

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Howell Cheney Technical High School Connecticut Technical Education and Career System

860-649-5396 • <http://www.cttech.org/schools.html>

School Information

Grade Range **9-12**
Enrollment **634**

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* 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

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	151	23.8	40.3
Male	483	76.2	59.7
American Indian or Alaska Native	*	*	0.3
Asian	16	2.5	1.4
Black or African American	65	10.3	11.8
Hispanic or Latino	160	25.2	37.3
Pacific Islander	*	*	0.1
Two or More Races	27	4.3	3.4
White	363	57.3	45.7
English Language Learners	10	1.6	3.5
Eligible for Free or Reduced-Price Meals	196	30.9	37.8
Students with Disabilities ¹	64	10.1	9.6

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	19	12.8	24	16.1
Male	55	11.7	83	17.4
Black or African American	*	*	9	14.1
Hispanic or Latino	23	14.8	36	23.2
White	42	11.9	52	14.4
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	41	14.0	60	20.2
Students with Disabilities	8	13.1	9	14.1
School	74	12.0	107	17.1
District		12.9		16.7

Number of students in 2016-17 qualified as truant under state statute: 77

Number of school-based arrests: 9

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	50.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	7.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.3

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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	0.3
Black or African American	0	0.0	4.8
Hispanic or Latino	10	14.5	5.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	59	85.5	89.2

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	19.1	16.5

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1058
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	07:25 AM
End Time	02:03 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	18	*	12	*
Hispanic or Latino	37	94.9	20	100.0
White	72	100.0	99	100.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	67	97.1	58	100.0
Students with Disabilities	10	*	14	*
School	138	98.6	140	100.0
District		99.6		100.0

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	34	97.1
Other Health Impairment	19	95.0
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	62	96.9
District		99.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP),International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI 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	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	17	*	17	*
Hispanic or Latino	38	43.8	38	42.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	73	47.1	73	45.1
English Language Learners	*	*	*	*
Non-English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	53	43.7	53	41.3
Not Eligible for Free or Reduced-Price Meals	85	45.6	85	44.5
Students with Disabilities	10	*	10	*
Students without Disabilities	128	45.6	128	44.3
High Needs	62	42.3	62	39.7
Non-High Needs	76	46.9	76	46.2
School	138	44.9	138	43.3

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			
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	76.5	149	76.5
Curl Up	N/A	N/A	N/A	69.8	149	69.8
Push Up	N/A	N/A	N/A	59.1	149	59.1
Mile Run/PACER	N/A	N/A	N/A	35.6	149	35.6
All Tests - School	N/A	N/A	N/A	24.2	149	24.2
All Tests - District	N/A	N/A	N/A	36.5		36.5

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	19	*
Hispanic or Latino	25	100.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	69	98.6
Students with Disabilities	16	*
School	150	98.7
District		97.5

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	8	14.0
Male	100.0	31	13.9
Black or African American	100.0	*	*
Hispanic or Latino	100.0	*	*
White	100.0	32	18.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	13	10.2
Students with Disabilities	100.0	*	*
School	100.0	39	13.9
District	100.0		16.3

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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	58.1	*
Male	35.6	71.8
Black or African American	*	*
Hispanic or Latino	42.3	*
White	34.0	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	45.6	64.3
Students with Disabilities	*	*
School	40.3	70.0
District	44.1	74.8

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	44.9	75	59.8	100	59.8	67.6
	High Needs Students	42.3	75	56.5	100	56.5	57.5
Math Performance Index	All Students	43.3	75	57.7	100	57.7	62.7
	High Needs Students	39.7	75	52.9	100	52.9	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	12.0%	<=5%	36.0	50	72.0	10.7%
	High Needs Students	13.5%	<=5%	33.0	50	65.9	16.6%
Preparation for CCR	% Taking Courses	99.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	13.9%	75%	9.3	50	18.6	44.8%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		98.7%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		96.5%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		40.3%	75%	53.7	100	53.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.3% 24.2%	75%	16.1	50	32.2	96.6% 50.1%
Arts Access		45.9%	60%	38.2	50	76.4	51.2%
Accountability Index				713.1	1050	67.9	

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	46.9	42.3	4.6	15.6	
Math Performance Index Gap	46.2	39.7	6.6	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	96.5%	-2.5%	9.1%	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	99.3
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	100.0
Science	All Students	99.3
	High Needs Students	98.4

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.