

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



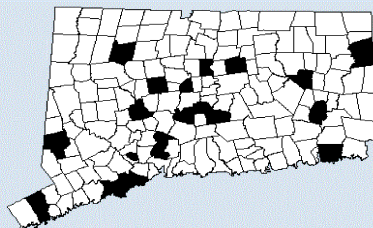
Connecticut Technical Education and Career System

Mr. Jeffrey Wihbey, Superintendent • 860-807-2200 • <http://www.cttech.org/>

District Information

Grade Range	9-12
Number of Schools/Programs	20
Enrollment	10,647
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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.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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	6,336	59.5	51.6
American Indian or Alaska Native	24	0.2	0.3
Asian	154	1.4	5.2
Black or African American	1,258	11.8	12.8
Hispanic or Latino of any race	4,152	39.0	25.8
Native Hawaiian or Other Pacific Islander	15	0.1	0.1
Two or More Races	392	3.7	3.6
White	4,652	43.7	52.4
English Learners	405	3.8	7.6
Eligible for Free or Reduced-Price Meals	5,724	53.8	42.1
Students with Disabilities ³	1,097	10.3	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	537	12.9	540	12.3
Male	491	7.9	1,164	18.1
Black or African American	133	11.0	275	21.3
Hispanic or Latino of any race	454	11.2	613	14.6
White	372	8.2	719	15.2
English Learners	43	10.7	66	15.7
Eligible for Free or Reduced-Price Meals	759	12.8	1,104	16.6
Students with Disabilities	108	10.6	229	20.0
District	1,028	9.9	1,704	15.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 1,668

Number of school-based arrests: 105

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Connecticut Technical Education and Career System

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	901.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	69.1
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	136.2
Library/Media	
Specialists (Certified)	14.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	87.3
School Nurses	23.3
Other Staff Providing Non-Instructional Services/Support	335.0

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	2	0.2	0.1
Asian	5	0.4	1.1
Black or African American	62	5.0	3.8
Hispanic or Latino of any race	68	5.5	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	0.1	0.1
White	1,101	88.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.7	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	276	100.0	253	99.6
Hispanic or Latino of any race	972	100.0	850	99.9
White	1,023	99.9	1,066	99.7
English Learners	114	100.0	69	100.0
Eligible for Free or Reduced-Price Meals	1,370	99.9	1,200	99.7
Students with Disabilities	219	100.0	207	99.5
District	2,414	99.9	2,293	99.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	49	98.0
Emotional Disturbance	44	97.8
Intellectual Disability	N/A	N/A
Learning Disability	643	99.1
Other Health Impairment	309	99.4
Other Disabilities	8	*
Speech/Language Impairment	34	100.0
District	1,087	99.1
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	50	0.5	1.9
Emotional Disturbance	45	0.4	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	649	6.1	5.5
Other Health Impairment	311	2.9	3.2
Other Disabilities	8	0.1	1.1
Speech/Language Impairment	34	0.3	1.8
All Disabilities	1,097	10.3	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	N/A	N/A	\$10,545
Support services - students	N/A	N/A	\$1,373
Support services - instruction	N/A	N/A	\$644
Support services - general administration	N/A	N/A	\$462
Support services - school based administration	N/A	N/A	\$1,007
Central and other support services	N/A	N/A	\$671
Operation and maintenance of plant	N/A	N/A	\$1,629
Student transportation services	N/A	N/A	\$1,231
Food services	N/A	N/A	\$13
Enterprise operations	N/A	N/A	\$157
Minor school construction	N/A	N/A	\$65
Total	N/A	N/A	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	29.7
Instructional Aide Salaries	N/A	N/A	9.6
Other Salaries	N/A	N/A	10.4
Employee Benefits	N/A	N/A	13.0
Purchased Services Other Than Transportation	N/A	N/A	5.5
Special Education Tuition	N/A	N/A	22.6
Supplies	N/A	N/A	0.6
Property Services	N/A	N/A	0.4
Purchased Services For Transportation	N/A	N/A	8.0
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	24.4

Expenditures by Revenue Source:⁴

2017-18

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

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	43	50.2	43	48.6	42	58.7
Black or African American	276	42.9	276	38.9	274	45.3
Hispanic or Latino of any race	973	44.0	973	40.0	959	46.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	90	46.7	90	42.8	93	49.6
White	1,021	49.7	1,021	46.4	1,023	54.7
English Learners	262	36.8	262	34.6	260	39.3
Non-English Learners	2,149	47.7	2,149	43.9	2,139	51.5
Eligible for Free or Reduced-Price Meals	1,364	45.0	1,364	41.3	1,356	48.0
Not Eligible for Free or Reduced-Price Meals	1,047	48.4	1,047	44.9	1,043	52.9
Students with Disabilities	216	36.1	216	35.0	216	40.0
Students without Disabilities	2,195	47.5	2,195	43.6	2,183	51.1
High Needs	1,534	44.1	1,534	40.7	1,526	47.1
Non-High Needs	877	50.7	877	46.7	873	55.5
District	2,411	46.5	2,411	42.9	2,399	50.1

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	88.9	2,742	88.9
Curl Up	N/A	N/A	N/A	89.6	2,742	89.6
Push Up	N/A	N/A	N/A	73.0	2,742	73.0
Mile Run/PACER	N/A	N/A	N/A	51.0	2,742	51.0
All Tests - District	N/A	N/A	N/A	44.4	2,742	44.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	284	97.9
Hispanic or Latino of any race	774	96.4
English Learners	56	100.0
Eligible for Free or Reduced-Price Meals	1,262	96.8
Students with Disabilities	170	93.5
District	2,422	97.0
State		88.3

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	161	8.3
Male	100.0	396	14.3
Black or African American	100.0	28	5.3
Hispanic or Latino of any race	100.0	121	6.6
White	100.0	369	17.6
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	100.0	229	8.9
Students with Disabilities	100.0	10	2.3
District	100.0	557	11.8
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	59.8	80.0
Male	34.7	73.4
Black or African American	57.9	77.3
Hispanic or Latino of any race	52.1	72.3
White	36.4	80.7
English Learners	44.1	54.8
Eligible for Free or Reduced-Price Meals	47.1	73.8
Students with Disabilities	29.2	73.8
District	44.6	76.7
State	71.0	87.8

⁵College 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.

⁶College 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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Connecticut Technical Education and Career System

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	46.5	75	93.0	150	62.0	67.7
	High Needs Students	44.1	75	88.2	150	58.8	58.1
Math Performance Index	All Students	42.9	75	85.7	150	57.1	63.1
	High Needs Students	40.7	75	81.3	150	54.2	52.7
Science Performance Index	All Students	50.1	75	66.9	100	66.9	63.8
	High Needs Students	47.1	75	62.7	100	62.7	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	42.0%	100%	21.0	50	42.0	60.0%
	Oral	55.8%	100%	27.9	50	55.8	52.1%
Chronic Absenteeism	All Students	9.9%	<=5%	40.2	50	80.4	10.4%
	High Needs Students	12.2%	<=5%	35.7	50	71.4	16.1%
Preparation for CCR	% Taking Courses	99.9%	75%	50.0	50	100.0	80.0%
	% Passing Exams	11.8%	75%	7.9	50	15.8	42.6%
On-track to High School Graduation		98.6%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		97.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.3%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		44.6%	75%	59.4	100	59.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.5% 44.4%	75%	29.6	50	59.2	96.4% 52.9%
Arts Access		59.6%	60%	49.6	50	99.3	51.9%
Accountability Index				1049.2	1550	67.7	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	50.7	44.1	6.6	15.4	
Math Performance Index Gap	46.7	40.7	6.0	17.6	
Science Performance Index Gap	55.5	47.1	8.5	16.1	
Graduation Rate Gap	94.0%	97.3%	-3.3%	11.1%	N

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

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	99.1
	High Needs Students	99.0

³Minimum participation standard is 95%.

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

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: 51.5

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Connecticut Technical Education and Career System

Narratives

School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical Educational and Career System (CTECS) continues to make progress towards the four goals of the strategic plan to increase partnerships with business and community leaders; implement a career ready curricula aligned with credentialing standards which offers 9-14 career pathways; respond to workforce demands through innovative programs; and invest in the development of teachers and administrators through quality professional learning activities. School improvement plans include alignment with the district's Student Learning Objectives which designate targeted improvements in school climate, a decrease in chronic absenteeism, reading, mathematics and workplace readiness and tiered intervention programming for ELL and special education students. A goal for increasing parent participation is a requirement of the school plan and is reflected in the teacher and administrator evaluation process. The district has adopted the Comprehensive School Climate inventory developed by the National School Climate Center which incorporates a student, teacher and parent survey. A detailed report with recommended strategies is incorporated into a plan of action to increase parent involvement and to develop parent target goals for the school year.

The CTECS plan supports a growth model, and a digital platform 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 math. The district subscribes to a Mastery-based instructional model for mathematics to increase student success rates in Algebra. Expanding the adoption of a 1:1 device program to grades 9-12 has increased the opportunity for additional time in mathematics to master each unit. The strategic plan outlines specific metrics for students to demonstrate work preparedness through CTE workplace competencies which require demonstrated proficiency in each skill by the end of each grade. Student performance through demonstration and authentic experiences, including production work and Work-Based Learning, in these skill areas are compiled into a senior portfolio.

A continuous school improvement cycle with completion targets ensures fidelity in the school improvement implementation process. Plans are monitored through mid-year administrator conferences, site visitations and artifact review. The district monitors EL and special education programs to ensure adherence to federal and state guidelines. After-school and summer programming for incoming ninth-graders at Title I schools provide opportunities for instructional time otherwise not available for remedial supports and enrichment activities. Restructured professional development using a regional model builds leadership capacity and allows for more individualized professional learning opportunities using technology applications and webinar trainings.

CTECS has a comprehensive Family Engagement model involving Family Parent Engagement teams. The Family Engagement Centers offer workshops on various topics such as assisting students with homework and "getting involved in your child's school and career technology program". Efforts were recognized with numerous awards from the National Network of Partnership Schools at Johns Hopkins University.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district provides professional development to prepare staff to address the CCS and to align all curricula to integrate differentiated instruction to meet the needs of diverse socioeconomic and ethnic groups. Family Resource Centers increase parent and school connectedness. Family engagement efforts allow for a sense of belonging, reduce truancy, and provide a sense of community. School climate committees develop activities to include all stakeholders providing opportunities for students, families, staff and community to have a voice in decisions promoting safe and respectful schools. A Community and Eligibility Provision program provided by the USDA supplies free breakfast and lunch to five schools. Free and reduced lunch, financial aid to equip students with tools in trade technologies, and supports to purchase uniforms are some of the ways students receive assistance. Outreach efforts are available for families who may find themselves undergoing crisis due to personal challenges, natural disasters and/or military deployment as well as others. The instructional model provides opportunities for English Learner (EL) students to acquire language proficiency. Accelerated Reader (AR), Explicit Direct Instruction (EDI) and MY Access! are programs which help EL students become more proficient in English. CTECS teacher recruitment reaches out to minority teachers and administrators to mirror student populations in the district. Aggressive recruitment and outreach continue 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 EL and special needs students. Literacy staff includes content EL, special education and reading teachers who provide targeted practice and SRBI interventions. In New Haven, at-risk high school students are enrolled in plumbing, manufacturing, carpentry and weatherization, and culinary classes.

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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.