

District Profile and Performance Report for School Year 2016-17

Connecticut Technical Education and Career System

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	891.9
Paraprofessional Instructional Assistants	11.6
Special Education	
Teachers and Instructors	65.8
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	17.0
School Level	144.0
Library/Media	
Specialists (Certified)	15.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	87.2
School Nurses	21.3
Other Staff Providing Non-Instructional Services/Support	379.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	5	0.4	1.0
Black or African American	61	4.9	3.6
Hispanic or Latino	67	5.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,104	89.0	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	17.8	9.6

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	298	99.7	281	99.6
Hispanic or Latino	797	99.9	778	99.9
White	1,273	99.8	1,209	100.0
English Learners	69	100.0	37	100.0
Eligible for Free or Reduced-Price Meals	1,178	99.7	1,091	99.9
Students with Disabilities	189	100.0	154	100.0
District	2,484	99.8	2,385	99.9
State		63.6		77.5

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	56	100.0
Emotional Disturbance	33	100.0
Intellectual Disability	*	*
Learning Disability	589	99.3
Other Health Impairment	261	98.5
Other Disabilities	*	*
Speech/Language Impairment	41	100.0
District	990	99.2
State		68.2

⁴Ages 6-21

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	10	*	10	*	8	*
Asian	32	52.3	32	48.6	29	54.2
Black or African American	298	46.1	298	39.7	301	42.2
Hispanic or Latino	794	47.3	794	43.4	1006	44.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	8	*
Two or More Races	71	55.1	71	50.1	92	51.2
White	1268	52.1	1268	49.4	1195	55.5
English Learners	160	40.4	160	39.3	255	37.9
Non-English Learners	2316	50.6	2316	46.8	2384	51.0
Eligible for Free or Reduced-Price Meals	1144	48.3	1144	44.4	1367	46.2
Not Eligible for Free or Reduced-Price Meals	1332	51.3	1332	47.9	1272	53.6
Students with Disabilities	189	40.5	189	37.7	288	39.2
Students without Disabilities	2287	50.7	2287	47.0	2351	51.0
High Needs	1285	47.6	1285	43.8	1578	45.4
Non-High Needs	1191	52.4	1191	49.0	1061	56.1
District	2476	49.9	2476	46.3	2639	49.7

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	84.2	2,598	84.2
Curl Up	N/A	N/A	N/A	84.7	2,598	84.7
Push Up	N/A	N/A	N/A	69.0	2,598	69.0
Mile Run/PACER	N/A	N/A	N/A	44.9	2,598	44.9
All Tests - District	N/A	N/A	N/A	35.1	2,598	35.1
All Tests - State	52.8	51.4	51.4	50.6		51.6

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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Connecticut Technical Education and Career System

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	261	96.9
Hispanic or Latino	858	97.1
English Learners	94	94.7
Eligible for Free or Reduced-Price Meals	1,503	96.9
Students with Disabilities	229	96.5
District	2,471	97.1
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.9	206	10.9
Male	100.0	504	16.9
Black or African American	100.0	40	6.9
Hispanic or Latino	99.9	124	7.9
White	100.0	505	20.3
English Learners	100.0	*	*
Eligible for Free or Reduced-Price Meals	100.0	232	10.2
Students with Disabilities	100.0	13	3.8
District	100.0	710	14.6
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	56.8	80.0
Male	37.2	72.7
Black or African American	54.6	75.6
Hispanic or Latino	52.2	77.5
White	37.0	76.1
English Learners	36.0	68.2
Eligible for Free or Reduced-Price Meals	46.7	73.1
Students with Disabilities	31.0	69.8
District	44.8	76.4
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.9	75	66.5	100	66.5	67.1
	High Needs Students	47.6	75	63.5	100	63.5	55.9
Math Performance Index	All Students	46.3	75	61.7	100	61.7	62.2
	High Needs Students	43.8	75	58.4	100	58.4	50.5
Science Performance	All Students	49.7	75	66.3	100	66.3	55.3
	High Needs Students	45.4	75	60.6	100	60.6	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	12.5%	<=5%	35.0	50	70.0	9.9%
	High Needs Students	15.0%	<=5%	30.1	50	60.1	15.8%
Preparation for CCR	% Taking Courses	99.9%	75%	50.0	50	100.0	70.7%
	% Passing Exams	14.6%	75%	9.7	50	19.4	43.5%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		97.1%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		96.5%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		44.8%	75%	59.7	100	59.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.1% 35.1%	75%	23.4	50	46.8	92.0% 51.6%
Arts Access		58.8%	60%	49.0	50	98.0	50.5%
Accountability Index				883.8	1250	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	52.4	47.6	4.8	16.7	
Math Performance Index Gap	49.0	43.8	5.2	18.7	
Science Performance Index Gap	56.1	45.4	10.7	16.6	
Graduation Rate Gap	94.0%	96.5%	-2.5%	12.0%	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	99.6
	High Needs Students	99.8
Math	All Students	99.6
	High Needs Students	99.8
Science	All Students	99.7
	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: 50.2

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 High School System (CTHSS) continues to make progress in realizing the four goals of their 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. These areas guide the district's work and are reflected in the school improvement goals. School improvement plans include alignment with the district's Student Learning Objectives (SLOs) which designate targeted improvements in 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 measured improvement is reflected in the teacher and administrator evaluation process. The district's parent survey is aligned with the National Network of Partnership Schools survey. A tiered rubric with specific strategies and activities to increase parent involvement is used by schools to develop their parent target goals for the school year.

The CTHSS Evaluation, Support, Remediation and Support 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. In addition, expanding the adoption of a 1:1 device program has increased the opportunity for additional seat time in mathematics to master each unit. The strategic plan outlines specific metrics for students to demonstrate work preparedness. The employability assessment is administered in eleventh and/or twelfth grades to ensure students meet the district benchmark by graduation.

A continuous school improvement cycle with completion targets is implemented to ensure fidelity in the school improvement implementation process. School improvement plans are monitored through mid-year administrator conferences, site visitations and artifact review. The district regularly monitors EL and special education programs to ensure adherence to federal and state guidelines. After school programs at Title I schools provide opportunities for dedicated instructional time otherwise not available for remedial supports and enrichment activities. The district has restructured professional development using a regional model to build leadership capacity and to allow for more individualized professional learning opportunities using technology applications and webinar trainings.

The CTHSS has a comprehensive Family Engagement model involving Family Parent Engagement teams across all schools. The Family Engagement Centers offer workshops on various topics including assisting students with homework and "getting involved in your child's school and career technology program". These efforts were recognized through numerous awards from the National Network of Partnership Schools at Johns Hopkins University, which continues to provide insight to the district's work.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district provides professional development to prepare staff to address the CCS and to realign all curricula to meet expectations while serving diverse socioeconomic and ethnic groups. Resources are provided to increase school connectedness, and school climate through activities designed to include all stakeholders. School climate work provides opportunities for students, families, staff and community to have a voice in decisions to promote safe and respectful schools. Family engagement efforts increase a sense of belonging, reduce truancy, and provide a sense of community. Free and reduced lunch, financial aid tools for post-secondary education, tools, and uniform support are made available. Outreach efforts are provided to families in crisis, natural disasters and military deployment. The instructional model provides a range of opportunities for ELL students to acquire proficiency. The CTHSS has used blended learning to address the student needs. Alternatives to suspension are provided through student achievement intervention labs and behavioral training. CTHSS teacher recruitment focuses on reaching out to minority teachers and administrators. Aggressive recruitment and outreach continues 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 ELL and special needs students. Literacy staff includes content-specific, ELL, special education and reading teachers to provide targeted practice. The Student Assistance Team uses data to develop proactive approaches to student needs. The CTHSS partners with the New Britain, Waterbury, Torrington and Bridgeport school systems to enable at-risk high school students the ability to graduate in four years and acquire technical skills that will lead to jobs, post-secondary education or apprenticeships. In Hartford, at-risk adults are offered weatherization, manufacturing and masonry courses in the evening. In New Haven, at-risk high school students are enrolled in plumbing, manufacturing and carpentry/weatherization classes in the afternoon.

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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.