

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

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

Robert Axon, Principal

Location: 75 Oliver St.
Torrington,
Connecticut

Telephone: 860-496-5300

Website: www.cttech.org/WOLCOTT/index.htm

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, 2012: 659

5-Year Enrollment Change: -8.5%

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	116	17.6	40.3	31.8
Students Who Are Not Fluent in English	0	0.0	2.6	3.8
Students Identified as Gifted and/or Talented	3	0.5	1.0	5.0
Students with Disabilities	46	7.0	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	91	29.1	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,078	1,027

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

Average Class Size	School	District	State
Algebra I	19.4	18.7	17.6
Biology I	17.0	17.6	18.6
English, Grade 10	20.8	17.8	19.0
American History	15.1	17.1	19.8

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 2011-12 School Year	8.0	13.3	36.2

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 2012	29.0	23.8

Class of 2012 – Percent of Graduates Who Earned Credit in Selected Subjects	School	District	State
Algebra I	100.0	100.0	92.0
Chemistry	81.1	40.6	73.8

Special Programs	School	High Schools	
		District	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	2.6	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	N/A	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	100.0	99.9	72.5

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	2.0	1.6	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	11.2	13.2	16.0
# of Print Periodical Subscriptions	57	31	34

*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, 42.4% 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	15.1	13.0	13.9
% with Master's Degree or Above	32.3	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	12.0	14.4	8.6
% Assigned to Same School the Previous Year	92.3	88.1	87.9

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	57.80	
	Paraprofessional Instructional Assistants	1.00	
Special Education:	Teachers and Instructors	5.00	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		4.34	
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		18.37	

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	7	1.1
Black	9	1.4
Hispanic	46	7.0
Pacific Islander	0	0.0
White	591	89.7
Two or more races	5	0.8
Total Minority	68	10.3

Percent of Minority Professional Staff: 6.8

Non-English Home Language:

2.4 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

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. Currently 5% of our student population is of a diverse background. Programs implemented to promote diversity include a mentoring program, a Student Leadership class for all freshmen five days per week, a club program, 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 assemblies to help 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 participation in the Constitution State Conference gives our students exposure to all races and students throughout the state through competition. Club day and afterschool activities are 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. An emphasis on school climate utilizing professional development activities to show how teachers, parents and students can develop positive relationships, increase tolerance and enhance mutual respect is ongoing.

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 a proud and integral part of the local community for many years. We have cultivated a very involved and dedicated Parent Faculty Organization and Alumni Association which have been instrumental in providing enriching experiences for our parents and students through cultural programs, field trips and hands-on trade programs. At Oliver Wolcott, we are committed to supporting the family's role in the education of our students and have an established Family Engagement Center. We have been recognized nationally for two consecutive years for our outstanding family engagement programs. Our guidance department regularly sends out mailings on student progress and activities and we utilize the "School Messenger" system to notify parents of upcoming events via phone and email. Our Administration is a regular fixture at evening events which 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. Wolcott Tech maintains a website (<http://www.cttech.org/wolcott>) to showcase important information and happenings. Technology is at the forefront of our instructional program. We are utilizing a wireless network 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 continue to expand Community College Partnerships and are steadily increasing the number of students involved in work based learning programs. Our Student Council, SkillsUSA and National Honor Society are very active in promoting a high level of community involvement and recognition of achievement. Our trade 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 Percent Meeting Goal	To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Reading Across the Disciplines	31.7	24.8	48.5	30.6	
Writing Across the Disciplines	50.6	39.8	62.1	32.1	
Mathematics	45.1	33.6	52.4	43.4	
Science	32.9	30.6	48.8	31.5	
Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard	
Grade 10	31.9	35.1	51.4	21.9	

*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 2012 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	469	426	503	39.5
Critical Reading	479	436	499	43.7
Writing	466	426	504	35.3
% of Grads Tested	49.7	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	95.4	95.4	94.3

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 2011-12 school year, 169 students were responsible for these incidents. These students represent 25.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 1 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	3	0
Sexually Related Behavior	3	3
Personally Threatening Behavior	12	1
Theft	8	0
Physical/Verbal Confrontation	15	1
Fighting/Battery	17	1
Property Damage	7	0
Weapons	9	0
Drugs/Alcohol/Tobacco	16	4
School Policy Violations	219	29
Total	309	39

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.5	95.9	84.8	89.0
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.4	0.2	2.1	64.1

Activities of Graduates	School	District	State
% Pursuing Higher Education	43.4	38.6	82.6
% Employed, Civilian and Military	44.0	42.1	9.8

Class of 2012: 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	10.0	100.0
Automotive Mechanic	15	53.3	87.5
Carpentry	12	33.3	25.0
Culinary Arts	10	10.0	100.0
Drafting:Machine	16	0.0	N/A
Electrical	15	33.3	60.0
Electronics	10	0.0	N/A
Graphic Communications	14	14.3	0.0
Hairdressing/Barbering/Cosmetology	12	16.7	50.0
Health Technology	17	5.9	100.0
Manufacturing Technology	15	40.0	100.0
Plumbing and Heating	13	53.8	71.4

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	1	0.6	11.1
% of Grade 12 Students Tested	7.9	1.7	28.6
% of Exams Scored 3 or More*	46.2	25.4	71.1

*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.

The focus of the School Improvement Plan is a collaborative effort of administration and faculty through the work of teams that develop and implement goals and activities that align with district initiatives. Data teams develop a process of evaluating student achievement through the analysis of student work and formative assessments. A student climate team has been developed to increase student input into the school improvement process. Professional development activities are focused on supporting the school improvement plan, to allow for continual monitoring in techniques, strategies and programs. Language arts and mathematics labs continue to be the foundation for development of strategic instruction and remediation, and district wide assessments and common formative assessments provide benchmarks for instructors in all areas. AP English is offered in grades eleven and twelve, and College Career Pathways and the College Partnership program continue to provide students with opportunities to take college courses for credit while in high school.

SUPPLEMENTAL SCHOOL INFORMATION

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

Oliver Wolcott utilizes a web-based grading and information system, PowerSchool, which has enhanced communication between faculty and staff. Parents have access to view their students' records on a daily basis. Oliver Wolcott maintains its traditions and demands nothing less than the best education for each and every student. The faculty uses the differentiated instruction model and strategic instruction models to ensure high levels of student engagement. Ongoing summative and formative assessments ensure that skills are being attained. We offer a seven period day schedule that includes electives, labs and tutorial classes. Our special program includes 12 trade offerings and a high school academic diploma. Our ongoing goals include increasing scores in the Connecticut Academic Performance Test (CAPT), National Occupational Competency Testing Institute (NOCTI), and Connecticut Physical Fitness Assessment. At the end of each school year, our Alumni and Parent Faculty Organization awards over \$60,000 worth of scholarships to our graduating seniors.
