

**STRATEGIC SCHOOL PROFILE 2012-13**

Connecticut Technical High School Edition

**E. C. Goodwin Technical High School****Connecticut Technical High School System**

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 Connecticut

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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](http://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: 635  
 5-Year Enrollment Change: 37.7%

**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	378	59.5	40.3	31.8
Students Who Are Not Fluent in English	49	7.7	2.6	3.8
Students Identified as Gifted and/or Talented	4	0.6	1.0	5.0
Students with Disabilities	54	8.5	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	35	12.3	21.0	12.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,039	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	15.5	18.7	17.6
Biology I	17.2	17.6	18.6
English, Grade 10	16.3	17.8	19.0
American History	19.3	17.1	19.8

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

<b>% Jrs and Srs Enrolled in Course(s) for College Credit</b>	<b>School</b>	<b>District</b>	<b>State</b>
During the 2011-12 School Year	15.0	13.3	36.2

**Minimum Graduation Credits**

The state requires a minimum of 20 credits for graduation.

<b>Number of Credits Required for Graduation</b>	<b>School</b>	<b>State</b>
Required for Class of 2012	29.0	23.8

<b>Class of 2012 – Percent of Graduates Who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>District</b>	<b>State</b>
Algebra I	100.0	100.0	92.0
Chemistry	47.5	40.6	73.8

<b>Special Programs</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	7.7	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](http://www.iconn.org).

<b>Instructional Computers and Library Materials</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
# of Students Per Computer	1.2	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*	13.7	13.2	16.0
# of Print Periodical Subscriptions	48	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**

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.4	13.0	13.9
% with Master's Degree or Above	32.4	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	14.4	14.4	8.6
% Assigned to Same School the Previous Year	91.2	88.1	87.9

<b>Full-Time Equivalent Count of School Staff</b>			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	61.84	
	Paraprofessional Instructional Assistants	0.50	
Special Education:	Teachers and Instructors	4.70	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		5.04	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		4.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		17.33	

### SCHOOL DIVERSITY

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	4	0.6
Asian American	4	0.6
Black	65	10.2
Hispanic	332	52.3
Pacific Islander	0	0.0
White	217	34.2
Two or more races	13	2.0
Total Minority	418	65.8

**Percent of Minority Professional Staff:** 15.6

**Non-English Home Language:**

27.9 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

E. C. Goodwin is one of the Connecticut Technical High Schools. We are committed to provide academic and career opportunities to all students of all backgrounds. Located in New Britain, nearly 60% of our students live in this community. We also serve the communities of Bristol, Plainville, Berlin, Farmington, Newington, Plymouth, Terryville, Southington and West Hartford. Additionally, as part of the Open Choice program, we provide opportunities for students in Hartford as well. Many of our students come from Spanish, Polish and Arabic speaking households. Our recruiting effort depends on building positive relationships in the communities we serve. We host an annual "Counselors' Breakfast" for sending school staff and hold an Open House event to acquaint parents, educators, students, and community members with our staff and our rich academic and trade curriculum. Goodwin representatives visit middle schools in all sending towns, opening our doors to diverse populations. We coordinate recruiting efforts with our sister school, A.I. Prince Technical High School, in Hartford, to ensure that Hartford parents and students are aware of all of the opportunities that are available to them. As a result, we foster a school community that is welcoming and emotionally safe for all. Community activities include: Hairdressing students providing cosmetology services to the homeless and also to the elderly in local convalescent facilities; National Honor Society sponsoring Red Cross Blood Drives; trade staff and student participation in New Britain Rebuilding Day; students assisting the Lions Club by packaging eyeglasses for shipment; the Green Technology Club assisting with recycling and the maintenance of school landscaping; and GSA Day of Silence. We also provide extended day and summer programming to support student success academically, socially and in the trades. We ask all students to complete 50 hours of community service prior to graduation.

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## HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**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.

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The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At E. C. Goodwin, we have made a conscious effort to create regular and frequent opportunities for communication between school and students' homes. Parents and community members have been invited to participate in School Improvement planning sessions as part of our School Governance Council. Participating parents receive minutes of meetings via email. We have called meetings regarding specific school issues with the affected students and parents, and have had positive outcomes. Several events are held each year to make parents and community members feel welcome. Open House is held each fall to encourage potential future students and their parents to tour the building, meet the staff, and gain an understanding of our curriculum. On Parent Conference Night, all parents are invited to pick up report cards and have conferences with their children's teachers. Shop Selection Night provides an opportunity for parents of freshmen to participate in the shop selection process with their children. Each spring, at Freshman Welcome Night, the incoming freshmen class is welcomed and provided with information to ease the transition into high school. In August, freshmen parents are invited back for Freshman Orientation - a review of policies and procedures and informational sessions to help them to support their children in high school. We also hold a special function specifically aimed at supporting English Language Learners and their families. Parents and community members are also welcome to dine in our restaurant and make use of the services provided by our trades, attend sporting events and drama productions, and attend awards assemblies. Our School Messenger system permits us to send phone and email messages to all (or selected) student homes quickly and easily. The messenger system was used regularly to alert parents of events in the school and parents receive a weekly email that includes a weekly calendar. All teachers are encouraged to contact parents by phone, in writing, or via email to share information pertaining to student success. Staff email addresses and phone extensions are published and available to all parents. Our school has a School Governance Council that brings parents, teachers, students and community members together for the benefit of the school.

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## 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](http://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 <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."
Reading Across the Disciplines	5.1	24.8	48.5	5.6	
Writing Across the Disciplines	21.5	39.8	62.1	8.2	
Mathematics	23.9	33.6	52.4	17.3	
Science	22.0	30.6	48.8	18.8	

  

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	38.1	35.1	51.4	30.6

\*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	405	426	503	15.8
Critical Reading	409	436	499	14.2
Writing	393	426	504	11.1
% of Grads Tested	51.7	48.8	78.5	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District</b>	<b>State High Schools</b>
% Present on October 1	93.2	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, 179 students were responsible for these incidents. These students represent 28.9% 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, 7 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

<b>Number of Incidents by Disciplinary Offense Category, 2011-12</b>		
<b>Offense Category</b>	<b>Location of Incident</b>	
	<b>School</b>	<b>Other Location</b>
Violent Crimes Against Persons	0	0
Sexually Related Behavior	3	1
Personally Threatening Behavior	23	4
Theft	6	0
Physical/Verbal Confrontation	22	2
Fighting/Battery	10	0
Property Damage	6	0
Weapons	6	1
Drugs/Alcohol/Tobacco	5	11
School Policy Violations	203	99
<b>Total</b>	<b>284</b>	<b>118</b>

<b>Graduation and Dropout Rates</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2012	93.0	95.9	84.8	60.7
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.2	0.2	2.1	79.7

<b>Activities of Graduates</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education	36.7	38.6	82.6
% Employed, Civilian and Military	29.2	42.1	9.8

<b>Class of 2012: Percent of Graduates Employed or Available for Employment Who Are Working Full-Time</b>	<b>Number of Graduates</b>	<b>% Employed or Available for Employment</b>	<b>% of Employed or Available Working Full-Time</b>
Automotive Mechanic	12	41.7	0.0
Carpentry	6	66.7	50.0
Culinary Arts	18	11.1	100.0
Drafting:Machine	13	53.8	14.3
Electrical	11	45.5	80.0
Electronics	15	46.7	14.3
Hairdressing/Barbering/Cosmetology	23	52.2	41.7
Heating/Ventilation/Air Conditioning	6	83.3	80.0
Manufacturing Technology	4	100.0	25.0
Plumbing and Heating	11	54.5	83.3

<b>Advanced Placement Courses 2011-12</b>	<b>School</b>	<b>District</b>	<b>State High Sch.</b>
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.

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### **SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Goodwin has involved the entire school in improvement planning. The School Improvement Plan team, acting as a School Wide Data Team, has representation from all stakeholders in the school as all content areas are represented. We have been committed to working on measurable goals related to improving student performance in the areas of math, reading and school climate. We have recently updated our school philosophy and goals, and we are committed to “preparing learners for life.” We have data teams related to all major content areas in addition to the school wide team. Over time, we have shown significant improvement in reading, writing, science and math. We utilize a variety of methods to maintain and promote positive behavior and provide alternatives to suspension including Life Space Crisis Intervention, Capturing Kids’ Hearts® techniques and behavioral reflection in Student Achievement Intervention Lab (SAIL), and referral to the Student Assistance Team. We continue to offer academic support to students in need by offering math and literacy labs to all 9th and 10th graders, and our students qualify for Supplemental Educational Services. Our extended day program and Saturday Academy offer further assistance for 9th and 10th graders, and tutoring opportunities to all students. Student progress is tracked and appropriate technologies are used to support learning whenever possible. All teachers have been trained in differentiated instruction and formative assessment. We work toward facilitating student success on District Wide Assessments that are linked to the Common Core Curriculum and state performance standards. The ongoing use of regular communication vehicles includes (but is not limited to): faculty meetings, leadership team meetings, student voices meetings and School Governance Council meetings. In addition, we strive to develop positive relationships and community service opportunities with community organizations such as: New Britain Lions Club, American Red Cross, TRIAD, New Britain Rotary, Human Resource Agency of New Britain, SkillsUSA, the Chamber of Commerce and the National Honor Society. Our School Governance Council allows us to have stronger relationships with parents and community members.

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### **SUPPLEMENTAL SCHOOL INFORMATION**

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

Our recently renovated facility offers state-of-the-art classrooms and trade technology areas. Our classrooms are equipped with the latest in educational technology. The building is bright, clean and inviting. We have strong student attendance and minimal disciplinary actions. With the completion of our building renovation, we have seen a substantial increase in applications to attend Goodwin Tech. As a result, we have seen an enrollment increase of approximately 100 students this year. The class of 2014 (entering in August 2010) entered with high admission scores and strong foundation skills. CT Academic Performance Test (CAPT) scores have shown growth in all areas, outperforming the local school district dramatically and our trade assessments showed trade performance distinction, well above the National average in some areas. We encourage students to participate in community service activities and require 50 hours of documented community service before graduation. Most students exceed the minimum requirement, and we are viewed as positive members of the New Britain community. Our students are recognized by a variety of community organizations for their volunteer efforts and their academic performance. Each year, E. C. Goodwin Technical High School graduates earn hundreds of thousands of dollars in scholarships.

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