

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

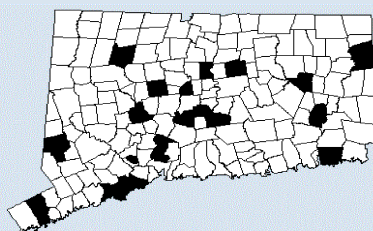


Connecticut Technical High School System

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

District Information

Grade Range	9-12
Number of Schools/Programs	20
Enrollment	10,710
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,330	40.4	48.3
Male	6,380	59.6	51.6
American Indian or Alaska Native	42	0.4	0.2
Asian	112	1.0	4.9
Black or African American	1,255	11.7	12.8
Hispanic or Latino	3,689	34.4	23.0
Pacific Islander	13	0.1	0.0
Two or More Races	375	3.5	2.7
White	5,224	48.8	55.9
English Learners	374	3.5	6.4
Eligible for Free or Reduced-Price Meals	4,671	43.6	38.0
Students with Disabilities ¹	1,017	9.5	13.7

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	701	16.8	537	12.8
Male	619	9.9	1,000	15.9
Black or African American	172	14.2	258	21.1
Hispanic or Latino	544	15.1	559	15.4
White	542	10.7	638	12.5
English Learners	55	14.9	43	11.5
Eligible for Free or Reduced-Price Meals	890	17.0	876	16.6
Students with Disabilities	103	11.5	188	18.7
District	1,320	12.7	1,537	14.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 88

Number of school-based arrests: 79

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.

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	949.3
Paraprofessional Instructional Assistants	11.2
Special Education	
Teachers and Instructors	67.9
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	19.0
School Level	143.3
Library/Media	
Specialists (Certified)	17.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	94.8
School Nurses	21.0
Other Staff Providing Non-Instructional Services/Support	372.9

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	59	4.5	3.5
Hispanic or Latino	70	5.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,173	89.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.5	9.4

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	300	100.0	255	100.0
Hispanic or Latino	816	99.6	837	99.9
White	1,252	100.0	1,192	100.0
English Learners	60	100.0	68	100.0
Eligible for Free or Reduced-Price Meals	1,202	99.8	1,151	99.9
Students with Disabilities	176	100.0	146	100.0
District	2,489	99.9	2,416	100.0
State		61.2		73.9

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	42	93.3
Intellectual Disability	*	*
Learning Disability	579	99.1
Other Health Impairment	268	98.9
Other Disabilities	*	*
Speech/Language Impairment	49	100.0
District	1,006	98.9
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	53	0.5	1.6
Emotional Disturbance	45	0.4	1.0
Intellectual Disability	*	*	0.5
Learning Disability	584	5.5	4.6
Other Health Impairment	271	2.5	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	49	0.5	1.9
All Disabilities	1,017	9.5	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	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
-----------------------------------	-----	-----	-----

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

Special Education Expenditures: 2014-15

	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

2014-15

	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).

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

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	8	*	8	*	*	*
Asian	19	*	19	*	33	53.1
Black or African American	293	44.7	293	40.3	335	45.0
Hispanic or Latino	809	45.8	809	42.0	851	47.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	90	51.3	90	47.2	76	56.4
White	1225	52.7	1225	48.2	1361	57.9
English Learners	88	38.0	88	35.4	139	37.9
Non-English Learners	2356	49.8	2356	45.5	2530	53.7
Eligible for Free or Reduced-Price Meals	1155	46.3	1155	42.9	1289	49.2
Not Eligible for Free or Reduced-Price Meals	1289	52.2	1289	47.2	1380	56.3
Students with Disabilities	242	39.9	242	37.9	327	48.0
Students without Disabilities	2202	50.5	2202	46.0	2342	53.5
High Needs	1321	45.7	1321	42.3	1512	49.2
Non-High Needs	1123	53.8	1123	48.6	1157	57.7
District	2444	49.4	2444	45.2	2669	52.9

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			
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	83.6	2,636	83.6
Curl Up	N/A	N/A	N/A	88.7	2,636	88.7
Push Up	N/A	N/A	N/A	68.7	2,636	68.7
Mile Run/PACER	N/A	N/A	N/A	48.7	2,636	48.7
All Tests - District	N/A	N/A	N/A	37.8	2,636	37.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	304	96.4	94.0	Yes	94.0
Hispanic or Latino	803	96.8	92.4	Yes	92.6
English Learners	100	99.0	88.0	Yes	88.8
Eligible for Free or Reduced-Price Meals	1,484	97.1	89.0	Yes	89.6
Students with Disabilities	241	95.4	94.0	Yes	94.0
District	2,468	97.4	93.6	Yes	93.6
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	100.0	170	9.0
Male	100.0	431	14.3
Black or African American	100.0	36	6.5
Hispanic or Latino	100.0	127	7.7
White	100.0	406	16.6
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	100.0	200	8.5
Students with Disabilities	100.0	7	8.4
District	100.0	601	12.2
State	95.6		40.7

⁵College 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
- 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.

Copyright © 2016 The College Board. www.collegeboard.org

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

Copyright © 2016 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	56.3	77.2
Male	34.2	74.0
Black or African American	53.5	77.5
Hispanic or Latino	50.2	71.1
White	35.2	77.0
English Learners	44.0	63.2
Eligible for Free or Reduced-Price Meals	45.4	72.1
Students with Disabilities	27.2	67.6
District	42.7	75.6
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Next Generation Accountability Results

These statistics are the 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	49.4	75	65.9	100	65.9	67.7
	High Needs Students	45.7	75	60.9	100	60.9	56.7
Math Performance Index	All Students	45.2	75	60.2	100	60.2	61.4
	High Needs Students	42.3	75	56.4	100	56.4	49.9
Science Performance Index	All Students	52.9	75	70.5	100	70.5	57.5
	High Needs Students	49.2	75	65.6	100	65.6	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	12.7%	<=5%	34.6	50	69.3	9.6%
	High Needs Students	16.1%	<=5%	27.8	50	55.5	15.6%
Preparation for CCR	% Taking Courses	99.9%	75%	50.0	50	100.0	67.6%
	% Passing Exams	12.2%	75%	8.2	50	16.3	40.7%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.4%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		96.1%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		42.7%	75%	56.9	100	56.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.8% 37.8%	75%	25.2	50	50.4	89.2% 50.5%
Arts Access		57.8%	60%	48.2	50	96.4	47.5%
Accountability Index				880.5	1250	70.4	

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	53.8	45.7	8.1	16.5	
Math Performance Index Gap	48.6	42.3	6.3	18.9	
Science Performance Index Gap	57.7	49.2	8.5	17.2	
Graduation Rate Gap	94.0%	96.1%	-2.1%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	97.6
Math	All Students	97.9
	High Needs Students	97.6
Science	All Students	99.8
	High Needs Students	99.7

³Minimum participation standard is 95%.

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: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2015-16

Connecticut Technical High School System

Equitable Allocation of Resources among District Schools