

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



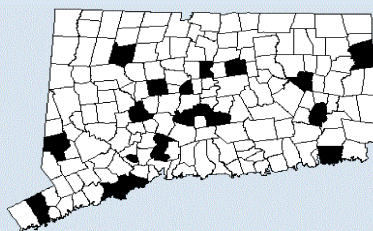
Connecticut Technical Education and Career System

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

District Information

Grade Range	9-12
Number of Schools/Programs	20
Enrollment	10,729
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,320	40.3	48.4
Male	6,409	59.7	51.6
American Indian or Alaska Native	30	0.3	0.3
Asian	145	1.4	5.1
Black or African American	1,271	11.8	12.8
Hispanic or Latino	4,002	37.3	24.8
Pacific Islander	16	0.1	0.1
Two or More Races	365	3.4	3.3
White	4,900	45.7	53.6
English Learners	375	3.5	7.2
Eligible for Free or Reduced-Price Meals	4,054	37.8	36.7
Students with Disabilities ¹	1,033	9.6	14.8

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	722	17.4	605	14.4
Male	621	9.9	1,148	18.2
Black or African American	169	13.7	273	21.6
Hispanic or Latino	564	14.6	630	16.1
White	542	11.4	748	15.6
English Learners	48	12.8	62	16.5
Eligible for Free or Reduced-Price Meals	982	16.4	1,081	17.8
Students with Disabilities	120	12.6	205	19.9
District	1,343	12.9	1,753	16.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 1,252

Number of school-based arrests: 114

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	875.2
Paraprofessional Instructional Assistants	10.2
Special Education	
Teachers and Instructors	68.1
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	136.7
Library/Media	
Specialists (Certified)	14.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	87.6
School Nurses	22.0
Other Staff Providing Non-Instructional Services/Support	350.0

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	4	0.3	1.1
Black or African American	59	4.8	3.7
Hispanic or Latino	65	5.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,087	89.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.5	10.5

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	270	99.6	281	100.0
Hispanic or Latino	908	99.5	754	100.0
White	1,114	99.9	1,228	100.0
English Learners	89	100.0	58	100.0
Eligible for Free or Reduced-Price Meals	1,369	99.5	1,233	100.0
Students with Disabilities	241	100.0	164	100.0
District	2,418	99.6	2,371	100.0
State		69.3		80.1

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	94.2
Emotional Disturbance	47	97.9
Intellectual Disability	*	*
Learning Disability	612	99.8
Other Health Impairment	275	98.6
Other Disabilities	*	*
Speech/Language Impairment	35	100.0
District	1,024	99.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	52	0.5	1.8
Emotional Disturbance	48	0.4	1.1
Intellectual Disability	*	*	0.5
Learning Disability	613	5.7	5.2
Other Health Impairment	279	2.6	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	35	0.3	1.8
All Disabilities	1,033	9.6	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

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

Special Education Expenditures: 2016-17

	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 2016-17

	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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	7	*	7	*
Asian	29	50.2	29	50.1
Black or African American	265	43.9	265	39.8
Hispanic or Latino	890	44.5	890	42.3
Native Hawaiian or Other Pacific Islander	6	*	6	*
Two or More Races	85	48.3	85	46.3
White	1101	49.2	1101	47.9
English Learners	192	37.1	192	36.8
Non-English Learners	2191	47.7	2191	45.5
Eligible for Free or Reduced-Price Meals	1084	44.6	1084	42.4
Not Eligible for Free or Reduced-Price Meals	1299	48.7	1299	46.9
Students with Disabilities	234	35.8	234	36.4
Students without Disabilities	2149	48.1	2149	45.8
High Needs	1270	43.4	1270	41.7
Non-High Needs	1113	50.8	1113	48.5
District	2383	46.9	2383	44.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	84.6	2,590	84.6
Curl Up	N/A	N/A	N/A	85.8	2,590	85.8
Push Up	N/A	N/A	N/A	70.4	2,590	70.4
Mile Run/PACER	N/A	N/A	N/A	46.4	2,590	46.4
All Tests - District	N/A	N/A	N/A	36.5	2,590	36.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	285	97.5
Hispanic or Latino	803	96.4
English Learners	90	93.3
Eligible for Free or Reduced-Price Meals	1,442	96.8
Students with Disabilities	244	95.1
District	2,431	97.5
State		87.9

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 2016-17 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	260	13.4
Male	100.0	522	18.3
Black or African American	100.0	41	7.4
Hispanic or Latino	100.0	171	10.3
White	100.0	521	22.2
English Learners	100.0	*	*
Eligible for Free or Reduced-Price Meals	100.0	334	12.8
Students with Disabilities	100.0	15	3.7
District	100.0	782	16.3
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	57.2	76.4
Male	35.9	73.2
Black or African American	52.5	74.1
Hispanic or Latino	51.5	74.0
White	35.5	75.6
English Learners	37.3	62.5
Eligible for Free or Reduced-Price Meals	45.9	72.9
Students with Disabilities	35.5	71.0
District	44.1	74.8
State	70.9	88.3

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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	46.9	75	62.5	100	62.5	67.6
	High Needs Students	43.4	75	57.9	100	57.9	57.5
Math Performance Index	All Students	44.8	75	59.8	100	59.8	62.7
	High Needs Students	41.7	75	55.5	100	55.5	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	12.9%	<=5%	34.2	50	68.4	10.7%
	High Needs Students	15.6%	<=5%	28.8	50	57.7	16.6%
Preparation for CCR	% Taking Courses	99.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	16.3%	75%	10.9	50	21.7	44.8%
On-track to High School Graduation		97.5%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.5%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		97.6%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		44.1%	75%	58.7	100	58.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.8% 36.5%	75%	24.4	50	48.7	96.6% 50.1%
Arts Access		60.2%	60%	50.0	50	100.0	51.2%
Accountability Index				742.7	1050	70.7	

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	50.8	43.4	7.4	15.9	
Math Performance Index Gap	48.5	41.7	6.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	97.6%	-3.6%	12.7%	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	98.1
	High Needs Students	97.8
Math	All Students	98.1
	High Needs Students	97.8
Science	All Students	98.9
	High Needs Students	98.8

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: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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.

The 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.