

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**Oliver Wolcott Technical High School
Connecticut Technical High School System**

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 Connecticut

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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: 741

5-Year Enrollment Change: 10.3%

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	109	14.7	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	59	8.0	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	87	36.0	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,031	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	20.0	19.9	18.7
Biology I	15.0	16.7	19.3
English, Grade 10	16.0	17.2	19.1
American History	16.1	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	30.9	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	98.1	98.9	94.1
Chemistry	75.3	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	2.2	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*	7.2	12.8	16.0
# of Print Periodical Subscriptions	59	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	13.2	13.1	13.8
% with Master's Degree or Above	34.8	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.3	12.3	8.4
% Assigned to Same School the Previous Year	88.4	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	62.25
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	5.00
	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)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		18.19

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	5	0.7
Asian American	5	0.7
Black	15	2.0
Hispanic	24	3.2
White	692	93.4
Total Minority	49	6.6

Percent of Minority Professional Staff: 5.0

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 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.

The composition of Oliver Wolcott's student body is comparable to that of the region. We have a more diverse student population this year than in recent years. Programs implemented to promote diversity include an Exploring Careers program for all freshmen and a visitation day for grade 8 students to experience a day at Oliver Wolcott. Internal policies are designed to promote diversity to include increased racial and ethnic diversity representation among our instructional and support staff. We have planned programs such as Black History Month and assemblies to help to promote cultural awareness. Whenever possible Oliver Wolcott staff tries to plan curriculum based experiences that provide exposure to more diverse populations. Field Trips to foreign countries and to large metropolitan areas such as New York City have broadened the experiences of our student population. Our attendance at the Eastern States Exposition in Massachusetts gives our students exposure to all states in the USA. An International Hair show is presented to the public by our Hairdressing Cosmetology students. Club activities are to designed to promote diversity among students and faculty. The Guidance department is involved in programs for parents and students on various issues in the community. A greater emphasis on school climate will be implemented utilizing professional development activities to show how teachers, parents and students can increase tolerance and mutual respect.

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.

Oliver Wolcott Tech has been an integral part of the local community for many years. We have cultivated a very involved and dedicated Parent – Faculty Organization and Alumni Association which has been instrumental in providing enriching experiences for our students through cultural programs, field trips and hands-on trade programs. At OWTS, we are committed to supporting the family's role in the education of our students. A Principal's newsletter is sent out each marking period to keep parents apprised of events and activities as well as parent mailings on student progress and activities. Evening events are scheduled to accommodate parents and students needs regarding future planning and recognition of achievements. Informal and formal programs are routinely aired on local cable stations and we participate in the systemwide Tech Talk Radio programs. Oliver Wolcott has hired a web coordinator to make the school's web site up to date and informative for parents, community and students. Technology is at the forefront of our instructional program. We are utilizing the LAN system to provide staff and students with greater access to state of the art instructional techniques and sharing them with other Technical High schools and local school districts. Field trips, both local and abroad, provide our students with interactive, cross-disciplinary experiences that promote culture and traditions among students. We are expanding Community College Partnerships and are steadily increasing the number of students involved in Work Based Learning Programs and Adult Education programs. Our Student Council, Skills USA, and National Honor Society are very active in promoting high level of community involvement and recognition of achievement. Our Trade Craft committees are actively involved in providing linkage with the business community.

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	32.3	26.3	47.4	30.1
Writing Across the Disciplines	47.8	32.8	55.0	38.2
Mathematics	43.0	33.1	47.8	46.4
Science	35.0	27.3	42.8	40.0

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	29.8	32.5	39.9	31.3

*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	458	422	507	30.4
Critical Reading	459	424	503	29.3
Writing	443	416	506	24.9
% of Grads Tested	38.3	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, 162 students were responsible for these incidents. These students represent 22.5% 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	17	0
Personally Threatening Behavior	13	1
Theft	6	0
Physical/Verbal Confrontation	1	0
Fighting/Battery	19	2
Property Damage	1	0
Weapons	6	0
Drugs/Alcohol/Tobacco	20	1
School Policy Violations	235	6
Total	318	10

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	97.5	96.8	92.1	72.7
Cumulative 4-Yr Dropout Rate for Class of 2008	2.2	2.4	6.6	70.0
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.3	0.3	2.5	84.2

Activities of Graduates	School	District	State
% Pursuing Higher Education	2.6	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	10	30.0	66.7
Automotive Mechanic	14	42.9	100.0
Carpentry	14	50.0	85.7
Culinary Arts	12	41.7	80.0
Drafting: Machine	14	28.6	50.0
Electrical	10	60.0	100.0
Electronics	10	50.0	40.0
Graphic Communications	16	43.8	71.4
Hairdressing/Barbering/Cosmetology	14	71.4	60.0
Health Technology	19	15.8	66.7
Manufacturing Technology	7	85.7	83.3
Plumbing and Heating	14	78.6	90.9

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	5.0	1.7	21.2
% of Exams Scored 3 or More*	25.0	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.

During the 2008-09 school year, "Data Driven Decision Making" committees determined that "Reading for Information" test scores had been the weakest for several years, although overall results had been strong. 2008 CAPT scores has shown increases in students at or above goal: three percent in math; eight percent in science; eleven percent in writing. In response to a slight decrease in reading scores, the entire faculty received training in the "RAP" strategy and other paraphrasing skills aimed at assisting students in this area. All teachers were required to participate in this school wide strategy by developing lesson plans that incorporated one of the skills from the training sessions. Language arts and mathematics labs continue to be the foundations for development of strategic instruction, and trimester assessments provide benchmarks for instructors in all areas. AP English was offered in grades eleven and twelve, and College Career Pathways and the College Partnership program continued to provide students with opportunities to take college courses for credit while in high school.. In addition, in 2009, 97.6% of eligible students participated in NOCTI testing with 76.4% meeting the national average, compared to 66.2% the previous year.

Attendance figures also reflect improved school climate: Overall attendance was ninety-six percent as compared to ninety-four percent in 2007-08, and forty-nine students achieved perfect attendance, six more than the previous year. Retention figures showed the most dramatic improvement: In 07-08 thirty-four students left the school, while only five did so in 08-09.

Athletics continued to be a source of pride. Two students were chosen as Berkshire League all-stars, one in boys' basketball and one in baseball. Another made all-state in boys' volleyball. Three teams, cross-country, wrestling, and boys' volleyball, participated in state tournaments.

SUPPLEMENTAL SCHOOL INFORMATION

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

OWTS is focusing on powering our curriculum using the Connecticut Frameworks continuum. OWTS has adopted the State Department of Education's Early Reading Success Initiative for comprehensive literacy in the classroom. The faculty will be using the differentiated instruction model and strategic instruction models to ensure high levels of student engagement, assessment and skills. We offer a seven period day schedule that includes electives, labs and tutorial classes. Our extracurricular activities include athletics, art and music shows, clubs and plays. Our special program includes 12 trade offerings and a high school academic diploma. Our goal for this year is to increase CAPT, NOCTI and physical education scores. At the end of each school year our Alumni and Parent Faculty Organization award over \$60, 000 worth of scholarships to our graduating seniors.
