

STRATEGIC SCHOOL PROFILE 2011-12
Connecticut Technical High School System

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Location: 25 Industrial Park Road
 Middletown,
 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.

DISTRICT GRADE RANGE

Grade Range 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2011: 10,656
 5-Year Enrollment Change 6.3%

Enrollment by District Reference Group (DRG)

DRG A	0.1%	DRG is a classification of school districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. DRGs range from the very affluent, low-need suburban districts of DRG A to the high-need, low socioeconomic status urban districts of DRG I
DRG B	2.9%	
DRG C	3.7%	
DRG D	10.6%	
DRG E	6.6%	
DRG F	7.7%	
DRG G	17.2%	
DRG H	16.6%	
DRG I	34.6%	

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	4,333	40.7	35.2
Students Who Are Not Fluent in English	276	2.6	5.6
Students Identified as Gifted and/or Talented	96	0.9	4.0
Students Receiving Special Education Services in District	760	7.1	11.5
Homeless	19	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	825	16.9	13.0

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	73	0.7
Asian American	103	1.0
Black	1,535	14.4
Hispanic	3,147	29.5
Pacific Islander	5	0.0
White	5,661	53.1
Two or more races	132	1.2
Total Minority	4,995	46.9

Percent of Minority Professional Staff: 11.4%

Non-English Home Language:

11.3% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 47

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school district of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Addressing climate has become the Connecticut Technical High School System's (CTHSS) priority to increase our students' ability to interact with those of different racial, ethnic and economic backgrounds. The technical school may be located a great distance from the town in which the students reside so efforts are made to ensure that students and their families feel welcome. Family Engagement Centers have been established in each school and provide a variety of supports to families including newsletters, workshops, language acquisition supports and field trips. Surveys help to determine the needs of the students and drive the development of programs and opportunities to meet student and family needs. Programs and activities are designed by schools to enhance feelings of self-worth, develop an appreciation of different cultures, and to experience first-hand diversity in our society. Each school continues to develop Learning Communities that reflect the needs of both the district and individual school. School health, trade programming and academic course work have been enhanced to align with the Common Core State Standards. School Climate training provides activities, projects, programs, and lessons designed to promote relationship development, tolerance, diversity, belonging and acceptance. The incorporation of club activities and cultural days are integrated into the school day to insure that all students are able to participate. Peer mediation programs continue to help students resolve issues both inside and outside of school. Peer mentorship programs support students through job shadowing, internships or employment. The CTHSS continues to embrace the Sheff initiative, integrate schools, work with state agencies supporting underserved populations, and provide summer opportunities for middle school students. The district continues to follow through on its commitment to implement programs to build character development and work with community-based services to provide supports needed to meet the needs of students and their families. Supports to women in non-traditional trades and leadership are provided through opportunities, both in school and out in the community. The programs developed by the CTHSS have had a positive impact on building a sense of community, building mutual respect, improving relationships between teachers, students and families, enhancing student outcomes and increasing our students' ability to interact with those of different racial, ethnic and economic backgrounds.

STUDENT PERFORMANCE

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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	24.6	47.5	10.5
Writing Across the Disciplines	44.2	63.0	14.9
Mathematics	33.1	49.2	21.1
Science	30.7	47.1	22.4

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	42.5	84.5
% Employed (Civilian Employment and in Armed Services)	46.3	9.7

Graduate Summary	Number of Graduates	% Pursuing Education	% in Military	% Available for Employment	Of Those Available for Employment	
					% with Fulltime Job Related to Training	% with Fulltime Job Unrelated to Training
Auto Body Repair	74	51.4	8.1	40.5	53.3	16.7
Automotive Mechanic	206	49.5	8.3	35.0	50.0	26.4
Baking	14	100.0	0.0	0.0	N/A	N/A
Bioscience Environmental Technology	12	83.3	8.3	8.3	0.0	100.0
Carpentry	185	54.1	5.9	33.5	50.0	29.0
Culinary Arts	229	74.2	3.5	17.9	39.0	36.6
Diesel Mechanics Technology	8	37.5	12.5	50.0	100.0	0.0
Drafting: Architectural	35	88.6	2.9	5.7	50.0	0.0
Drafting: Machine	119	77.3	4.2	13.4	43.8	31.3
Early Care and Education	15	73.3	0.0	26.7	0.0	25.0
Electrical	230	42.6	5.7	48.7	48.2	33.0
Electromechanical	31	51.6	6.5	22.6	71.4	14.3
Electronics	92	58.7	3.3	22.8	28.6	23.8
Fashion Technology	40	92.5	0.0	5.0	100.0	0.0
Graphic Communications	87	82.8	4.6	10.3	0.0	44.4
Hairdressing/Barbering/Cosmetology	195	69.2	1.0	25.6	44.0	24.0
Health Technology	75	80.0	1.3	14.7	54.5	27.3
Heating/Ventilation/Air Conditioning	122	32.0	4.1	57.4	52.9	32.9
Hotel/Hospitality Technology	10	70.0	0.0	20.0	100.0	0.0
Information Support and Services	83	78.3	1.2	13.3	36.4	18.2
Manufacturing Technology	140	53.6	6.4	35.0	55.1	18.4
Masonry	29	41.4	3.4	48.3	28.6	14.3
Microcomputer Software Technician	N/A	N/A	N/A	N/A	N/A	N/A
Plumbing and Heating	145	36.6	6.2	51.7	50.7	29.3
Welding	14	35.7	0.0	64.3	88.9	11.1

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		48.5	77.3	
Average Score	Mathematics	423	505	8.4
	Critical Reading	432	502	9.2
	Writing	421	506	7.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	93.4	82.7	70.7
2010-11 Annual Dropout Rate for Gr. 9 through 12	0.3	2.6	81.9

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	36.2	50.6	16.2

RESOURCES AND EXPENDITURES

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. Note that the state figures include expenditures for the education of both elementary and secondary students. CTHSS expenditures do not include general fund fringe benefits charged to the State Comptroller.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil		
		District	Secondary Secondary Districts	State
Instructional Staff and Services	\$85,075	\$8,064	\$8,576	\$8,469
Instructional Supplies and Equipment	\$7,931	\$752	\$272	\$271
Improvement of Instruction and Educational Media Services	\$3,038	\$288	\$416	\$482
Student Support Services	\$23,270	\$2,206	\$835	\$901
Administration and Support Services	\$23,454	\$2,223	\$1,911	\$1,490
Plant Operation and Maintenance	\$28,382	\$2,690	\$1,623	\$1,463
Other	\$7,421	\$703	\$358	\$165
Total	\$178,571	\$16,926	\$15,444	\$14,140
Additional Expenditures				
Land, Buildings, and Debt Service	\$1,823	\$173	\$1,717	\$1,331

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	State Revenue	Federal Revenue	Tuition & Other
Excluding School Construction	92.7	5.9	1.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Overall operating costs and resulting staffing levels vary depending on the capacity of the school building, number of secondary and adult trade/technology programs offered and the number of students enrolled. Budgets for trade and academic supplies are allocated directly to schools on a per pupil basis. Funding for replacement of trade and academic equipment requires the approval of the State Bond Commission and is subject to the economic constraints of the State of the Connecticut.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff		
General Education: Teachers and Instructors		865.41
Paraprofessional Instructional Assistants		10.00
Special Education: Teachers and Instructors		57.00
Paraprofessional Instructional Assistants		0.00
Library/Media Specialists and/or Assistants		13.91
Staff Devoted to Adult Education		41.81
Administrators, Coordinators, and Department Chairs		
District Central Office		17.00
School Level		100.82
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		76.91
School Nurses		18.00
Other Staff Providing Non-Instructional Services and Support		422.68

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	State	Other Resources	District	State High Schools
Average Years of Experience in Education					
All Teachers	13.0	13.9	Hours of Instruction Per Year	1,047	1,024
Academic Teachers	14.0	13.9	Average Class Size	18.1	19.6
Technology/Trade Teachers	13.0	13.1	Students Per Computer	1.6	2.1
% with Master's Degree or Above	34.5	79.6			

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 760
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.1 %

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	38	0.4	1.2
Learning Disability	421	4.0	3.9
Intellectual Disability	4	0.0	0.4
Emotional Disturbance	34	0.3	1.0
Speech Impairment	46	0.4	2.1
Other Health Impairment*	203	1.9	2.2
Other Disabilities**	14	0.1	1.0
Total	760	7.1	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Time with Non-Disabled Peers. Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers			
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students	
		District	State
79.1 to 100 Percent of Time	756	99.5	72.1
40.1 to 79.0 Percent of Time	3	0.4	16.3
0.0 to 40.0 Percent of Time	1	0.1	11.7

Connecticut Academic Performance Test (CAPT), Third Generation: Percent of Students with Disabilities

Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

CAPT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading Across the Disciplines	10.8	14.5	24.6	47.5
Writing Across the Disciplines	15.8	18.2	44.2	63.0
Mathematics	20.5	15.4	33.1	49.2
Science	20.5	13.6	30.7	47.1

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CAPT.

CAPT Participation of Students with Disabilities Attending District Schools	
% Without Accommodations	N/A
% With Accommodations	N/A
% Assessed Using Skills Checklist	0.0

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	94.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	5.1

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Connecticut Technical High School System (CTHSS) continues to address the achievement gap with targeted goals in reading, mathematics and improving school climate. The district has placed a premium on preparing all students for college or career success and has implemented the Student Success plan which is required for all students to provide evidence of academic and trade technology mastery. All artifacts are captured in a web-based portfolio system. To that end, the district works in a systematic way to focus instruction on standards-based curricula in all areas with frequent monitoring of content mastery through review of formative and summative assessment data. In addition, the district has provided professional development to prepare staff to address the rigorous Common Core State Standards and to realign all curricula to meet these expectations. The district's makeup includes students representing various socioeconomic and ethnic groups, with varying abilities. Many professional development offerings for staff have incorporated innovative technology applications to improve content acquisition to meet the varying needs of students. The district has adopted many tools that provide data to determine the effectiveness of programs. This process also informs district and school professional development priorities. The district has approached improvement through results-oriented decision-making using web-based programs that provide data to inform tiered instructional and behavioral strategies to support struggling readers, ELL students and special needs students. The district as part of the Sheff solution has developed an aggressive recruitment and outreach plan to offer students from diverse communities including suburban and rural areas to attend our urban school settings to provide opportunities for students to interact with different ethnic groups and encourage nontraditional trade experiences. Use of web-based applications provides data to identify students in need of explicit learning strategies to address deficits or to provide enrichment activities. The district has made a commitment to literacy and continues to provide resources and personnel to support its goals. Language arts literacy labs and math labs have been organized at each school to individualize instruction using baseline data and progress monitoring. Literacy lab staff includes content-specific, ELL, special education and reading teachers to provide targeted practice and differentiated instruction in a station environment. The school-level improvement process, which is aligned with the district's improvement procedures, requires school leaders to use data to develop plans of action conforming to the district's improvement goals and priorities. School leaders have been provided substantive professional development using observational data to identify areas of concern in lesson planning and instructional pedagogy. Leadership training for administrative teams has encouraged professional dialogue and reflection and has extended an opportunity to develop a common understanding around optimal learning conditions for all students. All of these activities are aligned with the district's goals to build instructional capacity to realize academic excellence for all students. Family engagement centers have been established at each school to expand opportunities for parent involvement. The district places a respectful school and positive school climate at a premium, and substantial professional development has been provided in certifying teams in school climate. Each school has designated a school climate specialist to work with a team to envelop processes and activities aligned with the national school climate standards to cultivate a respectful school community. School climate survey data is collected and analyzed each year to inform committee decisions. The district continues to place an intentional emphasis on school climate work to sustain and expand efforts in this area. The district's school climate work provides opportunities for students to have an active voice by participating in annual surveys, committee work, and decisions surrounding improved relationships between students, teachers and administrators in promoting safe and respectful schools. These efforts increase a sense of belonging and reduce incidences of truancy.
