

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



## 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 **631**

### 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

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	145	23.0	*
Male	486	77.0	59.5
American Indian or Alaska Native	0	0.0	0.2
Asian	18	2.9	1.4
Black or African American	70	11.1	11.8
Hispanic or Latino of any race	169	26.8	39.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	32	5.1	3.7
White	342	54.2	43.7
English Learners	14	2.2	3.8
Eligible for Free or Reduced-Price Meals	318	50.4	53.8
Students with Disabilities <sup>1</sup>	62	9.8	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	12	8.8	12	8.3
Male	21	4.4	63	12.8
Black or African American	*	*	11	15.5
Hispanic or Latino of any race	14	8.5	16	9.2
White	15	4.5	41	12.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	26	8.6	42	12.8
Students with Disabilities	*	*	9	14.1
School	33	5.4	75	11.8
District		9.9		15.7

**Number of students in 2017-18 qualified as truant under state statute: 59**

**Number of school-based arrests: 8**

<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

## Howell Cheney 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	50.8
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	4.7
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	8.2
<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	5.0
School Nurses	1.1
Other Staff Providing Non-Instructional Services/Support	16.7

<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	1	1.4	5.0
Hispanic or Latino of any race	9	12.9	5.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	60	85.7	88.7

### Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	14.6	12.7

## Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1073
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 School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	*	18	*
Hispanic or Latino of any race	43	100.0	38	100.0
White	62	100.0	69	98.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	71	100.0	67	98.5
Students with Disabilities	14	*	6	*
School	129	100.0	136	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	36	100.0
Other Health Impairment	20	100.0
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	62	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

## Howell Cheney 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	13	*	13	*	13	*
Hispanic or Latino of any race	43	41.7	43	39.2	43	45.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	62	50.7	62	46.8	62	58.3
English Learners	12	*	12	*	12	*
Non-English Learners	117	47.3	117	43.3	117	52.8
Eligible for Free or Reduced-Price Meals	71	43.3	71	40.5	71	47.2
Not Eligible for Free or Reduced-Price Meals	58	50.8	58	45.8	58	57.3
Students with Disabilities	13	*	13	*	13	*
Students without Disabilities	116	47.9	116	44.2	116	52.9
High Needs	82	42.4	82	39.2	82	46.4
Non-High Needs	47	54.1	47	49.3	47	61.0
School	129	46.7	129	42.9	129	51.7

### 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	34	36
National Public	34	32		
<b>MATH</b>				
Connecticut	45	39	40	33
National Public	40	33		

<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	89.4	170	89.4
Curl Up	N/A	N/A	N/A	72.4	170	72.4
Push Up	N/A	N/A	N/A	59.4	170	59.4
Mile Run/PACER	N/A	N/A	N/A	22.9	170	22.9
All Tests - School	N/A	N/A	N/A	13.5	170	13.5
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

## Howell Cheney 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	12	*
Hispanic or Latino of any race	20	100.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	57	100.0
Students with Disabilities	13	*
School	139	100.0
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	100.0	6	9.8
Male	100.0	31	15.1
Black or African American	100.0	*	*
Hispanic or Latino of any race	100.0	*	*
White	100.0	27	20.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	14	10.1
Students with Disabilities	100.0	0	0.0
School	100.0	37	13.9
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	40.6	*
Male	29.0	59.5
Black or African American	*	*
Hispanic or Latino of any race	35.0	*
White	27.6	63.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	35.1	54.8
Students with Disabilities	*	*
School	31.7	63.3
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

## Howell Cheney 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	46.7	75	93.4	150	62.2	67.7
	High Needs Students	42.4	75	84.9	150	56.6	58.1
Math Performance Index	All Students	42.9	75	85.8	150	57.2	63.1
	High Needs Students	39.2	75	78.4	150	52.3	52.7
Science Performance Index	All Students	51.7	75	68.9	100	68.9	63.8
	High Needs Students	46.4	75	61.8	100	61.8	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	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.4%	<=5%	49.2	50	98.3	10.4%
	High Needs Students	7.7%	<=5%	44.5	50	89.0	16.1%
Preparation for CCR	% Taking Courses	99.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	13.9%	75%	9.3	50	18.5	42.6%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		100.0%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.1%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		31.7%	75%	42.2	100	42.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.4%   13.5%	75%	9.0	50	18.0	96.4%   52.9%
Arts Access		45.3%	60%	37.8	50	75.5	51.9%
<b>Accountability Index</b>				<b>965.1</b>	<b>1450</b>	<b>66.6</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	54.1	42.4	11.7	15.3	
Math Performance Index Gap	49.3	39.2	10.1	17.4	
Science Performance Index Gap	61.0	46.4	14.7	16.3	
Graduation Rate Gap	94.0%	95.1%	-1.1%	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	99.2
	High Needs Students	98.8
Math	All Students	99.2
	High Needs Students	98.8
Science	All Students	99.2
	High Needs Students	98.8

#### Supporting Resources

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

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