

**STRATEGIC SCHOOL PROFILE 2008-09**

Connecticut Technical High School Edition

**Platt Technical High School**  
**Connecticut Technical High School System**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**

School Type: Regional Technical High School

School Grade Range: 9-12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2008: 884

5-Year Enrollment Change: 9.5%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	241	27.3	34.2	26.0
Students Who Are Not Fluent in English	6	0.7	3.2	3.3
Students Identified as Gifted and/or Talented	0	0.0	0.0	4.7
Students with Disabilities	59	6.7	7.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	96	22.6	27.9	19.0

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State High Schools
Total Days per Year	182	182
Total Hours per Year	1,048	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Language Instruction:** No world language instruction was provided.

Average Class Size	School	District	State
Algebra I	27.4	19.9	18.7
Biology I	24.0	16.7	19.3
English, Grade 10	23.6	17.2	19.1
American History	24.3	17.1	19.9

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

<b>% Jrs and Srs Enrolled in Course(s) for College Credit</b>	<b>School</b>	<b>District</b>	<b>State</b>
During the 2007-08 School Year	38.1	23.9	30.5

**Minimum Graduation Credits**

The state requires a minimum of 20 credits for graduation.

<b>Number of Credits Required for Graduation</b>	<b>School</b>	<b>State</b>
Required for Class of 2008	29.0	23.3

<b>Class of 2008 – Percent of Graduates Who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>District</b>	<b>State</b>
Algebra I	100.0	98.9	94.1
Chemistry	8.6	47.3	73.6

<b>Special Programs</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	3.2	3.3
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	98.3	99.9	72.6

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

<b>Instructional Computers and Library Materials</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
# of Students Per Computer	2.1	1.6	2.4
% of Computers with Internet Access	100.0	100.0	99.2
% of Computers that are High or Moderate Power	100.0	100.0	98.8
# of Print Volumes Per Student*	10.3	12.8	16.0
# of Print Periodical Subscriptions	34	38	48

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	15.4	13.1	13.8
% with Master's Degree or Above	35.7	36.4	72.9
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.5	12.3	8.4
% Assigned to Same School the Previous Year	92.9	91.3	87.0

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	65.11
	Paraprofessional Instructional Assistants	0.00
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	1.38
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		5.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.81
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		23.91

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.

## SCHOOL DIVERSITY

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	4	0.5
Asian American	12	1.4
Black	128	14.5
Hispanic	195	22.1
White	545	61.7
Total Minority	339	38.3

**Percent of Minority Professional Staff:** 7.2

**Non-English Home Language:** 5.3% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Platt Tech has reduced racial/ethnic isolation through diverse program offerings and expansive regional cooperation which have been widely successful. Popularity of Spend-a-Day provides large numbers of pre-high school students with opportunities to preview our school. The combined impact of Platt TV, exceptionally strong media coverage (reaching well beyond the local community and into nearby urban areas) and a high-quality education allow our school to maintain a prominent position as a high school of choice within the region as evidenced by over 850 applicants for the Class of 2013. Currently, 24 cities/towns are represented within the student population, including urban areas of Bridgeport and New Haven. As a result, our student body increasingly reflects cultural diversity found in a large, varied geographic arena. Platt's expanded ELL program serves the needs of limited English proficient and English language learners. An evolving Diversity Team has served to heighten student awareness and appreciation of individual differences by celebrating common humanity, while Peer Mediators address minor conflicts among students. Platt works diligently to instill a sense of pride, identity and common purpose within all students, creating a unique school culture. High expectations prevail, as all staff members deliver on the promise of nothing less than the finest educational program for all students.

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## HOME AND SCHOOL COMMUNICATION AND SUPPORT

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Platt Tech continually expands upon its role in the community through alignment with parents, industry, service agencies and higher education. An active Parent/Faculty Organization routinely supports school activities, while planned quarterly meetings focus upon educational issues impacting families (e.g. helping your teen make the grade; preparing for life after high school etc...). Parents receive bi-monthly Principal's Updates (news letter) and published phone/e-mail addresses for faculty. A strong Student Support Services Department and close teacher interaction promotes clear relationships between school and home. Students receive interim reports at the mid-point of each marking period and regular conferences are scheduled throughout the year. Participation with the Milford Chamber of Commerce, Senior Center, Health Department, United Way, Red Cross, American Heart Association, Make a Wish Foundation and local YMCA has brought recognition and honors to our school. Platt's Toys for Tots, food/blood drives, luncheons to benefit the needy, and production services are well known in the local area for highlighting the spirit of community evident in our student body.

Working with area business and industry, trade departments have refined advisory committee structures to serve the training and employment needs of graduates, along with the demands of the State's work force. This may be best exemplified through the IBT Local 1150/Sikorsky School to Career mentoring program, partnership with CBIA and NHMA or the AYES/Platt automotive training collaborative unique among Connecticut high schools.

Along with College/Career Pathways articulation, Platt has entered a collaborative partnership with Housatonic Community College through participation in the Bridges program and serves as a STEM institute for the Workforce Alliance. While individual student organizations, spearheaded through Student Council, add much to the climate of our school, great efforts have been directed toward service to our area population. This small sample of opportunities and programs characterizes Platt Tech's philosophy of caring for each other as a family.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	District	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	39.4	26.3	47.4	42.5
Writing Across the Disciplines	49.0	32.8	55.0	43.0
Mathematics	41.3	33.1	47.8	43.2
Science	39.4	27.3	42.8	48.1

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Physical Fitness: % Reaching Health Standard on All 4 Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	30.3	32.5	39.9	33.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**SAT® I.** The lowest possible score on each subtest is 200; the highest is 800.

SAT® I: Reasoning Test Class of 2008 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	464	422	507	32.0
Critical Reading	456	424	503	27.6
Writing	426	416	506	18.8
% of Grads Tested	27.6	33.4	74.5	N/A

<b>Student Attendance</b>	<b>School</b>	<b>District</b>	<b>State High Schools</b>
% Present on October 1	95.5	94.1	94.6

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 225 students were responsible for these incidents. These students represent 26.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

<b>Number of Incidents by Disciplinary Offense Category, 2007-08</b>		
<b>Offense Category</b>	<b>Location of Incident</b>	
	<b>School</b>	<b>Other Location</b>
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	13	3
Theft	21	1
Physical/Verbal Confrontation	2	0
Fighting/Battery	20	1
Property Damage	7	0
Weapons	1	0
Drugs/Alcohol/Tobacco	18	4
School Policy Violations	311	42
<b>Total</b>	<b>394</b>	<b>51</b>

<b>Graduation and Dropout Rates</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	98.9	96.8	92.1	88.5
Cumulative 4-Yr Dropout Rate for Class of 2008	0.9	2.4	6.6	86.8
2007-08 Annual Dropout Rate for Gr. 9 through 12	0.1	0.3	2.5	88.9

<b>Activities of Graduates</b>	<b>School</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education	4.3	5.2	82.0
% Employed, Civilian and Military	0.5	0.4	1.4

<b>Class of 2008: Percent of Graduates Employed or Available for Employment Who Are Working Full-Time</b>	<b>Number of Graduates</b>	<b>% Employed or Available for Employment</b>	<b>% of Employed or Available Working Full-Time</b>
Auto Body Repair	9	33.3	100.0
Automotive Mechanic	17	88.2	86.7
Carpentry	8	75.0	100.0
Culinary Arts	24	41.7	70.0
Drafting: Architectural	7	57.1	75.0
Drafting: Machine	9	55.6	100.0
Electrical	15	80.0	100.0
Electromechanical	12	83.3	80.0
Electronics	10	40.0	75.0
Hairdressing/Barbering/Cosmetology	15	60.0	100.0
Heating/Ventilation/Air Conditioning	12	83.3	100.0
Information Support and Services	16	43.8	28.6
Manufacturing Technology	17	82.4	92.9
Plumbing and Heating	14	92.9	100.0

<b>Advanced Placement Courses 2007-08</b>	<b>School</b>	<b>District</b>	<b>State High Sch.</b>
Number of Courses for which Students were Tested	0	0.4	10.0
% of Grade 12 Students Tested	0.0	1.7	21.2
% of Exams Scored 3 or More*	N/A	N/A	N/A

\*A score of three or higher is generally required for earning college credit.

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### **SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Faculty affirms the simple mantra that what we believe, they achieve as a foundation statement affirming successful efforts to improve student performance. To that end, our school goal of all students attaining honor- level grades at least one marking period was partially realized as 66% of the student body made the grade last academic year. Platt Tech has institutionalized a collaborative teaching model encompassing all grade levels in teamed instruction. Generalization of a Strategic Instructional Model across disciplines combined with the school's outcome based learning emphasis allow academic teachers to design, implement, assess and modify instructional units cooperatively, with the specific goal of maximizing student performance. An enhanced master schedule produces varied instructional cells, including blocked 100-minute periods and cohort-assigned activities. Learning Laboratories for Math/Language Arts, along with digitally modified classrooms augment the learning environment. These efforts, combined with staff development specifically targeting learning outcomes, differentiation, data-driven decision making and strategic instruction have produced considerable results. Enrollment (904), attrition (1.9%) and daily attendance (95.3%) continue to be strong, as Platt Tech maintains an extensive applicant pool and a student population 13% beyond building capacity. Platt has introduced school uniforms consisting of logo-embroidered polo shirts and khaki trousers which focus school culture on high level achievement. Also new this year is a Teacher-Advisorship program assigning all school students and staff to an ongoing structured series of group conferences designed to provide real time follow up and adult mentoring, assuring our long standing school tradition that no child falls between the cracks.

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### **SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The quality of Platt Tech's program has gained state-wide recognition as a Vanguard school, demonstrating significant improvement in student performance through research based educational strategies designed to address the learning needs of all students. ConnCan has also recognized Platt as a Connecticut Top Ten School for our success in closing achievement gaps between, racial, ethnic and economic sectors of the student body. At Platt Tech all students achieve.

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