

STRATEGIC SCHOOL PROFILE 2012-13
Connecticut Technical High School System

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Location: 25 Industrial Park Road
 Middletown,
 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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

DISTRICT GRADE RANGE

Grade Range 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 10,651
 5-Year Enrollment Change 6.8%

Enrollment by District Reference Group (DRG)

DRG A	0.0%	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	2.9%	
DRG C	3.7%	
DRG D	10.8%	
DRG E	7.0%	
DRG F	7.3%	
DRG G	17.8%	
DRG H	16.4%	
DRG I	34.0%	

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	4,291	40.3	36.7
Students Who Are Not Fluent in English	280	2.6	5.8
Students Identified as Gifted and/or Talented	110	1.0	3.8
Students Receiving Special Education Services in District	797	7.5	11.9
Homeless	27	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	977	21.0	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	58	0.5
Asian American	102	1.0
Black	1,389	13.0
Hispanic	3,333	31.3
Pacific Islander	8	0.1
White	5,576	52.4
Two or more races	185	1.7
Total Minority	5,075	47.6

Percent of Minority Professional Staff: 11.0%

Non-English Home Language:

12.5% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 52

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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 district has provided professional development to prepare staff to address the rigorous Common Core State Standards and to realign all curricula to meet these expectations while serving diverse socioeconomic and ethnic groups. The district continues to provide resources to increase school connectedness, and positive school climate through activities designed to include all stakeholders. The district's school climate work provides opportunities for students, families, staff, and community to have an active voice by participating in annual surveys, committee work, and decisions surrounding improved relationships between students, teachers, and administrators in promoting safe and respectful schools. Recent activities through family engagement have included: The Impact Fathers' Have on Student Success, Common Core a Parent's Guide, Transition Skills, College and Career Options, Family Resource Fairs, Bring Your Parent to Trade Technology. These efforts increase a sense of belonging, reduce incidences of truancy, and provide a sense of community in a regional setting. Free and reduced lunch, homeless, financial aid tools for post-secondary education, tools, and uniform support are made available using district websites, and workshops at the school level. Outreach efforts are provided to families in crisis, natural disasters and military deployment. Teachers utilize data team information to drive instruction and implement DI strategies to support students' learning styles to increased student achievement. Students are encouraged to develop skills, strategies or techniques to implement and use technology to increase success and independence in the learning community. The CTHSS instructional model provides multiple paths/resources and a range of opportunities for ELL students to acquire proficiency. The CTHSS has been using blended learning to address the needs of students. Alternatives toward suspension are provided through our SAIL program as well as behavioral training. Aggressive recruitment and outreach continues to address the CTHSS part of the Sheff solution plan to offer 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 approached improvement through results-oriented decision making using web-based programs that provide data to inform tiered instructional and behavioral strategies to support struggling students, ELL students and special needs students. Literacy lab staff includes content-specific, ELL, special education and reading teachers to provide targeted practice. The Student Assistance Team makes use of data to develop proactive approaches to student needs. School leaders have been provided substantive professional development to equip building leaders with knowledge, skills, supports and resources to implement the System for Educator Evaluation and Development (SEED) to measure teacher and administrator effectiveness, district initiatives and School Improvement Plans.

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	24.8	48.5	11.4
Writing Across the Disciplines	39.8	62.1	9.8
Mathematics	33.6	52.4	15.2
Science	30.6	48.8	15.0

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

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	38.6	82.6
% Employed (Civilian Employment and in Armed Services)	42.1	9.8

Graduate Summary	Number of Graduates	% Pursuing Education	% in Military	% Available for Employment	Of Those Available for Employment	
					% with Fulltime Job Related to Training	% with Fulltime Job Unrelated to Training
Auto Body Repair	87	57.5	5.7	33.3	75.9	13.8
Automotive Mechanic	220	57.7	7.7	33.2	68.5	13.7
Baking	17	88.2	5.9	5.9	0.0	0.0
Bioscience Environmental Technology	11	81.8	9.1	9.1	100.0	0.0
Carpentry	211	48.8	10.0	38.4	55.6	17.3
Culinary Arts	273	69.2	4.8	17.9	59.2	16.3
Diesel Mechanics Technology	14	35.7	7.1	57.1	87.5	0.0
Drafting: Architectural	40	70.0	0.0	27.5	27.3	27.3
Drafting: Machine	134	79.9	4.5	14.9	35.0	15.0
Early Care and Education	17	94.1	0.0	5.9	0.0	0.0
Electrical	242	43.4	4.5	47.9	72.4	7.8
Electromechanical	28	64.3	3.6	32.1	44.4	22.2
Electronics	114	58.8	3.5	27.2	32.3	16.1
Fashion Technology	44	77.3	2.3	13.6	33.3	50.0
Graphic Communications	77	77.9	2.6	14.3	9.1	18.2
Hairdressing/Barbering/Cosmetology	215	64.7	0.0	31.6	48.5	19.1
Health Technology	77	76.6	3.9	16.9	53.8	23.1
Heating/Ventilation/Air Conditioning	124	41.1	6.5	50.8	63.5	22.2
Hotel/Hospitality Technology	12	83.3	0.0	16.7	100.0	0.0
Information Support and Services	91	83.5	2.2	9.9	22.2	11.1
Manufacturing Technology	146	43.8	4.1	47.9	65.7	12.9
Masonry	28	39.3	7.1	35.7	80.0	10.0
Microcomputer Software Technician	N/A	N/A	N/A	N/A	N/A	N/A
Plumbing and Heating	171	35.1	8.2	52.0	64.0	13.5
Welding	16	37.5	12.5	50.0	100.0	0.0

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		48.8	78.5	
Average Score	Mathematics	426	503	9.0
	Critical Reading	436	499	7.5
	Writing	426	504	7.5

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 2012	95.9	84.8	82.4
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.2	2.1	78.6

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
	35.1	51.1	15.7

RESOURCES AND EXPENDITURES

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$96,630	\$9,062	\$8,821	\$8,570
Instructional Supplies and Equipment	\$11,615	\$1,089	\$279	\$257
Improvement of Instruction and Educational Media Services	\$2,820	\$264	\$425	\$471
Student Support Services	\$23,100	\$2,166	\$860	\$950
Administration and Support Services	\$16,344	\$1,533	\$2,002	\$1,547
Plant Operation and Maintenance	\$24,313	\$2,280	\$1,635	\$1,459
Other	\$8,124	\$762	\$362	\$170
Total	\$182,946	\$17,157	\$15,744	\$14,333
Additional Expenditures				
Land, Buildings, and Debt Service	\$512	\$48	\$1,882	\$1,398

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	93.4	5.0	1.6

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	949.12
	Paraprofessional Instructional Assistants	14.68
Special Education:	Teachers and Instructors	62.00
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		14.91
Staff Devoted to Adult Education		0.00
Administrators, Coordinators, and Department Chairs		
	District Central Office	17.00
	School Level	100.12
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		2.00
Counselors, Social Workers, and School Psychologists		79.91
School Nurses		18.00
Other Staff Providing Non-Instructional Services and Support		363.00

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	1,047	1,027
Academic Teachers	14.0	13.9	Average Class Size	17.8	18.8
Technology/Trade Teachers	13.0	13.3	Students Per Computer	1.6	2.1
% with Master's Degree or Above	35.3	79.8			

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 797
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.5 %

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	38	0.4	1.3
Learning Disability	457	4.3	4.0
Intellectual Disability	2	0.0	0.4
Emotional Disturbance	36	0.3	1.0
Speech Impairment	46	0.4	2.0
Other Health Impairment*	208	2.0	2.4
Other Disabilities**	10	0.1	1.0
Total	797	7.5	12.1

*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	796	99.9	72.0
40.1 to 79.0 Percent of Time	1	0.1	16.4
0.0 to 40.0 Percent of Time	0	0.0	11.6

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	8.9	15.7	24.8	48.5
Writing Across the Disciplines	11.7	16.7	39.8	62.1
Mathematics	13.2	16.8	33.6	52.4
Science	15.9	14.6	30.6	48.8

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	8.4
% With Accommodations	91.6
% Assessed Using Skills Checklist	0.0

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	96.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The CTHSS continues to address the achievement gap with targeted goals in reading, mathematics, trade technology mastery, and improving school climate. The district places a premium on preparing all students for postsecondary and career success, and has implemented the Student Success Portfolio which requires students to demonstrate twenty-first century skills. The district provides substantive professional development to prepare staff to address the instructional shifts outlined in the Common Core State Standards and the Career and Technical Core Standards and has realigned curricula to meet these expectations. The district works in a systematic way to focus instruction on standards-based curricula in all areas with frequent monitoring of content mastery through review of formative and summative assessment data. As a result, the district has laid the groundwork in its curriculum and assessment efforts and committed to the administration of the Smarter Balanced Assessment in English Language Arts and Mathematics. The district has initiated a professional development plan of activities to support the implementation of the new teacher and administrator evaluation system, SEED. There has been an intentional focus on teacher development and individualized professional learning activities with expanded opportunities for hybrid teaching models and online planning and coursework to support the SEED system. The district's makeup includes students representing various socioeconomic and ethnic groups, with varying abilities. Many professional development offerings for staff have incorporated innovative technology applications to improve content acquisition to meet the varying needs of students. The district has adopted many web-based programs that generate data to determine the effectiveness of programs. This process also informs district and school professional development priorities. The district has approached improvement through results-oriented decision-making using data management systems that inform tiered instructional and behavioral strategies to support struggling readers, ELL students and special needs students. Use of online assessment and diagnostic tools provide data to identify students in need of explicit learning strategies to address deficits or to provide enrichment activities. The district has made a commitment to literacy and continues to provide resources and personnel to support its goals. Language arts literacy labs and math labs have been organized at each school to individualize instruction using baseline data and progress monitoring. Literacy lab staff includes content-specific, ELL, special education and reading teachers to provide targeted practice and differentiated instruction in a station environment. The school-level improvement process, which is aligned with the district's improvement protocols and procedures, requires school leaders to use data to develop plans of action conforming to the district's improvement goals and priorities. School leaders use audits, surveys and observational data to identify areas of concern in instructional planning, lesson planning and instructional delivery. Leadership training for administrative teams has encouraged professional dialogue and reflection and has extended an opportunity to develop a common understanding around optimal learning conditions for all students. All of these activities are aligned with the district's goals to build instructional capacity to realize academic excellence for all students. This initiative provides opportunities for students to interact with different ethnic groups and encourage nontraditional trade experiences. Family engagement centers have been established at each school to expand opportunities for parent involvement. The district places a respectful school and positive school climate at a premium, and substantial professional development has been provided in certifying teams in school climate. Each school has designated a school climate specialist to work with a team to envelop processes and activities aligned with the national school climate standards to cultivate a respectful school community. School climate survey data is collected and analyzed to inform SEED priorities and committee decisions. The district's school climate work provides opportunities for students to have an active voice by participating in annual surveys, committee work, Student Congress and decisions surrounding improved relationships between students, teachers and administrators in promoting safe and respectful schools. These efforts increase a sense of belonging and reduce incidences of truancy.