

**STRATEGIC SCHOOL PROFILE 2010-11**  
**Connecticut Technical High School System**

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Location: 25 Industrial Park Road  
 Middletown,  
 Connecticut

Website: [www.cttech.org/](http://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](http://www.sde.ct.gov).

**DISTRICT GRADE RANGE**

Grade Range 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 10,643  
 5-Year Enrollment Change -1.8%

**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	2.8%	
DRG C	3.7%	
DRG D	10.9%	
DRG E	6.7%	
DRG F	7.7%	
DRG G	18.0%	
DRG H	16.6%	
DRG I	33.4%	

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	3,990	37.5	34.1
Students Who Are Not Fluent in English	273	2.6	5.6
Students Identified as Gifted and/or Talented	4	0.0	4.0
Students Receiving Special Education Services in District	741	7.0	11.4
Homeless	19	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	781	16.2	13.2

**SCHOOL DISTRICT DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	82	0.8
Asian American	105	1.0
Black	1,532	14.4
Hispanic	3,013	28.3
Pacific Islander	2	0.0
White	5,825	54.7
Two or more races	84	0.8
Total Minority	4,818	45.3

**Percent of Minority Professional Staff:** 11.3%

**Non-English Home Language:**

9.9% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 47

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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 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. 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. Each school continues to develop Learning Communities that reflect the needs of both the district and individual school. 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 relationship development, tolerance, diversity, belonging and acceptance. Family Engagement Centers have been established in each school and provide a variety of supports to families including newsletters, workshops, language acquisition supports and field trips. 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 that are designed by schools to enhance feelings of self-worth, develop an appreciation of different cultures, and to experience firsthand diversity in our society, are offered throughout the district. Many schools incorporate club activities and cultural days into the school day to insure that ALL students are able to participate. 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 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 continues to embrace the Sheff initiative, integrate schools and provide summer opportunities for middle school students. The district continues to follow through on its commitment to implement programs to build character development and work with community-based services to provide supports needed to meet the needs of students and their families. The programs listed above provide the entire school community with 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.

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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	21.5	44.7	11.4
Writing Across the Disciplines	40.8	61.2	14.3
Mathematics	34.2	49.5	22.6
Science	30.2	47.0	18.8

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.”

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	42.9	84.8
% Employed (Civilian Employment and in Armed Services)	46.8	9.1

<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	99	45.5	4.0	49.5	95.9	4.1
Automotive Mechanic	214	48.6	6.5	41.6	87.6	11.2
Baking	17	70.6	0.0	23.5	100.0	0.0
Bioscience Environmental Technology	13	76.9	0.0	23.1	100.0	0.0
Carpentry	174	50.6	6.9	42.0	91.8	8.2
Culinary Arts	220	75.0	4.5	16.8	97.3	2.7
Diesel Mechanics Technology	12	58.3	0.0	41.7	100.0	0.0
Drafting: Architectural	38	78.9	5.3	7.9	100.0	0.0
Drafting: Machine	109	80.7	4.6	13.8	100.0	0.0
Early Care and Education	13	69.2	0.0	30.8	100.0	0.0
Electrical	219	46.1	4.6	47.5	94.2	4.8
Electromechanical	30	66.7	0.0	30.0	100.0	0.0
Electronics	75	62.7	10.7	22.7	94.1	5.9
Fashion Technology	48	91.7	0.0	8.3	100.0	0.0
Graphic Communications	69	66.7	10.1	20.3	57.1	35.7
Hairdressing/Barbering/Cosmetology	208	68.3	0.0	30.8	85.9	9.4
Health Technology	62	90.3	1.6	8.1	20.0	80.0
Heating/Ventilation/Air Conditioning	110	40.0	7.3	50.9	92.9	7.1
Hotel/Hospitality Technology	22	77.3	4.5	18.2	100.0	0.0
Information Support and Services	85	80.0	2.4	10.6	77.8	11.1
Manufacturing Technology	139	44.6	5.8	48.2	88.1	9.0
Masonry	36	69.4	2.8	19.4	71.4	0.0
Microcomputer Software Technician	N/A	N/A	N/A	N/A	N/A	N/A
Plumbing and Heating	153	46.4	7.2	39.9	95.1	3.3
Welding	7	42.9	28.6	28.6	100.0	0.0

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		41.8	70.6	
Average Score	Mathematics	423	510	8.4
	Critical Reading	425	505	7.6
	Writing	421	510	6.9

**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, Adjusted Cohort Rate 2010	91.6	81.8	67.2
2009-10 Annual Dropout Rate for Gr. 9 through 12	0.2	2.8	85.6

**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
	39.7	51.0	23.8

## RESOURCES AND EXPENDITURES

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$82,695	\$7,799	\$8,456	\$8,237
Instructional Supplies and Equipment	\$5,031	\$475	\$275	\$300
Improvement of Instruction and Educational Media Services	\$2,324	\$219	\$392	\$463
Student Support Services	\$21,709	\$2,047	\$792	\$872
Administration and Support Services	\$23,845	\$2,249	\$1,891	\$1,459
Plant Operation and Maintenance	\$22,992	\$2,168	\$1,459	\$1,410
Other	\$7,251	\$684	\$330	\$159
<b>Total</b>	<b>\$165,847</b>	<b>\$15,642</b>	<b>\$15,034</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>				
Land, Buildings, and Debt Service	\$7,595	\$716	\$1,847	\$1,616

**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	94.2	4.3	1.5

### 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	916.18
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	61.30
	Paraprofessional Instructional Assistants	30.03
Library/Media Specialists and/or Assistants		16.91
Staff Devoted to Adult Education		19.62
Administrators, Coordinators, and Department Chairs		
	District Central Office	18.00
	School Level	102.12
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.00
Counselors, Social Workers, and School Psychologists		77.91
School Nurses		23.11
Other Staff Providing Non-Instructional Services and Support		379.65

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	13.0	13.9	Hours of Instruction Per Year	1,046	1,010
Academic Teachers	13.0	13.9	Average Class Size	17.7	19.3
Technology/Trade Teachers	12.0	12.8	Students Per Computer	1.8	2.2
% with Master's Degree or Above	34.5	79.0			

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 741  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7 %

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	30	0.3	1.1
Learning Disability	420	3.9	3.9
Intellectual Disability	2	0.0	0.4
Emotional Disturbance	39	0.4	1.0
Speech Impairment	40	0.4	2.2
Other Health Impairment*	201	1.9	2.1
Other Disabilities**	9	0.1	0.9
Total	741	7.0	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	739	99.7	74.1
40.1 to 79.0 Percent of Time	1	0.1	14.9
0.0 to 40.0 Percent of Time	1	0.1	11.0

### 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	16.2	14.1	21.5	44.7
Writing Across the Disciplines	15.3	17.3	40.8	61.2
Mathematics	25.9	15.8	34.2	49.5
Science	22.3	13.1	30.2	47.0

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	5.0
% With Accommodations	95.0
% 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 2009-10 with a Standard Diploma	95.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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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 improving school climate as the district's plan frames the organizational and support structures to address the achievement gap. The district's makeup includes students throughout the state, representing various socioeconomic and ethnic groups, with varying abilities. 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. The district has placed a premium on preparing all students for college or career success and trade technology offerings are aligned with latest industry standards. The district works in a systematic way to focus teaching on standards-based curricula in all academic and trade technology areas with monitoring of content mastery through continual review of formative and summative assessment data. In addition, the district has provided professional development to all staff in various research-based practices, interventions, and innovative technology applications to support students in need of additional support. District personnel are well versed in the Scientifically Research-Based Intervention (SRBI) framework and have identified literacy and behavioral strategies for supporting struggling readers, ELL students, and special needs students; and follow the tiered approach with identification and support for students at Tier II and Tier III with effective progress monitoring. The district has made a commitment to literacy and has conceptualized a model for providing resources and personnel to support its goals. Language arts literacy labs and math labs have been organized at each school to individualize instruction by using supporting baseline data and literacy staff provides differentiated instruction in a station environment. The school-level improvement process, which is aligned with the district's improvement goals, requires school leaders to use strategic decision-making to develop a plan of action and to set their school's priorities for advancing achievement. School leaders have been provided substantive professional development working in a cohort model and using authentic data to identify areas of concern and determine areas of improvement. This regional approach to building leadership capacity has encouraged reflection and has developed a common understanding around optimal learning conditions for all students. The district has adopted many tools that provide data to determine the effectiveness of programs and strategies to effectively monitor progress. This process also informs district and school professional development priorities. 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 has been provided in certifying teams in school climate. Each school has designated a team to develop committees and processes to cultivate a respectful school community. The district continues to pride itself on its efforts in conforming to state policy mandates and alignment with the goals of national school climate standards framework.

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