

**STRATEGIC SCHOOL PROFILE 2008-09****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, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**DISTRICT GRADE RANGE**

Grade Range 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 10,257

5-Year Enrollment Change -6.9%

**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	2.7%	
DRG C	4.3%	
DRG D	10.8%	
DRG E	6.3%	
DRG F	7.4%	
DRG G	17.5%	
DRG H	18.1%	
DRG I	32.7%	

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	3,509	34.2	30.3
Students Who Are Not Fluent in English	331	3.2	5.2
Students Identified as Gifted and/or Talented	0	0.0	4.0
Students Receiving Special Education Services in District	776	7.6	11.4
Homeless	0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	1,232	27.9	19.0

**SCHOOL DISTRICT DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	75	0.7
Asian American	89	0.9
Black	1,540	15.0
Hispanic	2,764	26.9
White	5,789	56.4
Total Minority	4,468	43.6

Percent of Minority Professional Staff: 11.2%

**Non-English Home Language:** 9.2% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 30.

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

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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.

The CTHSS continues in its effort to increase our students' ability to interact with those of different racial, ethnic, and economic backgrounds, the Connecticut Technical High School System (CTHSS) by having each school develop a learning community and a climate of belonging. Since many of our students travel great distances to attend school it is important that they are able to feel a sense of belonging in a community which may be very different from the town in which they reside. Activities to embrace students begin as soon as they are accepted to our district. Open house and freshmen orientation take place prior to their school year beginning. Many schools incorporate club activities and cultural days into the school day to insure that ALL students are able to participate. Opportunities to participate in student government, Skills USA and work based learning experiences provide a sense of focus and belonging within individual schools and as a district. Programs and activities designed to enhance feelings of self-worth, develop an appreciation of different cultures, and to experience first hand diversity in our society are offered throughout the district. The CTHSS has provided School Climate committee 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, programs where students and staff work together as a community, Multicultural Celebration, Teen Life Conference, Black History Club, Young Educators' Society, Outward Bound, Habitat for Humanity, High School Volunteer Council, Yellow Dress, summer festival of cultures, pride assemblies, Latino Day, and "Names Can Hurt Us". Administrators have committed to continue developing "Respectful Schools" by collaborating with a variety of stakeholders toward the goal of positive school climate. Peer mediation training which helps students resolve issues stemming from cultural or racial behavior in or outside of school occurred in all 17 high schools for up to 20 students per school. Peer mentorship programs have also increased within the district. Students are exposed to job shadowing, internships, or 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 and students and enhancing student self esteem.

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### 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	26.3	47.4	15.2
Writing Across the Disciplines	32.8	55.0	13.0
Mathematics	33.1	47.8	19.1
Science	27.3	42.8	17.6

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

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	43.3	84.1
% Employed (Civilian Employment and in Armed Services)	47.2	11.0

<b>Graduate Summary</b>	<b>Number of Graduates</b>	<b>% Pursuing Education</b>	<b>% in Military</b>	<b>% Available for Employment</b>	<b>Of Those Available for Employment</b>	
					<b>% with Fulltime Job Related to Training</b>	<b>% with Fulltime Job Unrelated to Training</b>
Auto Body Repair	91	37.4	4.4	53.8	63.3	24.5
Automotive Mechanic	222	36.0	3.6	50.0	57.7	25.2
Baking	16	62.5	0.0	37.5	16.7	16.7
Bioscience Environmental Technology	15	93.3	0.0	6.7	100.0	0.0
Carpentry	184	34.2	4.9	57.6	56.6	27.4
Culinary Arts	207	59.4	2.9	30.0	43.5	30.6
Diesel Mechanics Technology	11	45.5	0.0	54.5	66.7	33.3
Drafting: Architectural	29	58.6	3.4	37.9	18.2	63.6
Drafting: Machine	103	63.1	2.9	24.3	64.0	16.0
Early Care and Education	14	57.1	0.0	7.1	0.0	0.0
Electrical	205	26.3	4.4	63.9	74.8	12.2
Electromechanical	32	43.8	3.1	50.0	62.5	6.3
Electronics	99	57.6	3.0	33.3	27.3	30.3
Fashion Technology	46	67.4	2.2	21.7	20.0	50.0
Graphic Communications	78	55.1	5.1	32.1	40.0	32.0
Hairdressing/Barbering/ Cosmetology	214	40.2	0.5	50.5	59.3	15.7
Health Technology	64	84.4	0.0	14.1	55.6	11.1
Heating/Ventilation/Air Conditioning	107	32.7	3.7	57.9	82.3	11.3
Hotel/Hospitality Technology	14	71.4	0.0	21.4	100.0	0.0
Information Support and Services	75	65.3	6.7	24.0	50.0	16.7
Manufacturing Technology	134	29.1	2.2	59.0	72.2	16.5
Masonry	38	44.7	2.6	47.4	61.1	22.2
Microcomputer Software Technician	10	70.0	10.0	10.0	100.0	0.0
Plumbing and Heating	140	15.7	6.4	70.7	59.6	28.3
Welding	14	0.0	7.1	92.9	84.6	15.4

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		33.4	74.5	
Average Score	Mathematics	422	507	8.5
	Critical Reading	424	503	7.8
	Writing	416	506	7.0

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	96.8	92.1	67.9
Cumulative Four-Year Dropout Rate for Class of 2008	2.4	6.6	67.9
2007-08 Annual Dropout Rate for Grade 9 through 12	0.3	2.5	87.6

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

<b>Physical Fitness: % of Students Reaching Health Standard on All Four Tests</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Percent Reaching Standard</b>
	32.5	36.2	37.4

## RESOURCES AND EXPENDITURES

### DISTRICT EXPENDITURES AND REVENUES, 2007-08

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.

<b>Expenditures</b> All figures are unaudited.	<b>Total (in 1000s)</b>	<b>Expenditures Per Pupil</b>		
		<b>District</b>	<b>Secondary Secondary Districts</b>	<b>State</b>
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
<b>Total</b>	<b>\$146,087</b>	<b>\$14,641</b>	<b>\$14,310</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>				
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.

Individual school budgets and resulting staffing levels varying depending on the number of students enrolled, the actual trade/technology programs offered, and the size of the facility.

Due to the state's economic crisis, funding for the trade/technology classrooms was reduced and purchasing activities were frozen and/or slowed during the fiscal year.

Although equipment funding was available for the six schools undergoing school construction projects, there was no new bonding for equipment allocated during the fiscal year - therefore the district was not able to procure additional trade and technology equipment.

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	975.43
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	70.60
Paraprofessional Instructional Assistants	19.46
Library/Media Specialists and/or Assistants	16.91
Staff Devoted to Adult Education	69.12
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	85.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	100.03
School Nurses	18.00
Other Staff Providing Non-Instructional Services and Support	379.04

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
Ave. Yrs. of Experience in Education		
All Teachers	13.1	13.6
Academic Teachers	13.2	13.6
Technology/Trade Teachers	12.8	12.8
% with Master's Degree or Above	36.0	76.1

Other Resources	District	State High Schools
Hours of Instruction Per Year	1,038	1,007
Average Class Size	17.9	19.3
Students Per Computer	1.6	2.4

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	776
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.6%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	16	0.2	0.8
Learning Disability	432	4.2	3.9
Intellectual Disability	3	0.0	0.5
Emotional Disturbance	57	0.6	1.0
Speech Impairment	52	0.5	2.3
Other Health Impairment*	203	2.0	2.1
Other Disabilities**	13	0.1	0.9
Total	776	7.6	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	775	99.9	72.7
40.1 to 79.0 Percent of Time	1	0.1	16.1
0.0 to 40.0 Percent of Time	0	0.0	11.2

**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	13.4	14.1	26.3	47.4
Writing Across the Disciplines	9.3	13.6	32.8	55.0
Mathematics	26.3	15.4	33.1	47.8
Science	17.0	10.6	27.3	42.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	23.3
% With Accommodations	76.7
% Assessed Using Skills Checklist	0.0

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2007-08 with a Standard Diploma	97.2	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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

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The following narrative was submitted by this district.

The Connecticut Technical High School System (CTHSS) has identified target goals in reading, mathematics and school climate as the district improvement plan frames the organizational focus and support structures for addressing the achievement gap in striving for all students to achieve at high levels. The district works in a systematic way to focus teaching and learning on standards-based curricula in all academic and trade technology areas with effective monitoring of content mastery through continual review of formative and summative assessment data. Utilization of common formative assessments increase opportunities for student success and provide just in time assistance to students in the least restrictive environments. CTHSS continues to receive technical assistance and support through the Connecticut Accountability for Learning Initiative (CALI) to establish and sustain district and school-level data teams using the Data Driven Decision Making framework. The data teams evaluate data to identify appropriate strategies and monitoring procedures to ensure appropriate modifications and interventions are put in place for all students to realize their full potential. This process also informs district and school professional development needs. The district follows a comprehensive professional development plan aligned with school improvement efforts and founded on current research in teaching and learning. The district provides professional development opportunities to all staff in research-based practices in: differentiated instruction; using the strategic instruction model; targeted training in ELL support guides and literacy and numeracy efforts; and the use of “Universal Design” to embed of adaptive technologies throughout the schools to provide increased opportunities to access learning content for our special needs students. Additionally, classroom teachers integral to meeting the literacy needs of English language learner and special education students are provided embedded professional development in co-teaching. All of these activities are aligned with the district’s goals to build instructional capacity to realize academic excellence for ALL students. In that the district places a respectful school and positive school climate at a premium, substantial professional development in certifying teams in school climate has been designated a district goal for all schools. Each school has designated a team to foster a positive school climate. Additionally, behavior intervention techniques that provide student management strategies continue to be part of our professional development program and are designed to address the needs of all students.

The district continues to expand opportunities for parent involvement in providing community-based events and activities in designing school-based Family Resource Centers. Trade technology committees involving business and community members are also making an effort to provide outreach opportunities to the Parent Faculty Organizations. The district’s student information database system has a parent component to keep parents integrally involved in their student’s academic progress with monitoring of attendance, grades, and level of student involvement in activities as well as providing a communication mechanism for school related information. The district provides timely information to parents via a web-based site including electronic newsletters to increase parent/community involvement.

The district as part of the Sheff solution has developed an aggressive recruitment and outreach plan to 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.

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