

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

Emmett O'Brien Technical High School**Connecticut Technical High School System**

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Location: 141 Prindle Ave.
Ansonia,
Connecticut

Telephone: 203-732-1800

Website: www.cttech.org/OBRIEN/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: 557
5-Year Enrollment Change: 5.1%

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	192	34.5	40.3	31.8
Students Who Are Not Fluent in English	3	0.5	2.6	3.8
Students Identified as Gifted and/or Talented	0	0.0	1.0	5.0
Students with Disabilities	47	8.4	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	49	20.1	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,035	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	27.8	18.7	17.6
Biology I	17.5	17.6	18.6
English, Grade 10	24.3	17.8	19.0
American History	18.3	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	9.2	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	48.5	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	0.5	2.6	3.6
% 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	72.5

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	1.8	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*	14.1	13.2	16.0
# of Print Periodical Subscriptions	16	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	14.6	13.0	13.9
% with Master's Degree or Above	25.5	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	14.9	14.4	8.6
% Assigned to Same School the Previous Year	86.3	88.1	87.9

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	45.20
	Paraprofessional Instructional Assistants	1.00
Special Education:	Teachers and Instructors	3.70
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		4.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		3.00
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		16.95

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	1	0.2
Asian American	7	1.3
Black	41	7.4
Hispanic	116	20.8
Pacific Islander	0	0.0
White	390	70.0
Two or more races	2	0.4
Total Minority	167	30.0

Percent of Minority Professional Staff: 6.9

Non-English Home Language:

6.3 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11.

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.

Racial, ethnic and economic isolation are mitigated through recruitment from a variety of school districts throughout the Lower Naugatuck Valley and the New Haven County area. Emmett O'Brien Technical High School (EOB) 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 EOB Awareness Group encourages a climate of tolerance, sensitivity and respect for people of all backgrounds, genders, races, religions and abilities through a variety of programs including recognition of cultural holidays and celebrations. Students have been invited to participate in a series of events and clubs which have included field trip experiences to New Haven's Long Wharf Theater, participation in the GSA or Diversity Club and attending the Annual True Colors Conference. Activities are developed to promote and address certain needs within our community, for example "EOB goes Pink", Red Cross blood drives and food and clothing drives. The peer mediation program stresses communication, respect and responsibility for all, to further enhance our peer to peer intergroup exchange.

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.

Emmett O'Brien 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. O'Brien'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, attend recognition assemblies or compete in athletics. Additionally, the Parent Engagement Center provides parents with the opportunity to attend recognition and planning programs that focus on school improvement throughout the school year. Parents have the ability to communicate directly with teachers by email or by phone. They also have the ability to check their child's progress by logging into the PowerSchool Parent Portal using their specific log-in information provided by direct mailings. We are pleased to continue our positive relationship within the community in which our students receive training and employment experiences through work based learning. Our students also benefit from participating in the Sikorsky mentoring program, as well as the Career Pathways articulation agreement with Gateway Community College and the Bridges Program with Housatonic Community College. The Student Assistance Team (SAT) works with 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/OBRIEN is used regularly by the principal and the faculty to post important information, and it is updated to include important events, newsletters and community service announcements. The O'Brien Parent Faculty Organization (PFO) is active and meets regularly. The PFO has a link on the school website. To keep parents up to date with current events and activities, parents receive information via phone, text messages and email through School Messenger.

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	16.8	24.8	48.5	16.3	
Writing Across the Disciplines	42.7	39.8	62.1	21.9	
Mathematics	30.1	33.6	52.4	25.0	
Science	28.7	30.6	48.8	26.4	

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	26.3	35.1	51.4	14.3

*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 2012 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	406	426	503	16.3
Critical Reading	420	436	499	16.8
Writing	421	426	504	16.8
% of Grads Tested	29.2	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.6	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, 189 students were responsible for these incidents. These students represent 34.6% 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	2	1
Sexually Related Behavior	1	0
Personally Threatening Behavior	18	1
Theft	4	0
Physical/Verbal Confrontation	29	4
Fighting/Battery	14	3
Property Damage	2	3
Weapons	0	1
Drugs/Alcohol/Tobacco	14	22
School Policy Violations	316	38
Total	400	73

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.0	95.9	84.8	83.8
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.2	0.2	2.1	79.7

Activities of Graduates	School	District	State
% Pursuing Higher Education	37.7	38.6	82.6
% Employed, Civilian and Military	59.2	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
Automotive Mechanic	17	11.8	100.0
Carpentry	14	21.4	100.0
Culinary Arts	14	0.0	N/A
Drafting:Machine	12	16.7	50.0
Electrical	15	33.3	60.0
Electronics	6	33.3	50.0
Hairdressing/Barbering/Cosmetology	13	38.5	60.0
Heating/Ventilation/Air Conditioning	13	15.4	100.0
Manufacturing Technology	13	61.5	100.0
Plumbing and Heating	13	61.5	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.

O'Brien's school 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 research based instructional (SRBI) strategies and activities are planned as interventions to improve student achievement of goals to meet school and district needs. Data 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, opinionnaires, group evaluation, self-evaluation and project-based assessments. 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. 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 their peers in other schools in the county by scoring at or above goal in the areas of math, science and writing. Based on this data, activities for the 2012-13 school year included: strategic tutoring, applying new instructional methods, collaborative planning, examining student work and setting Specific Measurable Attainable Realistic and Timely (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 Emmett O'Brien 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's vision recognizes that people from many cultures work and live in Naugatuck Valley, 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. Multicultural education at O'Brien 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 the Student Council, Key Club, National Honor Society (NHS) and Skills USA Clubs. The school is involved in canned food drives (Harvest House), the design and construction of storage units for Harvest House, a holiday dinner to benefit the needy and elderly, the collection of essential items for our servicemen, American Red Cross blood drives, clothing drives, Toys for Kids, and "EOB goes Pink" collections for cancer research in collaboration with Griffin Hospital. There is also an "EOB goes Red" day to raise funds for the American Heart Association. The EOB NHS sponsored a "Buddy Walk" for the whole school community to participate in raising awareness for the Down Syndrome Society. We have also invited the community to participate in various other activities with us such as "Pin Wheels for Peace". We work collaboratively with Griffin Hospital VITAHLs, the Valley Council for Health and Human Services (TEAM), the Birmingham Group, the Concerned Citizens for Peoples with Disabilities, the Naugatuck Valley Health District and the Valley United Way throughout the year in a number of community service events. More information is available on our school website (www.cttech.org/OBRIEN)
