

STRATEGIC SCHOOL PROFILE 2009-10
Connecticut Technical High School System

Telephone: (860) 807-2200

Location: 25 Industrial Park Road
Middletown,
Connecticut

Website: www.cttech.org/

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, 2009: 10,469
5-Year Enrollment Change -3.4%

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	2.6%	
DRG C	4.3%	
DRG D	10.9%	
DRG E	6.3%	
DRG F	7.7%	
DRG G	17.7%	
DRG H	17.3%	
DRG I	33.1%	

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	3,626	34.6	32.6
Students Who Are Not Fluent in English	288	2.8	5.4
Students Identified as Gifted and/or Talented	0	0.0	4.1
Students Receiving Special Education Services in District	763	7.3	11.4
Homeless	7	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	812	17.5	13.6

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	79	0.8
Asian American	94	0.9
Black	1,517	14.5
Hispanic	2,878	27.5
White	5,901	56.4
Total Minority	4,568	43.6

Percent of Minority Professional Staff: 11.1%

Non-English Home Language:

8.6% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 34

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.

Great strides have been made to insure that the Connecticut Technical High School System (CTHSS) continues in its effort to increase our students' ability to interact with those of different racial, ethnic, and economic backgrounds. Each school has developed a learning community and a climate of belonging. We have also introduced the concept of Family Engagement Centers into each school. Since many of our students travel great distances to attend school it is important that they and their families are able to feel a sense of belonging in a community which may be very different from the town in which they reside. Many schools incorporate club activities and cultural days into the school day to insure that ALL students are able to participate. 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 firsthand diversity in our society. These programs are offered throughout the district. The CTHSS continues to provide School Climate training and both staff and students have been exposed to activities, projects, programs and lessons designed to promote tolerance and diversity. Examples include: Anti Defamation League workshops, Multicultural clubs, pride assemblies, Latino Day, and "Names Can Hurt Us". Administrators continue developing "Respectful Schools" by collaborating with a variety of stakeholders toward the goal of positive school climate. Peer mediation training continues to help students resolve issues both in and outside school. Peer mentorship programs have increased in the district. Students are exposed to job shadowing, internships and employment which link them well beyond their present racial, ethnic, and economic barriers. Additional supports such as Women in Leadership and Women in Non-Traditional Trades have been provided for our students. The CTHSS has fully embraced the Sheff initiative, integrating schools and providing opportunities for students. In order to improve school climate so that students are provided with a safe and productive school/work environment, the system continues to follow through on its commitment to implement programs as part of our District wide initiative which builds character development and behavioral supports. The programs listed above provide the entire school community opportunities to work together and build relationships with peers, teachers and parents. These programs have had a positive impact on building a sense of community, building mutual respect, improving relationships between teachers, students and families and enhancing student outcomes.

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	26.1	45.9	12.9
Writing Across the Disciplines	44.8	59.6	18.0
Mathematics	34.9	48.7	22.7
Science	31.1	45.3	20.5

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)	44.5	84.5
% Employed (Civilian Employment and in Armed Services)	48.5	10.4

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	96	33.3	10.4	51.0	44.9	14.3
Automotive Mechanic	202	38.6	5.0	48.5	65.3	15.3
Baking	14	35.7	0.0	14.3	0.0	0.0
Bioscience Environmental Technology	9	66.7	11.1	22.2	100.0	0.0
Carpentry	167	40.1	7.2	48.5	50.6	21.0
Culinary Arts	208	68.3	4.3	18.3	39.5	18.4
Diesel Mechanics Technology	10	30.0	40.0	30.0	33.3	66.7
Drafting: Architectural	34	61.8	5.9	29.4	30.0	50.0
Drafting: Machine	102	70.6	1.0	21.6	18.2	36.4
Early Care and Education	18	55.6	0.0	16.7	33.3	0.0
Electrical	220	34.5	4.5	55.5	65.6	17.2
Electromechanical	27	48.1	7.4	44.4	66.7	16.7
Electronics	90	55.6	10.0	31.1	42.9	28.6
Fashion Technology	53	75.5	0.0	18.9	40.0	20.0
Graphic Communications	70	50.0	2.9	35.7	28.0	28.0
Hairdressing/Barbering/Cosmetology	182	53.8	0.5	37.9	42.0	26.1
Health Technology	55	78.2	0.0	10.9	16.7	0.0
Heating/Ventilation/Air Conditioning	117	33.3	7.7	55.6	55.4	27.7
Hotel/Hospitality Technology	33	57.6	9.1	33.3	72.7	18.2
Information Support and Services	44	54.5	2.3	18.2	12.5	25.0
Manufacturing Technology	123	35.0	3.3	52.8	80.0	12.3
Masonry	36	19.4	2.8	50.0	61.1	27.8
Microcomputer Software Technician	39	89.7	0.0	5.1	50.0	50.0
Plumbing and Heating	146	23.3	4.8	64.4	57.4	17.0
Welding	12	50.0	0.0	50.0	100.0	0.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		32.4	68.5	
Average Score	Mathematics	423	508	9.3
	Critical Reading	426	503	8.5
	Writing	420	506	7.8

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, Class of 2009	97.0	91.3	70.0
2008-09 Annual Dropout Rate for Gr. 9 through 12	0.2	3.0	94.1

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
	34.2	50.7	14.1

RESOURCES AND EXPENDITURES

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$72,221	\$7,238	\$7,913	\$7,522
Instructional Supplies and Equipment	\$7,947	\$796	\$320	\$271
Improvement of Instruction and Educational Media Services	\$921	\$92	\$386	\$446
Student Support Services	\$16,045	\$1,608	\$720	\$806
Administration and Support Services	\$22,950	\$2,300	\$1,828	\$1,369
Plant Operation and Maintenance	\$21,749	\$2,180	\$1,517	\$1,377
Other	\$4,254	\$426	\$331	\$151
Total	\$146,087	\$14,641	\$14,310	\$12,805
Additional Expenditures				
Land, Buildings, and Debt Service	\$7,322	\$734	\$2,027	\$1,759

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	94.4	3.9	1.7

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	934.56
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	62.90
	Paraprofessional Instructional Assistants	27.47
Library/Media Specialists and/or Assistants		15.91
Staff Devoted to Adult Education		0.00
Administrators, Coordinators, and Department Chairs		
	District Central Office	7.00
	School Level	94.62
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		78.91
School Nurses		22.56
Other Staff Providing Non-Instructional Services and Support		386.78

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	12.0	13.8	Hours of Instruction Per Year	1,043	1,006
Academic Teachers	12.0	13.8	Average Class Size	18.1	19.6
Technology/Trade Teachers	12.0	12.2	Students Per Computer	1.8	2.3
% with Master's Degree or Above	35.1	77.8			

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 763
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.3 %

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	23	0.2	1.0
Learning Disability	424	4.0	3.9
Intellectual Disability	0	0.0	0.5
Emotional Disturbance	53	0.5	1.0
Speech Impairment	39	0.4	2.2
Other Health Impairment*	215	2.1	2.1
Other Disabilities**	9	0.1	0.9
Total	763	7.3	11.6

*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	759	99.5	73.4
40.1 to 79.0 Percent of Time	2	0.3	15.3
0.0 to 40.0 Percent of Time	2	0.3	11.3

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	9.7	13.8	26.1	45.9
Writing Across the Disciplines	14.0	16.8	44.8	59.6
Mathematics	21.2	16.7	34.9	48.7
Science	16.0	13.0	31.1	45.3

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	5.0
% With Accommodations	95.0
% 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 2008-09 with a Standard Diploma	95.6	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.1	4.1

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Connecticut Technical High School System perseveres in its efforts to meet or exceed the district's school improvement goals in reading and math through focused professional development activities for district leadership, school administrators, and teachers. Four major professional development goals are embraced system-wide to ensure consistency across schools and to meet the varying needs of all students including: (1) a standards-based approach to instruction; (2) strategic learning (3) data driven decision making; and (4) improving school climate. We continue to implement a standards-based approach to instruction in all academic and trade curricula. The powered curricula prioritize concepts and skills that all students need to master in order to be career and college ready and pursue their interests as life-long learners. The district continues to provide update training relative to curriculum revisions, as well as corresponding common trimester benchmark assessments to reflect changes to meet the emerging needs of diverse school populations. Review of common formative assessment data and routine monitoring of student progress increases opportunities for student success and provides support to students in the least restrictive environment. Teacher teams use program and department specific data to ascertain individual student instructional needs and to adjust content accordingly. All of our ninth and tenth grade students are supported in lab settings and receive direct instruction in academic literacy strategies using the Strategic Instruction Model and the Content Literacy Continuum framework which incorporates school-wide strategies to provide students the tools to access the content in each of their trade and academic areas. In our district, use of strategic learning strategies coupled with differentiated instruction ensures that all of our students will meet their educational and language improvement targets and will access both trade and academic content. Our district continues to sustain gains and supports professional development and effective practices outlined in the CSDE, CT Accountability for Learning Initiatives (CALI) accountability program. As we continue to build leadership capacity, the district and school leadership teams use data to prioritize and formulate goals and to develop school-based action plans with specific activities and targeted interventions that represent various tiers aligned to the Student Research Based Initiative (SRBI) framework. The district has integrated the use of Universal Design in order to embed the use of adaptive technologies throughout programs to provide increased opportunities to access content for our special needs students. All of these activities are aligned with the district's goals to build instructional capacity to realize academic excellence for ALL students. Our district places safe and respectful schools at a premium. Continued professional development has been planned for expanding school climate teams including building leaders and teachers as the district strives to promote a positive school climate and cultivate a culture of respect to ensure all students' academic, social and emotional needs are met. The district continues to engage parents in the planning and improvement of school programs. Funding is provided to each school to support parent involvement activities and to increase communication and participation in site-based decision making. A district coordinator will serve as a parent/teacher/ school community liaison and coordinate the planning and design of parent resource centers across our sixteen schools. The district wide advisory committee has been organized to provide direction and further advancement of parent and community engagement goals across all sixteen schools. The district also publishes parent-friendly newsletters to increase parent/community awareness of school-related activities and to encourage participation in planning for individualized student educational programs. The district encourages all parents and students to access the district's parent web-portal to increase communication and daily interaction with administrators and teachers.
