

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

Ella T. Grasso Southeastern Technical High School**Connecticut Technical High School System**

Daniel R. Mello, Asst. Principal
 Patricia M. Feeney, Asst. Principal

Location: 189 Fort Hill Rd.
 Groton,
 Connecticut

Telephone: 860-448-0220

Website: www.cttech.org/GRASSO/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: 573
 5-Year Enrollment Change: -2.7%

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	214	37.3	40.3	31.8
Students Who Are Not Fluent in English	32	5.6	2.6	3.8
Students Identified as Gifted and/or Talented	0	0.0	1.0	5.0
Students with Disabilities	67	11.7	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	79	28.4	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,036	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	17.8	18.7	17.6
Biology I	14.2	17.6	18.6
English, Grade 10	13.7	17.8	19.0
American History	11.8	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	1.7	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	54.1	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	5.6	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	1.4	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*	12.6	13.2	16.0
# of Print Periodical Subscriptions	37	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	12.0	13.0	13.9
% with Master's Degree or Above	30.8	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	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	57.86	
	Paraprofessional Instructional Assistants	0.50	
Special Education:	Teachers and Instructors	5.70	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		4.04	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		7.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		19.42	

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	1.4
Asian American	4	0.7
Black	58	10.1
Hispanic	188	32.8
Pacific Islander	4	0.7
White	299	52.2
Two or more races	12	2.1
Total Minority	274	47.8

Percent of Minority Professional Staff: 14.3

Non-English Home Language:

17.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 9.

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.

Grasso Southeastern Technical High School makes an ongoing effort to increase awareness of individual differences and diversity within our school community. An intensive recruitment program provides full access and information to prospective students through presentations to at least seventeen sending towns with the intent to increase awareness of our offerings to prospective students of diverse backgrounds. As a result, our student population represents an ethnically diverse cross-section of the area's population. The Grasso web page allows our school to reach a variety of diverse and prospective students. Our recruitment efforts include hosting an annual "Counselors' Breakfast" for sending school staff and holding an Open House event to acquaint students, parents and community members with our staff and to present our rich academic and trade curriculum. The social studies, English and Reading curricular material, in addition to the library books and resources, include a variety of culturally diverse authors and topics. Students and teachers participate in activities designed to educate our students about tolerance and diversity. Activities include the Community Coalition for Children Conference, Skills USA competitions, student/teacher participation in the True Colors Club and True Colors Conference and an Interact Club. We also participate in the national initiative called Mix It Up Day. These programs, offered in combination with a high level of community collaboration, allow us to maintain a prominent position as a high school of choice. Grasso offers an after school academic success and enrichment program (ACE) to provide students with supports for challenging academic assignments, homework and to enhance basic reading and math skills. Transportation is provided for most of our sending towns' students. Grasso has two full time English Language Learner (ELL) teachers who provide support for our ELL students.

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.

At Grasso, we are committed to supporting the family's role in the education of our students. We believe higher-performing schools effectively involve families and community. We are continuing our strong efforts to link school-family-community partnerships; we continue to provide many opportunities for parental involvement through our Family Engagement Initiative. Family engagement makes it possible for our school to develop partnerships with our families to enhance student achievement. Various activities, speakers and dinners are planned throughout the year. We have also created a welcoming place, the Family Engagement Center, in our school that invites parents to come in and access their child's grades, course curriculums and other information about Grasso. It is a place where parents can meet to become more familiar with our school. We are in the process of creating an outdoor space for a "Family Reading Garden", which is being funded by a grant from Lowe's. The school website provides all the information that a parent needs to know, and the school website is used regularly by the principal and the faculty to update information about events and activities. In the past few years, we have provided parents the opportunity to view their child's grades, attendance, missing work, assignments due and due dates through our web based Power School Parent Portal. Parents are able to access this online on a daily basis. We offer Power School/Parent Portal trainings throughout the year at nightly events. Staff encourages parents and students to log into Power School on a regular basis. Parents also have direct access to faculty via email and phone. Our School Messenger system allows us to send phone/email messages to all students homes quickly and easily. This messenger service is used to notify parents of emergencies, up-coming events and general information that parents need to know as soon as possible. Throughout the year, we invite the parents to attend a Parents Night, which allows parents to meet their child's teachers and to receive information on expectations and a broad overview of the curriculum. Career night is an opportunity for parents to visit and explore the shop choices that their child has chosen as their prospective trade. We hold an Open House for parents and prospective students for the next school year. We also hold a Freshmen Orientation informational meeting in the spring for the new students and their families. Grasso has an active Parent Faculty Organization that meets every month.

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	18.4	24.8	48.5	17.3	
Writing Across the Disciplines	25.2	39.8	62.1	11.2	
Mathematics	25.2	33.6	52.4	19.4	
Science	23.3	30.6	48.8	20.3	

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	47.0	35.1	51.4	48.0

*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	396	426	503	13.7
Critical Reading	397	436	499	11.1
Writing	404	426	504	13.2
% of Grads Tested	39.0	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	94.2	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, 141 students were responsible for these incidents. These students represent 24.7% 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, No 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	2
Sexually Related Behavior	1	0
Personally Threatening Behavior	10	4
Theft	4	2
Physical/Verbal Confrontation	15	2
Fighting/Battery	19	1
Property Damage	7	4
Weapons	2	0
Drugs/Alcohol/Tobacco	10	3
School Policy Violations	214	21
Total	284	39

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	94.2	95.9	84.8	65.4
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	45.2	38.6	82.6
% Employed, Civilian and Military	47.3	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	11	54.5	100.0
Automotive Mechanic	14	50.0	100.0
Bioscience Environmental Technology	11	9.1	100.0
Carpentry	15	66.7	100.0
Culinary Arts	23	13.0	100.0
Drafting:Machine	16	6.3	100.0
Electrical	10	80.0	100.0
Hairdressing/Barbering/Cosmetology	11	18.2	100.0
Hotel/Hospitality Technology	12	16.7	100.0
Information Support and Services	12	8.3	100.0
Plumbing and Heating	11	81.8	88.9

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	4	0.6	11.1
% of Grade 12 Students Tested	10.7	1.7	28.6
% of Exams Scored 3 or More*	17.6	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.

Grasso Tech's school improvement plan focuses on student learning and achievement as well as promoting a positive school climate. Our professional development framework is designed around four data driven components: (1) the implementation of high quality curriculum aligned with State Curriculum Frameworks or National Standards that ensures all students learn at high levels; (2) classroom instruction that utilizes differentiated instruction strategies; (3) climates of mutual respect and student self-regulation; and (4) a systematic approach to the use of data assessments to make informed and educationally sound decisions. Our goal is to improve student performance in both the academic and trade technology content areas including the Connecticut Academic Performance Test, Smarter Balance, STAR Reading and Math, and skills based trade assessments. Our school wide data team focuses on measurable goals related to improving student performance in math, reading and school climate. We have data teams for all content areas and the trades who are committed to gathering and analyzing data for the purpose of improving teaching and learning. Each data team sets Specific Measurable Realistic and Timely (SMART) goals. In addition, each trade area has a Trade Technology Advisory Committee which continues to provide an important link between Grasso and the professionals in our community. School Climate planning includes our Senior Mentor program, which involves pairing seniors with freshmen on the first day of school. The pairs participate in a variety of activities together, and the senior mentors meet with their mentees during the year to ensure that the freshmen are transitioning successfully into high school. Grasso is involved with a team development organization, Cornerstones. The program is specifically designed with the intent to help foster positive climate. Our freshmen participate in this program throughout the year through many team building activities. These activities promote the creation of a school wide culture and climate that supports a safe learning environment and discourages bullying of any kind.

SUPPLEMENTAL SCHOOL INFORMATION

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

N/A
