

STRATEGIC SCHOOL PROFILE 2008-09

Connecticut Technical High School Edition

**J. M. Wright Technical High School
Connecticut Technical High School System**JOSEPH LAVORGNA, 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.

TYPE OF SCHOOL

School Type: Regional Technical High School

School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 225

5-Year Enrollment Change: -43.9%

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	113	50.2	34.2	26.0
Students Who Are Not Fluent in English	29	12.9	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	33	14.7	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	26	25.2	27.9	19.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,045	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	22.7	19.9	18.7
Biology I	14.5	16.7	19.3
English, Grade 10	18.7	17.2	19.1
American History	14.5	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	10.5	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	93.5	98.9	94.1
Chemistry	0.0	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	12.9	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	0.8	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*	22.0	12.8	16.0
# of Print Periodical Subscriptions	0	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	13.9	13.1	13.8
% with Master's Degree or Above	40.7	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	15.0	12.3	8.4
% Assigned to Same School the Previous Year	85.2	91.3	87.0

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	24.30
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	2.00
	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		4.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		21.85

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	0	0.0
Asian American	1	0.4
Black	92	40.9
Hispanic	96	42.7
White	36	16.0
Total Minority	189	84.0

Percent of Minority Professional Staff: 16.7

Non-English Home Language: 25.3% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 6.

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.

J.M. Wright Technical High School is a high school for students serious about entering into a career or continuing their education. In a continuing effort to improve upon our successes, J.M. Wright Technical High School, under new building leadership, developed a program with a rigorous academic focus and a strong commitment to the students, parents and the community to prepare its students for success in the 21st century. Wright Tech students wear uniforms consisting of a polo shirt with the school logo and khaki slacks or skirts when attending academic classes. The newly established uniform policy has increased school pride and student self-respect. Vital communications are translated in Spanish for those Hispanic parents not fluent in English. Our Strategic Learning Labs have certified mathematics and language arts instructors, co-teaching with an English Language Learner (ELL) certified teacher and a special education teacher providing all students with the tools to learn. Participation in the Skills USA club gives students opportunities to travel, and to compete with their peers throughout the State and nation. Students participate in field experiences, job skill demonstrations and Work Based Learning (WBL) that include participation with diverse groups of people. Contracts with several nursing homes have recently been signed that will further allow our students' clinical experiences at facilities with a diverse population.

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.

J.M. Wright Technical High School is committed to supporting the family's role in the education of our students. Our School Improvement Plan (SIP) has a section specifically for expressing the importance of home and school communication and support. All families entering J.M. Wright Technical High School sign a Parent Compact with the school's administration. The administration, faculty and staff promise to graduate young adults who: Are ready for the world of work and or higher education; follow the directions of supervisors; are good, caring, decent citizens; take pride in their school; have passed CAPT and NOCTI; are courteous to customers, clients, and visitors; have an opportunity to own and operate a business; and dress for success and safety. For this commitment, the parents agree to make the following commitment: Bring their child to a freshman orientation, report card/meet the teacher evening, and a career selection night; attend all report card conferences; read and understand the student handbook; send their child for academic support if recommended by the school staff; join and remain active in the Parent-Faculty Organization (PFO); check their child's homework; call the school with any questions; and submit doctor notes for absences within 10 days of the occurrence. The PFO is very active and conducts several fundraising activities annually. The money raised goes directly back into programs that support and supplement staff and student activities. A school store was set up by the PFO. It is open before, during and after the normal school day. Students may purchase their school and physical education uniforms, their school supplies (including electronic storage devices), nutritional snacks (only after school) and other miscellaneous goods including clothing with the school logo. Additionally, all trade and technology teachers convened at least two trade advisory meetings appropriate for their technology.

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	20.8	26.3	47.4	17.7
Writing Across the Disciplines	20.8	32.8	55.0	12.9
Mathematics	22.9	33.1	47.8	20.2
Science	18.8	27.3	42.8	20.0

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	26.0	32.5	39.9	22.5

*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 2008 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	348	422	507	2.2
Critical Reading	369	424	503	2.8
Writing	383	416	506	6.1
% of Grads Tested	17.4	33.4	74.5	N/A

Advanced Placement Courses 2007-08	School	District	State High Sch.
Number of Courses for which Students were Tested	4	0.4	10.0
% of Grade 12 Students Tested	N/A	1.7	21.2
% of Exams Scored 3 or More*	100.0	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.

J.M. Wright Technical High School has developed four annual measurable achievement goals for school improvement. The school improvement plan has identified the goals as: Improvement of mathematics performance by reducing below proficiency levels by 10% as measured by CAPT; Improvement of language arts/reading performance by reducing below proficiency levels by 10% as measured by CAPT; Increase the number of highly qualified teachers in core subject areas to 100%; and Improvement of school environment as measured by a school climate inventory; Improvement of the frequency and number of behavioral indicators and a reduction in suspension and expulsion rates by a minimum of 10% and increase in the graduation rate. J.M. Wright Technical High School has formed the Wright Tech Instructional Leadership Team to address the goals of the SIP. Measurable and attainable objectives were identified for each goal and an action plan was developed for each objective to assist in the implementation of the SIP. To assist in school improvement planning, J.M. Wright Technical High school has had all of its academic teachers trained in Data Driven Decision Making (DDDM) and in Data Team protocols. Subject-specific data teams were formed and immediately went to work analyzing tier 1 and tier 2 indicators and began using these indicators along with pre and post classroom assessments to “inform” instruction. Data team meetings are scheduled weekly and each month the data teams will have a professional development afternoon to share data among teams that have a direct impact on student performance. J.M. Wright Technical High School has also formed a pupil personnel data team consisting of guidance counselors, the Dean of Students, the social worker and school psychologist. This team provides data to the entire staff and works closely with teachers and parents; ensuring improved communication, student performance, lower suspension rates, and a higher graduation rate. Additionally, teachers have been trained on the use of Elmo’s, Smart Boards, and Inspiration. An afterschool tutorial program was developed and students who were failing were required to attend with parent permission.

SUPPLEMENTAL SCHOOL INFORMATION

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

J.M. Wright has a rich history with Stamford and its region. As a technical-high school, this institution has helped literally thousands of our residents prepare for careers in business, industry and the construction trades. Many of our graduates have gone on to open businesses that are the life’s blood of this community. J.M. Wright Technical High School has entered into partnerships with Stamford and Norwalk Public Schools as well as expanding our partnership with Norwalk Community College. Our “Dual Enrollment” program allows either juniors or seniors from area public schools to attend J.M. Wright for one year so that they may receive a certificate in Automotive Technology or Culinary Arts. The implementation of a “school store” operated and managed by students, and the PFO, regularly scheduled student recognition assemblies, and our highly successful Peer Mediation Program further stresses communication, mutual respect and responsibility. Wright Tech maintains a small learning environment that promotes civility and respect, self-discipline, teamwork, community and school spirit. Its advantage over other schools is that it trains students for careers in job categories relevant to our local economy, maintains close ties with local employers and institutions of higher learning, focuses on specific job and life skills, and provides its graduates with more options in life from direct employment to further education.
