

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Emmett O'Brien Technical High School Connecticut Technical Education and Career System

203-732-1800 • <http://www.cttech.org/schools.html>

School Information

Grade Range 9-12
Enrollment 607

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.

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	258	42.5	*
Male	349	57.5	59.5
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	1.4
Black or African American	50	8.2	11.8
Hispanic or Latino of any race	179	29.5	39.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	21	3.5	3.7
White	350	57.7	43.7
English Learners	13	2.1	3.8
Eligible for Free or Reduced-Price Meals	296	48.8	53.8
Students with Disabilities ¹	75	12.4	10.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	22	8.7	29	10.8
Male	29	8.5	77	21.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	14	8.0	28	15.6
White	28	8.1	59	16.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	11.8	57	17.8
Students with Disabilities	*	*	12	14.8
School	51	8.6	106	17.1
District		9.9		15.7

Number of students in 2017-18 qualified as truant under state statute: 73

Number of school-based arrests: 6

²A 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.

³This column displays the 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	44.3
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	5.9
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.7
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.3

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	1	1.6	0.4
Black or African American	2	3.3	5.0
Hispanic or Latino of any race	1	1.6	5.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	57	93.4	88.7

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.2	12.7

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1054
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:40 AM
End Time	02:11 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	*	8	*
Hispanic or Latino of any race	38	100.0	36	100.0
White	81	100.0	69	100.0
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	78	100.0	53	100.0
Students with Disabilities	14	*	14	*
School	142	100.0	120	100.0
District		99.9		99.8

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	41	97.6
Other Health Impairment	20	100.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	74	98.7
District		99.1

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

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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.

	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	18	*	18	*	18	*
Hispanic or Latino of any race	38	46.3	38	41.0	38	51.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	81	51.3	81	43.5	81	56.5
English Learners	6	*	6	*	6	*
Non-English Learners	136	49.7	136	42.6	136	55.0
Eligible for Free or Reduced-Price Meals	77	47.9	77	41.6	77	52.8
Not Eligible for Free or Reduced-Price Meals	65	50.3	65	42.8	65	55.8
Students with Disabilities	14	*	14	*	14	*
Students without Disabilities	128	50.1	128	43.3	128	54.7
High Needs	85	47.2	85	41.0	85	52.5
Non-High Needs	57	51.7	57	44.0	57	56.7
School	142	49.0	142	42.2	142	54.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	97.4	154	97.4
Curl Up	N/A	N/A	N/A	98.1	154	98.1
Push Up	N/A	N/A	N/A	69.5	154	69.5
Mile Run/PACER	N/A	N/A	N/A	58.4	154	58.4
All Tests - School	N/A	N/A	N/A	52.6	154	52.6
All Tests - District	N/A	N/A	N/A	44.4		44.4

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	35	97.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60	100.0
Students with Disabilities	8	*
School	128	98.4
District		97.0

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 2017-18 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	*	*
Male	100.0	*	*
Black or African American	100.0	*	*
Hispanic or Latino of any race	100.0	*	*
White	100.0	17	11.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	7	5.3
Students with Disabilities	100.0	0	0.0
School	100.0	23	8.8
District	100.0		11.9

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

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 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 ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	64.6	79.2
Male	29.1	76.0
Black or African American	*	*
Hispanic or Latino of any race	48.6	*
White	38.5	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44.6	74.1
Students with Disabilities	*	*
School	42.5	77.6
District	44.6	76.7

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	49.0	75	98.0	150	65.3	67.7
	High Needs Students	47.2	75	94.4	150	62.9	58.1
Math Performance Index	All Students	42.2	75	84.4	150	56.2	63.1
	High Needs Students	41.0	75	82.0	150	54.6	52.7
Science Performance Index	All Students	54.2	75	72.2	100	72.2	63.8
	High Needs Students	52.5	75	70.0	100	70.0	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	8.6%	<=5%	42.8	50	85.7	10.4%
	High Needs Students	11.3%	<=5%	37.3	50	74.6	16.1%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	80.0%
	% Passing Exams	8.8%	75%	5.9	50	11.7	42.6%
On-track to High School Graduation		100.0%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		98.4%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.9%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		42.5%	75%	56.7	100	56.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 52.6%	75%	35.1	50	70.1	96.4% 52.9%
Arts Access		55.9%	60%	46.6	50	93.2	51.9%
Accountability Index				1025.2	1450	70.7	

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 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	51.7	47.2	4.5	15.3	
Math Performance Index Gap	44.0	41.0	3.0	17.4	
Science Performance Index Gap	56.7	52.5	4.3	16.3	
Graduation Rate Gap	94.0%	97.9%	-3.9%	8.0%	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.

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 (%) ³	
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

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

³Minimum participation standard is 95%.