

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

Vinal Technical High School**Connecticut Technical High School System**

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 Connecticut

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Website: www.cttech.org/VINAL/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: 640
 5-Year Enrollment Change: 9.0%

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	170	26.6	40.3	31.8
Students Who Are Not Fluent in English	1	0.2	2.6	3.8
Students Identified as Gifted and/or Talented	8	1.3	1.0	5.0
Students with Disabilities	92	14.4	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	85	41.9	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,053	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	20.0	18.7	17.6
Biology I	13.0	17.6	18.6
English, Grade 10	15.9	17.8	19.0
American History	18.9	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	34.3	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	65.6	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	0.2	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	1.3	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*	18.4	13.2	16.0
# of Print Periodical Subscriptions	21	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	13.3	13.0	13.9
% with Master's Degree or Above	45.3	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	15.8	14.4	8.6
% Assigned to Same School the Previous Year	84.4	88.1	87.9

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	54.26
	Paraprofessional Instructional Assistants	0.63
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		7.84
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		5.70
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		21.91

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	3	0.5
Asian American	3	0.5
Black	69	10.8
Hispanic	79	12.3
Pacific Islander	1	0.2
White	468	73.1
Two or more races	17	2.7
Total Minority	172	26.9

Percent of Minority Professional Staff: 6.4

Non-English Home Language:

1.4 % 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.

Vinal Technical High School makes an ongoing effort to increase awareness about individual differences and diversity within our school community. Full access and information to prospective students is disseminated through a school-wide recruitment program. Presentations are done for prospective students of diverse backgrounds from 27 sending towns. As a result, our student body has a growing cultural diversity reflective of this large geographic area. In conjunction with Hartford's Regional School Choice Office, Vinal recruits students from under-represented minority groups to attend and continues to offer a summer "Techno Camp" program to service both Hartford and Middletown-area students during the summer. The Vinal website (<http://www.cttech.org/vinal>) allows our school to communicate well beyond the local community in reaching a variety of diverse and prospective applicants. Academic curricular material, as well as library books and resources, include samples of culturally diverse authors, as well as fictional and non-fictional text. Students and teachers participated in activities designed to educate our students about tolerance and diversity including: Student Council and CAS Leadership Conferences; SkillsUSA competitions; a Diversity Club; and National Honor Society and SkillsUSA community service projects. Diversity Team members presented workshops to incoming freshmen on bigotry, racism and harassment.

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.

Vinal continues to be an active member of the National Network of Partnership Schools providing opportunities for collaboration among the school, families and community partnerships. Our promising practices allow Vinal parents to be informed about the policies, procedures, aims and expectations that exist throughout the school. Frequent and positive school-to-home communication include the Vinal website, district and school newsletters, Principal's letters, bulletins, annual open houses in the fall, an incoming student/parent orientation program, Back to School Night, and Career Night. Additional communication is through student/parent handbooks, Parent Teacher Association notices, presentations on specific topics such as internet safety, graduation, financial aid, and worksite experience programs, as well as public invitations to special school programs and activities such as SkillsUSA and graduation planning. Personal contact to promote two-way communication is made through phone calls, parent-teacher conferences, e-mail, voice mail and a daily automated attendance call system. Families are informed about information important to student success including school safety, curriculum, learning objectives, methods and results of statewide-wide CAPT assessment, senior year technology assessments, and discipline codes. Parents provide input for Vinal's accreditation reviews, participate in technical advisory board committees, Climate Committee, Admissions Advisory Committee, Student Assistance Team, sports banquets, awards nights, athletic events, performances, assist with fundraisers, and serve as chaperones for field trips and proms. In addition, parents are invited in for all school functions, such as pep rallies, Field Day, and college fairs. Vinal also has an active family engagement program. This program, which is driven by a committee comprised of parents, students, teachers and administrators, looks at ways to increase family involvement in school activities. As a result of this committee, Vinal now offers a family engagement room for parents to use when visiting, has increased the numbers of communications to families and the ways in which those communications are made, and even now invites families to attend school field trips that their children attend as part of the curriculum. Most recently, Vinal has been awarded national recognition for hosting a Family Digital Summit to help parents and students stay savvy and safe online.

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	20.5	24.8	48.5	18.9	
Writing Across the Disciplines	46.0	39.8	62.1	26.0	
Mathematics	42.9	33.6	52.4	39.3	
Science	38.5	30.6	48.8	39.1	

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	27.8	35.1	51.4	14.8

*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	419	426	503	20.5
Critical Reading	432	436	499	20.0
Writing	425	426	504	18.9
% of Grads Tested	45.6	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.7	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, 196 students were responsible for these incidents. These students represent 32.2% 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, 4 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	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	32	18
Theft	0	0
Physical/Verbal Confrontation	29	2
Fighting/Battery	10	0
Property Damage	2	0
Weapons	7	0
Drugs/Alcohol/Tobacco	16	34
School Policy Violations	233	44
Total	331	98

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	96.2	95.9	84.8	77.0
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.0	0.2	2.1	100.0

Activities of Graduates	School	District	State
% Pursuing Higher Education	42.4	38.6	82.6
% Employed, Civilian and Military	47.2	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	9	44.4	100.0
Automotive Mechanic	10	60.0	100.0
Carpentry	12	75.0	100.0
Culinary Arts	16	18.8	100.0
Drafting:Machine	6	50.0	100.0
Electrical	18	66.7	100.0
Electromechanical	12	33.3	100.0
Hairdressing/Barbering/Cosmetology	10	50.0	100.0
Heating/Ventilation/Air Conditioning	15	86.7	100.0
Information Support and Services	6	16.7	100.0
Manufacturing Technology	11	72.7	100.0

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	0	0.6	11.1
% of Grade 12 Students Tested	0.0	1.7	28.6
% 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.

Vinal Technical High School creates and implements a school improvement plan that is updated throughout the year. Last year, Vinal Tech sophomores scored gains in all four areas of the Connecticut Academic Performance Test, including an increase of 19 percentage points in reading. This year, the major focus areas of the plan are school climate, reading and mathematics. In math and reading, teachers will be using new assessment approaches to measure student progress towards learning goals as they integrate both the new Connecticut teacher evaluation system and the Common Core State Standards into the classroom. In the area of school climate, Vinal Tech works with students to implement a community service requirement, provide programs to teach workplace skills, and teach conflict resolution skills. For 9th grade students, a student leadership class is required to help students learn a wide range of skills which promote social competency and aid in seeking employment or education. Also, the school has a reading program which features 20 minutes of uninterrupted reading time every day for all students. A career development class is required for older students to help them plan for post-secondary employment or education and requires them to create an individual portfolio to showcase the skills they have learned at Vinal Technical 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.

Vinal offers an outstanding Work Based Learning (WBL) program. In this program, junior and senior students are eligible to find employment in their trade areas during the school day. Last year, almost 70 students were able to take part in this program. We work with our students to promote excellence as both students and employees. We are frequently recognized by SkillsUSA for our achievement in vocational and technical education. SkillsUSA is a national organization that supports student achievement in technical and vocational secondary programs. Annually, we send a number of students to Kansas City, MO to compete in national SkillsUSA competitions. Currently, we have three students serving on the State Executive Council for SkillsUSA, and students took home several medals at the national SkillsUSA competition.
