%

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	226	31.1	34.2	26.0
Students Who Are Not Fluent in English	15	2.1	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	59	8.1	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	74	23.8	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,046	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): Italian, Spanish.

Average Class Size	School	District	State
Algebra I	17.9	19.9	18.7
Biology I	11.8	16.7	19.3
English, Grade 10	16.0	17.2	19.1
American History	13.2	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	35.7	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	65.7	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	2.1	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*	13.4	12.8	16.0
# of Print Periodical Subscriptions	44	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	16.0	13.1	13.8
% with Master's Degree or Above	42.9	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.1	12.3	8.4
% Assigned to Same School the Previous Year	94.3	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	65.50
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	0.50
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		5.30
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		18.28

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	6	0.8
Asian American	5	0.7
Black	49	6.7
Hispanic	214	29.4
White	453	62.3
Total Minority	274	37.7

Percent of Minority Professional Staff: 12.2

Non-English Home Language: 8.5% 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.

H. C. Wilcox is a school of choice. Students of diverse backgrounds are recruited from the school districts throughout the Middlesex and New Haven County areas. The Wilcox school community affords our students a very diverse environment. In an effort to expand interactions among students with varying backgrounds, we incorporate the following curricular enhancements: nontraditional occupational opportunities, interscholastic athletics, tolerance programs, and world language courses. Students are prepared for life beyond high school. Cooperative work and production programs expose students to the world of work and the diversity found at the worksite. These activities reinforce the virtues of tolerance, cooperation, and diversity. Students are required to execute many large-scale projects and work readily in collaborative teams. 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 Multicultural Awareness Group encourages an appreciation of differences through activities including multicultural event days and presentations from area artists and cultural centers. Students are invited to participate in a series of related events outside and within the state. Developmental guidance seminar groups offer all students an opportunity to exchange views on school and student life.

All vital communication with parents is translated into Spanish for those parents and students who are not fluent in English. Our student recruitment team is comprised of members from a variety of cultural backgrounds. There is an active Peer Mediation Program. The program stresses communication, mutual respect and responsibility for the well being of the school community.

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.

H. C. Wilcox 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. Wilcox'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. As we have in the past and anticipate this year participating in “National Invite Parents to School Day”, and extend the invitation by arrangement throughout the year. The initiative is designed to encourage parent involvement at the secondary school level. 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/Wilcox 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 Wilcox 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	33.7	26.3	47.4	33.3
Writing Across the Disciplines	36.8	32.8	55.0	24.2
Mathematics	35.2	33.1	47.8	35.0
Science	40.9	27.3	42.8	51.4

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	44.3	32.5	39.9	65.9

*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	430	422	507	23.2
Critical Reading	438	424	503	22.1
Writing	427	416	506	19.3
% of Grads Tested	36.4	33.4	74.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.1	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, 99 students were responsible for these incidents. These students represent 14.2% 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	1	0
Personally Threatening Behavior	24	1
Theft	1	0
Physical/Verbal Confrontation	5	1
Fighting/Battery	5	1
Property Damage	1	0
Weapons	4	0
Drugs/Alcohol/Tobacco	14	0
School Policy Violations	68	9
Total	123	12

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	97.2	96.8	92.1	72.1
Cumulative 4-Yr Dropout Rate for Class of 2008	2.1	2.4	6.6	70.5
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	7.9	5.2	82.0
% Employed, Civilian and Military	0.7	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	12	50.0	100.0
Carpentry	8	62.5	100.0
Culinary Arts	19	10.5	100.0
Electrical	13	69.2	100.0
Electronics	8	25.0	100.0
Graphic Communications	8	12.5	100.0
Hairdressing/Barbering/Cosmetology	12	33.3	100.0
Health Technology	11	9.1	100.0
Heating/Ventilation/Air Conditioning	15	46.7	100.0
Hotel/Hospitality Technology	5	20.0	100.0
Information Support and Services	13	7.7	100.0
Manufacturing Technology	6	50.0	100.0
Plumbing and Heating	10	70.0	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.

Wilcox Technical High School's 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. Current observational data shows a need for continued training in the areas of supporting and maintaining a positive school climate and culture. 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 four testing areas. Based upon this data, activities for the 2008 school year will include: Student Problem Identification and Resolution of Issues Together (SPIRIT-a D.O.J. program), 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 H. C. Wilcox 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 New Haven, and the Meriden/Middlesex areas, 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 Wilcox 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 many of the School's Technologies and the Student Council, Multi-Cultural, and SkillsUSA Clubs.

We proudly announce that we are continuing to grow in the areas of athletics and other extra curricular activities to accommodate our growing student population. Come join and share in the support of our many student participants throughout the school 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/Wilcox.
