Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut Technical Education and Career System

Mr. Jeffrey Wihbey, Superintendent • 860-807-2200 • http://www.cttech.org/

District Information

Grade Range	**9-12**
Number of Schools/Programs	**20**
Enrollment	**11,338**
Per Pupil Expenditures[1]	**N/A**
Total Expenditures[1]	**N/A**

[1] *Expenditure data reflect the 2019-20 school year.*
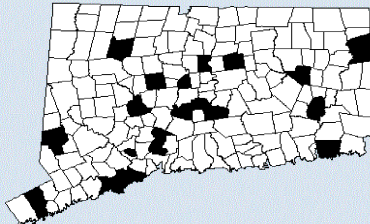
Community Information

[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 2020-21 and include all grades offered by the district.

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

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* 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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	4,448	39.2	48.4
Male	6,883	60.7	51.5
American Indian or Alaska Native	36	0.3	0.3
Asian	132	1.2	5.2
Black or African American	1,327	11.7	12.7
Hispanic or Latino of any race	4,638	40.9	27.8
Native Hawaiian or Other Pacific Islander	11	0.1	0.1
Two or More Races	465	4.1	4.0
White	4,729	41.7	49.9
English Learners	471	4.2	8.3
Eligible for Free or Reduced-Price Meals	6,315	55.7	42.7
Students with Disabilities[3]	1,488	13.1	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.
[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).
[3] 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	762	17.6	99	2.2
Male	1,045	15.5	311	4.4
Black or African American	266	20.8	40	2.9
Hispanic or Latino of any race	852	18.6	149	3.1
White	585	12.8	197	4.1
English Learners	111	24.6	13	2.7
Eligible for Free or Reduced-Price Meals	1,235	22.5	223	3.3
Students with Disabilities	277	19.3	95	6.0
District	1,807	16.3	410	3.5
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 623

Number of school-based arrests: 13

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.
[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	920.6
Paraprofessional Instructional Assistants	8.1
Special Education	
Teachers and Instructors	78.7
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	133.5
Library/Media	
Specialists (Certified)	15.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	93.9
School Nurses	23.2
Other Staff Providing Non-Instructional Services/Support	382.8

[1] 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	3	0.2	0.1
Asian	9	0.7	1.3
Black or African American	59	4.6	4.1
Hispanic or Latino of any race	76	6.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.2	0.1
White	1,124	88.2	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	294	99.3	298	100.0
Hispanic or Latino of any race	1,131	99.8	957	100.0
White	1,084	99.5	1,116	100.0
English Learners	105	100.0	43	100.0
Eligible for Free or Reduced-Price Meals	1,309	99.5	1,141	100.0
Students with Disabilities	285	99.3	215	100.0
District	2,681	99.7	2,497	100.0
State		75.9		85.6

[2] 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[3]

	Count	Rate (%)
Autism	72	98.6
Emotional Disturbance	72	98.6
Intellectual Disability	6	*
Learning Disability	854	99.6
Other Health Impairment	418	99.5
Other Disabilities	11	*
Speech/Language Impairment	46	97.9
District	1,479	99.4
State		67.9

[3] This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	73	0.6	2.1
Emotional Disturbance	73	0.6	1.1
Intellectual Disability	7	0.1	0.5
Learning Disability	857	7.6	5.8
Other Health Impairment	420	3.7	3.3
Other Disabilities	11	0.1	1.2
Speech/Language Impairment	47	0.4	1.9
All Disabilities	1,488	13.1	15.9

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.3
Private Schools or Other Settings	N/A	N/A	4.8

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2019-20

	Total ($)	Per Pupil	
		District ($)	State ($)
Instruction	N/A	N/A	$11,205
Support services - students	N/A	N/A	$1,346
Support services - instruction	N/A	N/A	$698
Support services - general administration	N/A	N/A	$464
Support services - school based administration	N/A	N/A	$1,037
Central and other support services	N/A	N/A	$691
Operation and maintenance of plant	N/A	N/A	$1,692
Student transportation services	N/A	N/A	$1,159
Food services	N/A	N/A	$21
Enterprise operations	N/A	N/A	$151
Total	N/A	N/A	$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	N/A	N/A	29.6
Instructional Aide Salaries	N/A	N/A	11.1
Other Salaries	N/A	N/A	9.5
Employee Benefits	N/A	N/A	13.5
Purchased Services Other Than Transportation	N/A	N/A	5.4
Special Education Tuition	N/A	N/A	22.5
Supplies	N/A	N/A	0.5
Property Services	N/A	N/A	0.3
Purchased Services For Transportation	N/A	N/A	7.2
Equipment	N/A	N/A	0.2
All Other Expenditures	N/A	N/A	0.1
Total	N/A	N/A	100.0
Percent of Total Expenditures Used for Special Education		N/A	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	N/A
State	N/A
Federal	N/A
Tuition & Other	N/A

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Cohort Graduation: Four-Year[1]

	2019-20	
	Cohort Count[2]	Rate (%)
Black or African American	271	95.9
Hispanic or Latino of any race	957	97.2
English Learners	129	93.8
Eligible for Free or Reduced-Price Meals	1,637	96.8
Students with Disabilities	274	94.9
District	2,373	97.3
State		88.8

[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.

[2] Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

	Participation[4]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	*	*
Male	87.3	346	10.9
Black or African American	83.2	28	4.7
Hispanic or Latino	86.3	139	6.7
White	90.6	280	12.7
English Learners	87.8	0	0.0
Eligible for Free or Reduced-Price Meals	86.1	177	7.2
Students with Disabilities	85.5	11	2.2
District	87.7	485	9.4
State	85.0		36.0

[3]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score 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

[4]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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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	53.3	73.6
Male	29.5	68.5
Black or African American	57.3	75.5
Hispanic or Latino of any race	41.4	71.8
White	31.3	69.4
English Learners	32.5	60.5
Eligible for Free or Reduced-Price Meals	40.0	70.3
Students with Disabilities	27.4	64.9
District	39.2	71.2
State	67.4	84.9

[3] 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.

[4] 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

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	16.3%	<=5%	19.0%
	High Needs Students	21.3%	<=5%	30.2%
Preparation for CCR	% Taking Courses	99.8%	75%	80.6%
	% Passing Exams	9.4%	75%	36.0%
On-track to High School Graduation		98.1%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		97.3%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		98.1%	94%	85.2%
Postsecondary Entrance (Class of 2020)		39.2%	75%	67.4%
Arts Access		57.1%	60%	50.7%

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]
Graduation Rate Gap	94.0%	98.1%	-4.1%	9.8%	N

[1] 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.

[2] 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.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Narratives

School District Improvement Plans and Parental Outreach Activities

The Connecticut Technical Educational and Career System (CTECS) continues to make progress towards the four goals of the strategic plan to increase partnerships with business and community leaders; implement a career ready curricula aligned with credentialing standards which offers 9-14 career pathways; respond to workforce demands through innovative programs; and invest in the development of teachers and administrators through quality professional learning activities. School improvement plans include alignment with the district's Student Learning Objectives which designate targeted improvements in school climate, a decrease in chronic absenteeism, reading, mathematics and workplace readiness and tiered intervention programming for ELL and special education students. A goal for increasing parent participation is a requirement of the school plan and is reflected in the teacher and administrator evaluation process. The district has adopted the Comprehensive School Climate inventory developed by the National School Climate Center which incorporates a student, teacher and parent survey. A detailed report with recommended strategies is incorporated into a plan of action to increase parent involvement and to develop parent target goals for the school year.

The CTECS plan supports a growth model, and a digital platform provides an effective way to monitor progress for improvement and proficiency in teaching and learning. Schools are required to articulate a theory of action with strategies and target benchmarks for demonstrating college readiness in reading and math. The district subscribes to a Mastery-based instructional model for mathematics to increase student success rates in Algebra. Expanding the adoption of a 1:1 device program to grades 9-12 has increased the opportunity for additional time in mathematics to master each unit. The strategic plan outlines specific metrics for students to demonstrate work preparedness through CTE workplace competencies which require demonstrated proficiency in each skill by the end of each grade. Student performance through demonstration and authentic experiences, including production work and Work-Based Learning, in these skill areas are compiled into a senior portfolio.

A continuous school improvement cycle with completion targets ensures fidelity in the school improvement implementation process. Plans are monitored through mid-year administrator conferences, site visitations and artifact review. The district monitors EL and special education programs to ensure adherence to federal and state guidelines. After-school and summer programming for incoming ninth-graders at Title I schools provide opportunities for instructional time otherwise not available for remedial supports and enrichment activities. Restructured professional development using a regional model builds leadership capacity and allows for more individualized professional learning opportunities using technology applications and webinar trainings.

The CTECS has a comprehensive Family Engagement model involving Family Parent Engagement teams. The Family Engagement Centers offer workshops on various topics such as assisting students with homework and "getting involved in your child's school and career technology program".

Efforts to Reduce Racial, Ethnic and Economic Isolation

The District is inherently diverse in that recruitment occurs in all counties of the state and in a variety of demographic regions: urban, suburban, rural. The District provides in depth professional development to address the CCS and to align all curricula to integrate differentiated instruction to meet the needs of diverse socioeconomic and ethnic groups. Course materials are examined on an on-going basis to ensure that racial, gender, ethnic, and economic diversity are represented across all curricula. School-based family engagement efforts enhance a sense of belonging, increase student attendance, and provide a sense of community. Events are scheduled at various times throughout the day and week, including weekends, to maximize family participation. School climate committees develop activities to include all stakeholders providing opportunities for students, families, staff and community to have a voice in decisions promoting safe and respectful schools. The District has initiated a plan to infuse all aspects of the school curricula and environment with social emotional and restorative practices. All schools in the District provide free breakfast and lunch to all students. The District has developed an alternative plan to ensure that all students needing additional financial support are provided with the tools and materials needed to access their trade technologies and educational opportunities. Significant resources are mobilized throughout the district in response to crisis related needs for all students. The instructional model provides opportunities for English Learner (EL) students to acquire language proficiency. Accelerated Reader (AR), Explicit Direct Instruction (EDI) and MY Access! are programs which help English Learner students become more proficient in English. CTECS teacher recruitment reaches out to minority teachers and administrators to better reflect the student populations in the district. The use of online programs provides data to inform tiered instructional and behavioral strategies to support English Learner students and students with special needs. Literacy staff includes content EL, special education and reading teachers who provide targeted practice and SRBI interventions.

Equitable Allocation of Resources among District Schools

Overall operating costs and resulting staffing levels vary depending on the age of the building, square footage and capacity of the school building, number of secondary and adult trade/technology programs offered and the number of students enrolled. Budgets for trade and academic supplies are allocated directly to schools on a per pupil basis. Funding for replacement of trade and academic equipment requires the approval of the State Bond Commission and is subject to the economic constraints of the State of the Connecticut.