

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

A. I. Prince Technical High School**Connecticut Technical High School System**

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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, 2012: 778

5-Year Enrollment Change: 33.9%

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	537	69.0	40.3	31.8
Students Who Are Not Fluent in English	41	5.3	2.6	3.8
Students Identified as Gifted and/or Talented	6	0.8	1.0	5.0
Students with Disabilities	61	7.8	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	27	8.0	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,029	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	19.3	18.7	17.6
Biology I	18.1	17.6	18.6
English, Grade 10	17.2	17.8	19.0
American History	22.9	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	16.6	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	22.6	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	5.3	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	1.4	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*	16.5	13.2	16.0
# of Print Periodical Subscriptions	0	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	13.9	13.0	13.9
% with Master's Degree or Above	37.3	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	16.1	14.4	8.6
% Assigned to Same School the Previous Year	93.3	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	67.60	
	Paraprofessional Instructional Assistants	1.31	
Special Education:	Teachers and Instructors	6.00	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		1.91	
Administrators, Coordinators, and Department Chairs		8.20	
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		23.05	

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.4
Asian American	5	0.6
Black	254	32.6
Hispanic	440	56.6
Pacific Islander	0	0.0
White	70	9.0
Two or more races	6	0.8
Total Minority	708	91.0

Percent of Minority Professional Staff: 20.2

Non-English Home Language:

22.0 % 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.

In order to reduce racial, ethnic and economic isolation, A.I. Prince continues to recruit from sixteen towns in the Greater Hartford area. The recruitment team has been successful in promoting urban and technical education encouraging diversity within the enrollment. Prince continues to expand recruiting to under-represented towns in response to the Sheff initiative. Prince still maintains a female population that exceeds the male population with the number of females choosing non-traditional trades increasing each year. Students, staff and parents participate in our annual multicultural celebrations including Black History Month and Caribbean Culture. The school continues with a "Women's History Month" celebration focusing on successful female students. The school has also added a program involving outstanding young men. We continue to participate in the Hill-Stead Museum's Sunken Garden Poetry Contest encouraging urban students to write and perform poetry. The support staff of the school continues to provide group programs on leadership, teen parenting, male responsibility and sexual orientation through its participation in True Colors. The administration and district consultants continue to provide leadership with regard to differentiated instruction especially concerning English Language Learners and Special Education students. The school is one of six technical high schools that has a cohort of student leaders participating in the Mosaic Program to build on student leadership especially around issues of diversity and school climate. We continue to participate in programs such as UCONN Symposium for Science and Humanities, CT. Youth Forum, Outward-Bound and Skills USA. The school instituted mandatory academic uniforms in 2006. We continue to operate a multicultural dance troupe that travels throughout the state performing for other schools and giving workshops. In addition, the school continues to encourage students to participate in work-based learning.

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.

A.I. Prince maintains a cycle of official parent communications including report cards each quarter. Parent communication is enhanced through the availability of the parent portal of the district's student information system. The school also manages all parent communications mandated by NCLB as well as district and state requirements for English Language Learners and Special Education students. In addition, the school has implemented a series of interventions that call for administrator/guidance teams to monitor student progress each cycle with continuous parent contact and meetings to strategize for student success. This series of interventions is a precursor to the full involvement of the Student Assistance Team (SAT). The school also utilizes an automated call system to notify the home each time a student is absent from school. The district has a clear attendance policy that calls for specific reasons to excuse absences that are clearly communicated to parents in the Student/Parent Handbook and all orientations. A.I. Prince has constituted a Governance Council and operates several Family Engagement events each year. Evening programs, including Open House, Parent/Teacher Conferences and Career Night, provide opportunities to learn about school offerings as well as gain insight into the progress of their own child. Parents and students are encouraged to participate in Trade Technology Advisory Committee meetings that occur in each trade area three times per year. The school created a Family Resource Center in 2010-2011. The principal will also continue a weekly conversation with small groups of students called, "Breakfast with the Principal."

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	12.0	24.8	48.5	10.7	
Writing Across the Disciplines	29.1	39.8	62.1	13.3	
Mathematics	12.9	33.6	52.4	10.7	
Science	8.5	30.6	48.8	9.1	

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	62.8	35.1	51.4	83.2

*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	375	426	503	8.9
Critical Reading	391	436	499	10.0
Writing	397	426	504	11.6
% of Grads Tested	56.8	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	96.0	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, 182 students were responsible for these incidents. These students represent 24.1% 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	1	1
Sexually Related Behavior	1	0
Personally Threatening Behavior	18	3
Theft	3	1
Physical/Verbal Confrontation	40	5
Fighting/Battery	20	6
Property Damage	2	0
Weapons	0	0
Drugs/Alcohol/Tobacco	12	2
School Policy Violations	180	20
Total	277	38

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	92.9	95.9	84.8	59.2
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	40.0	38.6	82.6
% Employed, Civilian and Military	12.9	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	22.2	100.0
Automotive Mechanic	15	20.0	66.7
Carpentry	17	17.6	100.0
Culinary Arts	21	14.3	100.0
Electrical	12	8.3	100.0
Fashion Technology	9	0.0	N/A
Graphic Communications	12	0.0	N/A
Hairdressing/Barbering/Cosmetology	16	6.3	0.0
Information Support and Services	14	0.0	N/A
Manufacturing Technology	13	7.7	100.0
Masonry	1	0.0	N/A
Plumbing and Heating	16	31.3	80.0

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	3	0.6	11.1
% of Grade 12 Students Tested	0.6	1.7	28.6
% of Exams Scored 3 or More*	33.3	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.

A.I. Prince maintains a School Improvement Plan supporting the district's goals and initiatives, and it is revised each year. The school has instituted data-driven decision making and data teams in an effort to utilize data to drive school improvement efforts. The School Improvement Plan is driven by school-wide data concerning academic achievement and reflects current research on school improvement and student achievement. The School Improvement Plan focuses on the use of non-fiction reading and writing across the disciplines and trade areas as a means of improving student achievement in all areas. Current and recent data indicate a gradual improvement with regard to CAPT in all areas, especially reading and science. Math scores remain a concern with incremental growth in that area. English language learners have shown steady improvement on overall scores on the Language Assessment Scales (LAS Links). The district and the school continue to stress differentiated instruction as well as strategic learning. Research-based strategies in language arts and McRel strategies in Math are being utilized in mandatory Language Arts and Math labs for ninth and tenth graders during the trade cycle. The school has completed a full renovation. Students and staff have moved into the new academic and trade wings which include all new classrooms with state of the art instructional technology, new industry-standard trade equipment, as well as a new library media center. The school has increased the number of available computers in the Library Media Center and school wide as well as increased expenditures to expand the print collection. Finally, as part of the school's ongoing efforts to improve school climate, mandatory academic uniforms have been instituted. Staff, students and parents were given input as to the design on the uniform and the revised dress policy. Most importantly, the school leadership team has completed the draft of a new vision for the school which is focused on core values and 21st century skills.

SUPPLEMENTAL SCHOOL INFORMATION

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

A.I. Prince continues to participate in a variety of special programs designed to promote leadership and school to career skills. The school offers complete programs in Work Based Learning (WBL) in both specific trade areas as well as the soft career skills needed for future success. The number of students participating in WBL has steadily increased since 2003. The number of students participating in SkillsUSA has also increased for the past three years with Prince students making it to Kansas City for the national competition the past three years. Students have also participated in the Career Beginnings program offered by CBIA. Students continue to participate in the following: College Career Pathways, peer mediation, UConn Junior Symposium for Sciences and Humanities, blood drives, National Honor Society, Technology EXPO, Johnson and Wales and Culinary Institute of America Chef Competitions and AAA trouble-shooting contest. Many trade areas continue to interact with the surrounding community providing services. The hairdressing and culinary departments sponsor visits from local retirement home residents so senior citizens can receive services. A.I. Prince continues to provide a full athletic program with more students participating in athletics than any school of its size in the state. The athletic program has been awarded the Michael's Award for sportsmanship by the CIAC several times.
