

**SCHOOL PROFILE AND PERFORMANCE REPORT  
FOR SCHOOL YEAR 2018–19**



**A. I. Prince Technical High School**  
Connecticut Technical Education and Career System

860-951-7112 • <http://www.cttech.org/schools.html>

**School Information**

Grade Range **9-12**  
Enrollment **677**

**Community Information**

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

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**Notes**

Unless otherwise noted, all data are for 2018-19 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](http://edsight.ct.gov).

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

**Students**

**October 1, 2018 Enrollment**

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	338	49.9	*
Male	339	50.1	59.5
American Indian or Alaska Native	*	*	0.2
Asian	13	1.9	1.4
Black or African American	177	26.1	11.8
Hispanic or Latino of any race	444	65.6	39.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.7
White	32	4.7	43.7
English Learners	71	10.5	3.8
Eligible for Free or Reduced-Price Meals	420	62.0	53.8
Students with Disabilities <sup>1</sup>	64	9.5	10.3

<sup>1</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.  
*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the school identify as non-binary.*

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	65	19.7	52	15.1
Male	55	16.6	67	19.4
Black or African American	23	13.6	37	20.3
Hispanic or Latino of any race	88	20.2	72	16.0
White	*	*	10	28.6
English Learners	7	10.3	6	8.2
Eligible for Free or Reduced-Price Meals	108	21.2	104	17.8
Students with Disabilities	13	20.3	16	23.9
School	120	18.1	119	17.2
District		9.9		15.7

**Number of students in 2017-18 qualified as truant under state statute: 218**

**Number of school-based arrests: Fewer than 6**

<sup>2</sup>A student is chronically absent if they miss 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.

<sup>3</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2018-19

## A. I. Prince Technical High School

Connecticut Technical Education and Career System

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	69.7
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	9.5
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	22.9

<sup>1</sup>In 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	0.4
Black or African American	15	16.1	5.0
Hispanic or Latino of any race	7	7.5	5.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.1	0.1
White	70	75.3	88.7

#### Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.4	12.7

### Instruction and Resources

#### School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	916
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:40 AM
End Time	01:24 PM

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	37	100.0	33	97.1
Hispanic or Latino of any race	99	100.0	98	100.0
White	*	*	8	*
English Learners	18	*	16	*
Eligible for Free or Reduced-Price Meals	106	100.0	107	99.1
Students with Disabilities	13	*	15	*
School	148	100.0	145	99.3
District		99.9		99.8

<sup>2</sup>College-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 Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	45	100.0
Other Health Impairment	12	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	64	100.0
District		99.1

<sup>3</sup>This table includes students ages 6-21 with an IEP or services plan.

# School Profile and Performance Report for School Year 2018-19

## A. I. Prince Technical High School

### Connecticut Technical Education and Career System

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	37	38.2	37	36.3	37	43.7
Hispanic or Latino of any race	98	40.8	98	37.2	95	45.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners	36	34.6	36	32.5	35	41.5
Non-English Learners	111	42.7	111	38.8	109	47.3
Eligible for Free or Reduced-Price Meals	105	39.8	105	36.6	103	44.9
Not Eligible for Free or Reduced-Price Meals	42	42.9	42	38.9	41	48.4
Students with Disabilities	13	*	13	*	13	*
Students without Disabilities	134	40.8	134	37.2	131	45.3
High Needs	112	39.8	112	37.0	110	45.7
Non-High Needs	35	43.5	35	38.2	34	46.5
School	147	40.7	147	37.3	144	45.9

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	40	41	50	
National Public	34	32	36	
<b>MATH</b>				
Connecticut	45	39	32	
National Public	40	33	25	

<sup>1</sup>NAEP 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 performance on NAEP by student group, [click here](#).

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	77.8	180	77.8
Curl Up	N/A	N/A	N/A	88.9	180	88.9
Push Up	N/A	N/A	N/A	64.4	180	64.4
Mile Run/PACER	N/A	N/A	N/A	47.8	180	47.8
All Tests - School	N/A	N/A	N/A	33.9	180	33.9
All Tests - District	N/A	N/A	N/A	44.4		44.4

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2018-19

## A. I. Prince Technical High School

### Connecticut Technical Education and Career System

#### Cohort Graduation: Four-Year<sup>1</sup>

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	45	100.0
Hispanic or Latino of any race	106	98.1
English Learners	15	*
Eligible for Free or Reduced-Price Meals	136	98.5
Students with Disabilities	15	*
School	172	98.8
District		97.0

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.3	0	0.0
Male	100.0	6	4.2
Black or African American	98.6	*	*
Hispanic or Latino of any race	100.0	*	*
White	*	*	*
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	99.5	*	*
Students with Disabilities	100.0	*	*
School	99.7	6	2.0
District	100.0		11.9

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	63.6	63.9
Male	46.4	70.8
Black or African American	50.0	*
Hispanic or Latino of any race	55.2	57.1
White	*	*
English Learners	50.0	*
Eligible for Free or Reduced-Price Meals	52.9	64.8
Students with Disabilities	*	*
School	55.2	66.7
District	44.6	76.7

<sup>5</sup>College 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.

<sup>6</sup>College 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

# School Profile and Performance Report for School Year 2018-19

## A. I. Prince Technical High School

### Connecticut Technical Education and Career System

#### 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	40.7	75	81.4	150	54.3	67.7
	High Needs Students	39.8	75	79.7	150	53.1	58.1
Math Performance Index	All Students	37.3	75	74.5	150	49.7	63.1
	High Needs Students	37.0	75	73.9	150	49.3	52.7
Science Performance Index	All Students	45.9	75	61.2	100	61.2	63.8
	High Needs Students	45.7	75	60.9	100	60.9	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	41.5%	100%	20.7	50	41.5	60.0%
	Oral	51.9%	100%	26.0	50	51.9	52.1%
Chronic Absenteeism	All Students	18.1%	<=5%	23.7	50	47.5	10.4%
	High Needs Students	20.3%	<=5%	19.4	50	38.8	16.1%
Preparation for CCR	% Taking Courses	99.7%	75%	50.0	50	100.0	80.0%
	% Passing Exams	2.0%	75%	1.4	50	2.7	42.6%
On-track to High School Graduation		99.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.8%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		99.4%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		55.2%	75%	73.6	100	73.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7%   33.9%	75%	22.6	50	45.2	96.4%   52.9%
Arts Access		50.8%	60%	42.3	50	84.6	51.9%
<b>Accountability Index</b>				<b>961.4</b>	<b>1550</b>	<b>62.0</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	43.5	39.8	3.6	15.3	
Math Performance Index Gap	38.2	37.0	1.3	17.4	
Science Performance Index Gap	46.5	45.7	0.8	16.3	
Graduation Rate Gap	94.0%	99.4%	-5.4%	8.0%	N

<sup>1</sup>If 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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	99.1
Math	All Students	99.3
	High Needs Students	99.1
Science	All Students	97.3
	High Needs Students	97.3

#### Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

<sup>3</sup>Minimum participation standard is 95%.