

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



W. F. Kaynor Technical High School

Connecticut Technical Education and Career System

203-596-4302 • <http://www.cttech.org/schools.html>

School Information

Grade Range	9-12
Enrollment	831
Per Pupil Expenditures	\$24,746
Total Expenditures	\$19,425,257

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://edsight.ct.gov>

For district totals, please see the district profile.
* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	School Count	School Percent (%)	District Percent (%)
Female	348	41.9	39.0
Male	475	57.2	60.3
Non-Binary	8	1.0	0.6
American Indian or Alaska Native	*	*	*
Asian	10	1.2	0.8
Black or African American	134	16.1	12.4
Hispanic or Latino of any race	406	48.9	44.2
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	43	5.2	5.2
White	232	27.9	37.2
English Learners/Multilingual Learners	37	4.5	5.8
Eligible for Free or Reduced-Price Meals	430	51.7	48.7
Students with Disabilities	112	13.5	17.1

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	36	10.6	27	7.7
Male	*	*	27	5.7
Non-Binary	*	*	0	*
Black or African American	*	*	12	9.0
Hispanic or Latino of any race	34	8.5	26	6.4
White	15	6.6	12	5.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	47	10.7	39	8.6
Students with Disabilities	17	15.6	11	9.3
All Students - School	65	8.0	54	6.5
All Students - District		16.5		14.9

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 60
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	64.8
General Education Paraprofessionals	2.0
Special Education Teachers and Instructors	5.5
Special Education Paraprofessionals	0.0
School Level Administrators	12.5
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	29.9

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

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	2	2.2	5.0
Hispanic or Latino of any race	8	8.7	7.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	82	89.1	86.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	15.5
District	13.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	5	5.6	6.8
Teachers	5	6.5	8

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$12,440,176	\$15,847
Support Services - Students	\$2,060,064	\$2,624
Improvement of Instruction	\$34,184	\$44
Library and Media Services	\$135,563	\$173
Support Services - Instruction	\$8,846	\$11
Support Services - School-Based Administration	\$2,160,739	\$2,753
Operation and Maintenance of Plant	\$2,245,642	\$2,861
Transportation Other Than to/From Home	.	.
Enterprise Operations	\$340,043	\$433
Total	\$19,425,257	\$24,746

Total per pupil expenditures (PPE) including share of district central expenditures is \$28,607.

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	63	100.0
Other Health Impairment	30	96.8
Other Disabilities	*	*
Speech/Language Impairment	9	*
All Disabilities - School	111	99.1
All Disabilities - District		98.3

This table includes students ages 6-21 with an IEP or services plan.

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	26	100.0	37	100.0
Hispanic or Latino of any race	93	100.0	96	100.0
White	62	100.0	43	100.0
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	114	100.0	89	100.0
Students with Disabilities	30	100.0	18	*
All Students - School	193	100.0	193	100.0
All Students - District		100.0		100.0

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

School Schedule

Category	Value
Days of Instruction	182
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	1123
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:17 AM
School End Time	02:03 PM

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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.

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	24	39.6	24	39.6	25	51.7
Hispanic or Latino of any race	93	45.5	93	41.0	92	55.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	7	*	7	*	7	*
White	62	49.7	62	43.3	62	60.0
English Learners/Multilingual Learners	9	*	9	*	9	*
Non-English Learners/Non-Multilingual Learners	182	47.1	182	42.2	182	56.7
Eligible for Free or Reduced-Price Meals	113	42.6	113	38.7	112	51.5
Not Eligible for Free or Reduced-Price Meals	78	52.4	78	46.3	79	62.7
Students with Disabilities	30	31.2	30	31.6	30	41.3
Students without Disabilities	161	49.5	161	43.7	161	58.9
High Needs	125	42.0	125	38.3	124	51.2
Non-High Needs	66	55.3	66	48.4	67	65.3
School	191	46.6	191	41.8	191	56.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	N/A	83.5	206	83.5
Curl Up	N/A	N/A	N/A	90.3	206	90.3
Push Up	N/A	N/A	N/A	71.7	205	71.7
Mile Run/PACER	N/A	N/A	N/A	53.9	206	53.9
All Tests - School	N/A	N/A	N/A	43.3	203	43.3
All Tests - District	N/A	N/A	N/A	33.8		33.8

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.

Note: Only students assessed in all four areas are included in the All Tests calculation.

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	14	*
Hispanic or Latino of any race	94	97.9
White	56	100.0
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	146	98.6
Students with Disabilities	16	*
All Students - School	182	98.9
All Students - District		97.1

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	44	25.9
Male	*	*
Non-Binary	*	*
Black or African American	11	17.5
Hispanic or Latino of any race	38	20.1
White	28	26.7
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	30	14.8
Students with Disabilities	*	*
All Students - School	83	21.5
All Students - District		21.0

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	69.9	81.5
Male	45.8	87.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	52.2	89.2
White	55.4	83.3
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56.9	85.9
Students with Disabilities	*	*
All Students - School	55.6	83.5
All Students - District	41.9	76.1

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	46.6	75	93.3	150	62.2	64.7
ELA Performance Index	High Needs Students	42.0	75	84.1	150	56.1	54.9
Math Performance Index	All Students	41.8	75	83.6	150	55.7	61.1
Math Performance Index	High Needs Students	38.3	75	76.6	150	51.0	50.6
Science Performance Index	All Students	56.2	75	74.9	100	74.9	62.6
Science Performance Index	High Needs Students	51.2	75	68.3	100	68.3	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	47.1%	100%	23.5	50	47.1	58.7%
Progress Toward English Proficiency	Oral	71.2%	100%	35.6	50	71.2	55.7%
Chronic Absenteeism	All Students	8.0%	<=5%	44.0	50	88.1	17.2%
Chronic Absenteeism	High Needs Students	10.2%	<=5%	39.6	50	79.2	24.8%
% Taking CCR Courses	All Students	100.0%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	21.5%	75%	14.3	50	28.7	47.2%
On-track to High School Graduation	All Students	99.5%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	98.9%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	97.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	55.6%	75%	74.1	100	74.1	67.0%
Physical Fitness % Meeting Health Standard	All Students	43.3%	75%	28.9	50	57.8	49.0%
Arts Access	All Students	79.9%	60%	50.0	50	100.0	55.1%
Accountability Index				1090.9	1550	70.4	

Physical Fitness Estimated Participation Rate - School: 97.1% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	55.3	42.0	13.3	17.1	N
Math Performance Index Gap	48.4	38.3	10.2	18.6	N
Science Performance Index Gap	65.3	51.2	14.0	18.3	N
Graduation Rate Gap	94.0%	97.0%	0.0%	6.5%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.5
ELA	High Needs Students	98.4
Math	All Students	98.5
Math	High Needs Students	98.4
Science	All Students	99.0
Science	High Needs Students	98.4

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>