

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

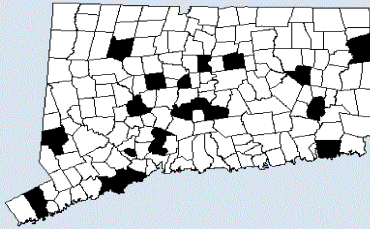


Connecticut Technical High School System

Dr. Nivea Torres, Superintendent • 860-807-2200 • www.cttech.org/

District Information

Grade Range	9-12
Number of Schools/Programs	20
Enrollment	10,790
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.EdSight.ct.gov).
 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,273	39.6	48.3
Male	6,517	60.4	51.6
American Indian or Alaska Native	42	0.4	0.2
Asian	104	1.0	4.7
Black or African American	1,320	12.2	12.9
Hispanic or Latino	3,569	33.1	22.1
Pacific Islander	8	0.1	0.0
Two or More Races	354	3.3	2.5
White	5,393	50.0	57.2
English Language Learners	360	3.3	6.3
Eligible for Free or Reduced-Price Meals	4,622	42.8	37.6
Students with Disabilities ¹	965	8.9	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	726	17.5	572	13.6
Male	710	11.2	1,086	16.9
Black or African American	187	14.7	275	21.2
Hispanic or Latino	542	15.6	537	15.3
White	646	12.3	774	14.5
English Language Learners	49	16.4	43	12.2
Eligible for Free or Reduced-Price Meals	948	17.5	953	17.3
Students with Disabilities	119	14.2	167	17.5
District	1,436	13.7	1,658	15.6
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 92

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	916.4
Paraprofessional Instructional Assistants	11.3
Special Education	
Teachers and Instructors	67.1
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.0
School Level	145.1
Library/Media	
Specialists (Certified)	16.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	93.8
School Nurses	21.0
Other Staff Providing Non-Instructional Services/Support	401.2

¹In 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 (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	6	0.5	1.0
Black or African American	63	5.0	3.5
Hispanic or Latino	67	5.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	1,119	88.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.8	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	268	100.0	296	100.0
Hispanic or Latino	874	100.0	783	100.0
White	1,242	100.0	1,243	100.0
English Language Learners	80	100.0	35	100.0
Eligible for Free or Reduced-Price Meals	1,285	100.0	1,187	100.0
Students with Disabilities	174	100.0	139	100.0
District	2,520	100.0	2,425	100.0
State		58.4		73.8

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	53	100.0
Emotional Disturbance	45	100.0
Intellectual Disability	N/A	N/A
Learning Disability	560	99.6
Other Health Impairment	248	100.0
Other Disabilities	10	*
Speech/Language Impairment	47	100.0
District	963	99.8
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	0.5	1.5
Emotional Disturbance	45	0.4	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	562	5.2	4.4
Other Health Impairment	248	2.3	2.6
Other Disabilities	10	0.1	1.0
Speech/Language Impairment	47	0.4	1.9
All Disabilities	965	8.9	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	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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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	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

Expenditures by Revenue Source:⁴ 2013-14

	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

⁴Revenue 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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	26	66.4	26	51.6	20	56.3
Black or African American	263	56.3	263	40.0	334	45.3
Hispanic or Latino	867	59.7	864	43.7	911	47.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	88	57.7	88	42.8	98	55.4
White	1173	60.9	1169	45.8	1327	58.1
English Language Learners	93	44.6	93	32.7	120	39.8
Non-English Language Learners	2340	60.5	2333	44.9	2581	53.6
Eligible for Free or Reduced-Price Meals	1215	58.6	1213	42.7	1378	49.3
Not Eligible for Free or Reduced-Price Meals	1218	61.3	1213	46.1	1323	56.8
Students with Disabilities	234	46.4	233	35.5	302	47.0
Students without Disabilities	2199	61.4	2193	45.4	2399	53.8
High Needs	1373	57.5	1371	42.0	1571	49.2
Non-High Needs	1060	63.0	1055	47.5	1130	58.3
District	2433	59.9	2426	44.4	2701	53.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.3	2,646	81.3
Curl Up	N/A	N/A	N/A	86.8	2,646	86.8
Push Up	N/A	N/A	N/A	67.4	2,646	67.4
Mile Run/PACER	N/A	N/A	N/A	44.9	2,646	44.9
All Tests - District	N/A	N/A	N/A	34.6	2,646	34.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	363	96.4	94.0	Yes	94.0
Hispanic or Latino	717	94.3	92.3	Yes	92.4
English Language Learners	37	100.0	87.3	Yes	88.0
Eligible for Free or Reduced-Price Meals	1,382	95.4	88.4	Yes	89.0
Students with Disabilities	181	95.0	94.0	Yes	94.0
District	2,423	96.1	93.5	Yes	93.6
State ⁴		87.0			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	51.1	137	7.2
Male	30.1	259	8.5
Black or African American	50.0	21	3.7
Hispanic or Latino	43.4	102	6.2
White	31.6	247	9.9
English Language Learners	29.6	*	*
Eligible for Free or Reduced-Price Meals	41.4	137	5.5
Students with Disabilities	22.7	*	*
District	38.2	396	8.0
State	67.2		37.3

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.7	77.7
Male	37.7	74.1
Black or African American	59.1	75.3
Hispanic or Latino	53.2	77.7
White	40.0	74.2
English Language Learners	54.1	75.3
Eligible for Free or Reduced-Price Meals	48.9	75.1
Students with Disabilities	38.8	68.7
District	47.0	75.7
State	72.6	88.8

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	59.9	75	79.9	100	79.9	67.9
	High Needs Students	57.5	75	76.7	100	76.7	56.7
Math Performance Index	All Students	44.4	75	59.2	100	59.2	59.3
	High Needs Students	42.0	75	56.0	100	56.0	47.8
Science Performance Index	All Students	53.0	75	70.7	100	70.7	56.5
	High Needs Students	49.2	75	65.6	100	65.6	45.9
Chronic Absenteeism	All Students	13.7%	<=5%	32.7	50	65.3	10.6%
	High Needs Students	16.9%	<=5%	26.2	50	52.4	17.3%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	8.0%	75%	5.3	50	10.7	37.3%
On-track to High School Graduation		99.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.1%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		96.0%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		47.2%	75%	62.9	100	62.9	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.7% 34.6%	75%	23.1	50	46.2	87.6% 51.0%
Arts Access		55.8%	60%	46.5	50	93.0	45.7%
Accountability Index				904.8	1250	72.4	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	63.0	57.5	5.5	17.3	
Math Performance Index Gap	47.5	42.0	5.5	19.6	
Science Performance Index Gap	58.3	49.2	9.1	17.2	
Graduation Rate Gap	94.0%	96.0%	-2.0%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	96.5
	High Needs Students	96.9
Math	All Students	96.3
	High Needs Students	96.8
Science	All Students	99.2
	High Needs Students	99.1

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical High School System's (CTHSS) continues to make marked progress in realizing the four goals of their strategic plan, Tomorrow's Framework: to increase partnerships with business and community leaders; to implement a career ready curricula aligned with credentialing standards which offers 9-14 career pathways ; 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 guide the district's work and are reflected in the school improvement goals. School improvement plans include alignment with the district's Student Learning Objectives (SLOs) which designate targeted improvements in reading, mathematics and workplace readiness and tiered intervention programming for ELL and special education students. The CTHSS Evaluation and Support and Remediation and Support plan supports a growth model and the use of a learning management system provides an effective way to monitor progress for improvement and proficiency in teaching and learning. Schools are required to articulate a theory of action with strategies and target benchmarks for demonstrating college readiness in reading and mathematics. The district has introduced a Mastery-based instructional model for mathematics to increase student success rates in Algebra. In addition, the adoption of a 1:1 device program for all ninth-graders has increased the opportunity for additional seat time in mathematics to master each mathematics unit. This year, the district adopted an employability assessment to measure workplace readiness for all eleventh grade students. School improvement plans are monitored through mid-year administrator conferences, site visitations and artifact review. 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 restructured professional development using a regional model to build leadership capacity and to allow for more individualized professional learning opportunities using technology applications and webinar trainings. The CTHSS has a comprehensive Family Engagement model involving Family Parent Engagement teams across all schools. The Family Engagement Centers offer workshops on various topics including assisting students with homework, and getting involved in your child's school and career technology program. 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.

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.

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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.