

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

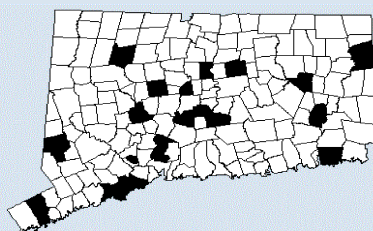


## Connecticut Technical High School System

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### District Information

Grade Range	9-12
Number of Schools	20
Enrollment	10,698
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup>Expenditure data reflect the 2012-13 year.

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,186	39.1	48.3
Male	6,512	60.9	51.6
American Indian	47	0.4	0.2
Asian	95	0.9	4.6
Black or African American	1,360	12.7	12.9
Hispanic or Latino	3,511	32.8	21.2
Pacific Islander	9	0.1	0.0
White	5,353	50.0	58.4
Two or More Races	323	3.0	2.3
English Language Learners	287	2.7	5.7
Eligible for Free or Reduced-Price Meals	4,877	45.6	37.3
Students with Disabilities <sup>1</sup>	880	8.2	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	663	16.2	559	13.5
Male	692	10.8	1,157	17.9
Black or African American	180	13.5	291	21.6
Hispanic or Latino	493	14.3	539	15.5
White	631	12.0	815	15.3
English Language Learners	37	13.2	50	17.5
Eligible for Free or Reduced-Price Meals	907	16.8	989	18.1
Students with Disabilities	102	13.1	180	20.4
District	1,355	12.9	1,716	16.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 55

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	957.1
Paraprofessional Instructional Assistants	12.4
<b>Special Education</b>	
Teachers and Instructors	65.6
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	17.0
School Level	105.8
<b>Library/Media</b>	
Specialists (Certified)	15.9
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	83.9
School Nurses	18.0
Other Staff Providing Non-Instructional Services/Support	359.7

<sup>1</sup>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.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	14	1.1	1.0
Black or African American	55	4.3	3.5
Hispanic	71	5.6	3.6
Native American	2	0.2	0.1
White	1,124	88.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.8	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	16	2.3
White	*	*	33	2.7
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	6	0.5	19	1.7
Students with Disabilities	0	0	0	0
District	8	0.3	56	2.4
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	45	100.0
Emotional Disturbance	39	100.0
Intellectual Disability	*	*
Learning Disability	507	100.0
Other Health Impairment	226	99.6
Other Disabilities	*	*
Speech/Language Impairment	50	100.0
District	878	99.9
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	0.4	1.4
Emotional Disturbance	39	0.4	1.0
Intellectual Disability	*	*	0.4
Learning Disability	507	4.7	4.2
Other Health Impairment	227	2.1	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	50	0.5	1.9
All Disabilities	879	8.2	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

#### Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	.	.	.	.	.	.	.	
Students with Disabilities	.	.	.	.	.	.	.	.	
High Needs	.	.	.	.	.	.	.	.	
District	.	.	.	.	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	63.7	62.6	62.3	62.3	.	.	.	.	
Hispanic or Latino	67.0	65.4	64.0	65.2	.	.	.	.	
English Language Learners	59.8	53.1	47.3	49.0	.	.	.	.	
Eligible for Free or Reduced-Price Meals	67.2	67.0	65.2	65.6	.	.	.	.	
Students with Disabilities	58.3	60.4	54.2	50.8	.	.	.	.	
High Needs	66.3	66.3	64.7	64.4	.	.	.	.	
District	71.9	70.7	70.1	69.8	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.3	2,674	81.3
Curl Up	N/A	N/A	N/A	87.1	2,674	87.1
Push Up	N/A	N/A	N/A	68.4	2,674	68.4
Mile Run/PACER	N/A	N/A	N/A	46.6	2,674	46.6
All Tests - District	N/A	N/A	N/A	37.5	2,674	37.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	328	94.8	94.0	Yes	94.0
Hispanic or Latino	707	93.8	92.1	Yes	92.3
English Language Learners	96	87.5	86.6	Yes	87.3
Eligible for Free or Reduced-Price Meals	1,261	95	87.8	Yes	88.4
Students with Disabilities	210	97.6	94.0	Yes	94.0
District	2,483	96.3	93.5	Yes	93.5
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	63.8	111	6.0
Male	39.9	199	6.6
Black or African American	64.7	24	3.6
Hispanic or Latino	52.7	60	4.0
White	41.8	208	8.2
English Language Learners	33.3	0	0.0
Eligible for Free or Reduced-Price Meals	51.5	96	4.0
Students with Disabilities	35.3	*	*
District	49.0	310	6.3
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

#### Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	57.7	77.0
Male	40.1	73.1
Black or African American	61.4	71.7
Hispanic or Latino	53.5	77.7
White	39.2	73.8
English Language Learners	50.0	74.0
Eligible for Free or Reduced-Price Meals	48.6	76.0
Students with Disabilities	37.9	66.7
District	46.4	75.0
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical High School System (CTHSS) launched its strategic plan in 2013-14 which encompasses four goals: to increase visibility with business and community leaders; to implement a college and career ready curriculum aligned with national content and credentialing standards; to respond to workforce demands through innovative programs; and to invest in the development of teachers and administrators through quality professional learning activities. These areas are the cornerstone of the district's work and are reflected in the school improvement goals. School improvement plans are aligned across all schools with the district's Student Learning Objectives (SLOs) which require proficiency in math, reading, and career technology competency. This improvement plan model satisfies the data requirements of the CTHSS Evaluation and Support Plan, and provides a metric to effectively monitor progress for improvement in teaching and learning. Schools are required to articulate a theory of action with strategies for improvement over time. School improvement plans are monitored through mid-year administrator conferences, site visitations and artifact review. Areas include literacy, mathematics and tiered intervention programming for ELL and special education students. The district regularly reviews special education programs and provides professional development on effective instructional practices as well as special education legal updates. Afterschool programming at Title I schools provides opportunities for dedicated instructional time otherwise not available for remedial supports and/or enrichment activities. The district has organized a regional cohort model to develop literacy coaches to advance the implementation of the Connecticut Core Standards (CCS). The district has embarked on the realignment of curricula embedding the CCS and Common Core of Teaching in all program areas. Professional development offerings for staff have incorporated innovative technology applications to improve content acquisition to meet the varying needs of students. Another focus area is to continue to build leadership capacity throughout its ranks by offering a personalized approach to professional development through coaching. In particular, administrators practice a repertoire of protocols for mid-year and end of year conferences which promote reflective conversation. New leaders to the district participate in seminars throughout the year to assimilate them to the intricacies of the district. Many of these efforts promote collaboration and community-building. The CTHSS has a comprehensive Family Engagement model involving Family Parent Engagement teams across all schools. Efforts have resulted in various parent and teacher conferences and workshops on various topics including assisting students with homework, and getting involved in your child's school and career technology program. Parent Family Engagement centers have also been established at each school location. These activities were recognized through numerous awards from the National Network of Partnership Schools at Johns Hopkins University, which continues to provide insight to the district's work. To prevent truancy, students with attendance issues are referred to student assistance teams who develop an intervention plan which may include counseling or referral to outside agencies.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The district provides professional development to prepare staff to address the CCS and to realign all curricula to meet expectations while serving diverse socioeconomic and ethnic groups. Resources are provided to increase school connectedness, and school climate through activities designed to include all stakeholders. School climate work provides opportunities for students, families, staff, and community to have a voice in decisions to promote safe and respectful schools. Family engagement efforts increase a sense of belonging, reduce truancy, and provide a sense of community. Free and reduced lunch, financial aid tools for post-secondary education, tools, and uniform support are made available. Outreach efforts are provided to families in crisis, natural disasters, and military deployment. The instructional model provides a range of opportunities for ELL students to acquire proficiency. The CTHSS has used blended learning to address the student needs. Alternatives to suspension are provided through student achievement intervention labs and behavioral training. CTHSS teacher recruitment focuses on reaching out to minority teachers and administrators. Aggressive recruitment and outreach continues to address the Sheff solution plan to offer students from diverse communities including suburban and rural areas opportunities to attend urban school settings. Use of online programs provides data to inform tiered instructional and behavioral strategies to support, ELL and special needs students. Literacy staff includes content-specific, ELL, special education and reading teachers to provide targeted practice. The Student Assistance Team uses data to develop proactive approaches to student needs. The CTHSS is partnering with the New Britain, Waterbury, Torrington and Bridgeport school systems to enable at-risk high school students the ability to graduate in four years and acquire technical skills that will lead to jobs, post-secondary education or apprenticeships. In Hartford, at-risk adults are offered weatherization, manufacturing and masonry courses in the evening. In New Haven, at-risk high school students are enrolled in plumbing, manufacturing and carpentry/weatherization classes in the afternoon.

# District Profile and Performance Report for School Year 2013-14

## Connecticut Technical High School System

### **Equitable Allocation of Resources among District Schools**

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.