

STRATEGIC SCHOOL PROFILE 2007-08**Connecticut Technical High School System**

ABIGAIL L. HUGHES, Superintendent
Telephone: (860) 807-2200

Location: 25 Industrial Park Road
Middletown,
Connecticut

Website: 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, testing services, or the US Census. 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, 2007 9,971

5-Year Enrollment Change -9.7%

Enrollment by District Reference Group (DRG)

DRG A	0.2%	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	4.8%	
DRG D	11.0%	
DRG E	6.1%	
DRG F	7.1%	
DRG G	17.8%	
DRG H	17.1%	
DRG I	33.1%	

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent	
		District	State
Students Eligible for Free/Reduced-Price Meals	2,683	26.9	28.7
Students Who Are Not Fluent in English	323	3.2	5.4
Students Identified as Gifted and/or Talented	0	0.0	4.0
Students Receiving Special Education Services in District	775	7.8	11.4
Homeless	1	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	1,435	32.1	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	63	0.6
Asian American	82	0.8
Black	1,480	14.8
Hispanic	2,576	25.8
White	5,770	57.9
Total Minority	4,201	42.1

Percent of Minority Professional Staff: 11.4%

Non-English Home Language: 8.7% of this district's students come from homes where English is not the primary language. The number of non-English home languages is 30.

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.

In an effort to increase our students' ability to interact with those of different racial, ethnic, and economic backgrounds, the Connecticut Technical High School System (CTHSS) makes a concerted effort to develop a learning community at each school. Because students are accepted from 169 towns, many traveling some distance to attend school, they interact with a wide range of students from other towns. Activities to embrace students begin as soon as they are accepted to our district. Opportunities to participate in student government as well as increased opportunities to participate in SkillsUSA competition provide a sense of focus and belonging within individual schools and as a district. Programs and activities designed to enhance feelings of self-worth, develop an appreciation of different cultures, and to experience first hand diversity in our society are offered throughout the district. The students and staff have been exposed to activities, projects, programs and lessons designed to promote tolerance and diversity, examples include: Anti Defamation League workshops, programs where students and staff work together as a community, Multicultural Celebration, Teen Life Conference, Black History Club, Young Educators' Society, Outward Bound, Habitat for Humanity, High School Volunteer Council, Yellow Dress, summer festival of cultures, pride assemblies, Latino Day, and "Names Can Hurt Us". This year school administrators have committed to an additional goal of developing "Respectful Schools" collaborating with a variety of stakeholders toward the goal of positive school climate. Peer mediation training which trains students to resolve issues stemming from cultural or racial behavior in or outside of school occurred in all 17 high schools for up to 20 students per school. Peer mentorship programs have also increased within 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 has fully embraced the Sheff initiative, integrating schools and providing opportunities for students.

In order to improve school climate so that students are provided with a safe and productive school/ work environment the system continues to follow through on its commitment to implement programs from the Flippen Corporation. Specifically, the goal is for 100% participation of administrators and teachers in Capturing Kids Hearts P.D.. The district is also committed to a Teen Leadership component for students. The programs listed above provide the entire school community 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, improved relationships between teachers and students and enhanced student self esteem.

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	27.3	45.5	15.4
Writing Across the Disciplines	40.5	57.9	14.6
Mathematics	35.9	50.1	20.8
Science	31.6	46.3	17.7

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)	46.1	83.4
% Employed (Civilian Employment and in Armed Services)	48.5	12.3

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	109	29.4	4.6	60.6	50.0	28.8
Automotive Mechanic	219	41.1	5.0	51.1	57.1	19.6
Baking	17	52.9	5.9	35.3	0.0	0.0
Bioscience Environmental Technology	13	76.9	0.0	23.1	100.0	0.0
Carpentry	170	38.8	5.3	55.3	66.0	18.1
Culinary Arts	225	63.6	3.6	28.4	37.5	31.3
Diesel Mechanics Technology	15	40.0	6.7	53.3	87.5	12.5
Drafting: Architectural	34	70.6	2.9	23.5	37.5	12.5
Drafting: Machine	109	61.5	4.6	33.0	22.2	41.7
Early Care and Education	10	90.0	0.0	10.0	0.0	100.0
Electrical	226	25.7	3.5	69.9	73.4	11.4
Electromechanical	37	54.1	8.1	35.1	30.8	15.4
Electronics	117	65.8	2.6	30.8	41.7	36.1
Fashion Technology	55	87.3	0.0	10.9	16.7	33.3
Graphic Communications	63	54.0	6.3	36.5	17.4	26.1
Hairdressing/Barbering/ Cosmetology	188	43.6	3.7	47.9	55.6	12.2
Health Technology	33	66.7	0.0	33.3	54.5	0.0
Heating/Ventilation/Air Conditioning	125	21.6	4.8	68.8	74.4	8.1
Hotel/Hospitality Technology	19	89.5	0.0	10.5	100.0	0.0
Information Support and Services	20	95.0	0.0	5.0	100.0	0.0
Interactive Media	6	50.0	0.0	50.0	0.0	66.7
Manufacturing Technology	125	38.4	1.6	53.6	79.1	7.5
Masonry	34	47.1	8.8	44.1	60.0	20.0
Microcomputer Software Technician	57	80.7	1.8	14.0	62.5	25.0
Plumbing and Heating	150	20.0	6.7	72.7	73.4	19.3
Welding	9	55.6	0.0	44.4	100.0	0.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		33.4	77.6	
Average Score	Mathematics	410	504	8.5
	Critical Reading	413	502	4.6
	Writing	404	503	4.6

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, Class of 2007	95.6	92.6	43.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.0	6.2	54.1
2006-07 Annual Dropout Rate for Grade 9 through 12	2.1	1.7	20.7

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
	31.1	36.1	29.4

RESOURCES AND EXPENDITURES

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$73,092	\$7,299	\$7,517	\$7,159
Instructional Supplies and Equipment	\$6,244	\$623	\$337	\$266
Improvement of Instruction and Educational Media Services	\$1,719	\$172	\$380	\$429
Student Support Services	\$13,564	\$1,355	\$674	\$761
Administration and Support Services	\$23,015	\$2,298	\$1,722	\$1,271
Plant Operation and Maintenance	\$18,834	\$1,881	\$1,521	\$1,322
Other	\$4,225	\$422	\$310	\$145
Total	\$140,693	\$14,050	\$13,655	\$12,151
Additional Expenditures				
Land, Buildings, and Debt Service	\$5,396	\$539	\$2,722	\$1,882

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	93.6	4.5	1.9

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.

The recent fiscal year in the Connecticut Technical High School System significantly challenged the district administration to provide an equitable allocation of resources among all of the district's schools.

The individual school budgets vary depending on the number of students enrolled, the actual trade/technology programs offered, and the size of the facility.

In addition, school construction projects were ongoing in six of the schools resulting in additional funding for new equipment in those schools. In the other facilities, due to the slowdown in the allocation of bond funding, the district was not able to procure additional trade and technology equipment.

While the district received a one-time allocation for trade supplies from the state surplus, a declining percentage of funds were available for classroom materials. The dramatic increase in fuel and utility costs resulted in fewer resources for all schools during a period of increasing costs for trade supplies (wood, steel, and plumbing materials) and plant operating expenses.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	964.84
Paraprofessional Instructional Assistants	0.00
Special Education	
Teachers and Instructors	73.60
Paraprofessional Instructional Assistants	60.50
Library/Media Specialists and Assistants	16.91
Staff Devoted to Adult Education	71.13
Administrators, Coordinators, and Department Chairs	
District Central Office	13.00
School Level	84.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	98.33
School Nurses	19.00
Other Staff Providing Non-Instructional Services and Support	447.60

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
Ave. Yrs. of Experience in Education		
All Teachers	12.4	13.6
Academic Teachers	12.7	13.6
Technology/Trade Teachers	11.8	11.8
% with Master's Degree or Above	36.1	75.6

Other Resources	District	State High Schools
Hours of Instruction Per Year	1,041	1,006
Average Class Size	18.0	18.6
Students Per Computer	1.6	2.7

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	775
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities			
Disability	Count	District Percent	State Percent
Autism	15	0.2	0.7
Learning Disability	422	4.2	4.0
Intellectual Disability	5	0.1	0.5
Emotional Disturbance	64	0.6	1.0
Speech Impairment	55	0.6	2.4
Other Health Impairment*	206	2.1	2.1
Other Disabilities**	8	0.1	0.9
Total	775	7.8	11.5

*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	774	99.9	71.6
40.1 to 79.0 Percent of Time	1	0.1	16.6
0.0 to 40.0 Percent of Time	0	0.0	11.8

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	12.0	11.4	27.3	45.5
Writing Across the Disciplines	11.5	16.3	40.5	57.9
Mathematics	18.4	14.7	35.9	50.1
Science	16.4	14.4	31.6	46.3

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	20.9
% With Accommodations	79.1
% Assessed Using Skills Checklist	N/A

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	94.1	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.5	2.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Connecticut Technical High School System continues in its formal process which uses the district improvement plan as a systematic way to guide the district's focused professional development activities in four major areas which have been established to address the needs of all students: (1) a standards-based approach to instruction; (2) data driven decision making; (3) strategic learning; and (4) positive school climate. We continue to implement a standards-based approach to instruction in all academic and trade curricula. The powered curricula define skills and concepts that all students, regardless of their needs, need to master in order to be successful life long learners. The district continues to provide staff training relative to the use of its curricula, as well as corresponding common trimester benchmark assessments to ascertain individual student needs and to plan instruction accordingly. Common and formative assessments are being used as a tool to drive instruction, increase student success and provide support to students in the least restrictive environment. The district and the schools have established Data Driven Decision Making Teams which meet on a regular basis to review data, revise curricula, assessments and target professional development needs. The district continues to strive for holistic accountability using the data driven decision-making processes to address system as well as individual student needs. We will continue to train teams throughout the district in support of using a variety of data to make strategic decisions around teaching and learning. In our district, the use of strategic learning strategies coupled with differentiated instruction ensures that all of our students will have their educational and language needs met and will be able to access both trade and academic content. All of our ninth and tenth grade students continue to be taught instructional strategies. The Strategic Instruction Model and Content Literacy Continuum continue to promote school wide strategies which are designed to provide students the tools to access the content in each of their trade and academic areas. Additionally, classroom teachers, English language learner teachers and special education teachers are provided continual professional development in the areas of differentiated instruction and co-teaching. Both of these instructional designs are utilized in every trade and academic classroom and reinforce the district expectation that all students will learn at high levels. The district has integrated the use of Universal Design in order to embed the use of adaptive technologies throughout the schools to provide increased opportunities to access learning environments for our special needs students. 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 positive school climate at a premium, additional time and professional development has been made available to reinforce positive character development. Professional development sessions for staff, Capturing Kids Hearts™, and for students, Teen Leadership™ provide ongoing reminders of respectful and acceptable behaviors within and outside of our schools. Additionally, behavior intervention techniques that provide student management strategies continue to be part of our professional development program and are designed to address the needs of all students.

The district continues to engage parents in the planning and improvement of school programs in that funding is provided to each school to support parent involvement activities to increase communication and site-based decision making. Quarterly district wide parent organization meetings are scheduled at a centralized location to increase knowledge of each Parent Faculty Organization (PFO) relative to school improvement planning processes i.e. NCLB regulations and issues, Supplemental Educational Services, Curriculum and School Operations (SES). The district also publishes parent newsletters at least twice per year and provides ways to increase parent/community access to students and school information through a web-portal which allows two-way communication with administrators, teachers and parents.
