Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023−24
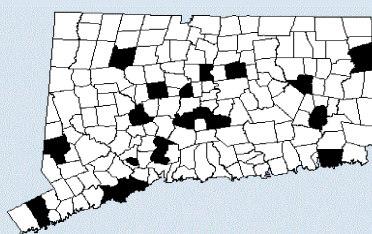
Connecticut Technical Education and Career System

Justin Lowe, Superintendent - Interim • 860-807-2200 • http://www.cttech.org/

District Information

Grade Range	**9-12**
Number of Schools/Programs	**20**
Enrollment	**11,194**
Per Pupil Expenditures[1]	**$28,374**
Total Expenditures[1]	**$319,241,282**

[1] *Expenditure data reflect the 2022-23 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

Contents

Notes

Unless otherwise noted, all data are for 2023-24 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. 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, 2023 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	4,372	39.1	48.3
Male	6,738	60.2	51.5
Non-Binary	84	0.8	0.1
American Indian or Alaska Native	25	0.2	0.2
Asian	88	0.8	5.2
Black or African American	1,372	12.3	12.5
Hispanic or Latino of any race	4,785	42.7	31.1
Native Hawaiian or Other Pacific Islander	8	0.1	0.1
Two or More Races	560	5.0	4.7
White	4,356	38.9	46.2
English Learners/Multilingual Learners	573	5.1	10.5
Eligible for Free or Reduced-Price Meals	5,386	48.1	44.0
Students with Disabilities[3]	1,919	17.1	17.9

[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] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	934	21.9	648	14.6
Male	975	14.7	1,332	19.4
Non-Binary	11	14.1	8	9.6
Black or African American	292	21.7	356	25.1
Hispanic or Latino of any race	910	19.4	796	16.5
White	606	14.2	724	16.3
English Learners/Multilingual Learners	112	20.4	104	17.8
Eligible for Free or Reduced-Price Meals	1,352	23.9	1,174	19.9
Students with Disabilities	412	22.7	467	23.1
District	1,920	17.5	1,988	17.4
State		17.7		7.0

Number of students qualified as truant under state statute: 2,465

Number of school-based arrests: 42

[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	918.1
Paraprofessional Instructional Assistants	6.3
Special Education	
Teachers and Instructors	99.9
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	23.0
School Level	202.8
Library/Media	
Specialists (Certified)	15.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	96.1
School Nurses	22.4
Other Staff Providing Non-Instructional Services/Support	362.8

[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	2	0.2	0.1
Asian	12	0.9	1.4
Black or African American	65	4.7	4.8
Hispanic or Latino of any race	96	7.0	5.1
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	2	0.2	0.3
White	1,201	87.1	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.6	13.3

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	331	100.0	300	100.0
Hispanic or Latino of any race	1,124	99.9	1,074	100.0
White	1,042	100.0	1,042	100.0
English Learners/Multilingual Learners	107	100.0	93	100.0
Eligible for Free or Reduced-Price Meals	1,352	100.0	1,247	100.0
Students with Disabilities	401	100.0	343	100.0
District	2,671	100.0	2,566	100.0
State		88.4		94.6

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

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	104	99.0
Emotional Disability	90	95.7
Intellectual Disability	9	*
Learning Disability	1,087	97.8
Other Health Impairment	491	98.4
Other Disabilities	20	95.2
Speech/Language Impairment	65	95.6
District	1,866	97.7
State		66.8

[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 Count	District Rate (%)	State Rate (%)
Autism	105	0.9	2.6
Emotional Disability	94	0.8	1.1
Intellectual Disability	11	0.1	0.6
Learning Disability	1,111	9.9	6.4
Other Health Impairment	499	4.5	3.5
Other Disabilities	21	0.2	1.2
Speech/Language Impairment	68	0.6	2.0
All Disabilities	1,909	17.1	17.3

[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 Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.0
Private Schools or Other Settings	N/A	N/A	4.6

[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]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$184,747,810	$16,421	$12,942
Support services - students	$35,987,377	$3,199	$1,724
Support services - instruction	$5,169,088	$459	$905
Support services - general administration	$19,685,183	$1,750	$520
Support services - school based administration	$28,202,025	$2,507	$1,207
Central and other support services	$300,858	$27	$771
Operation and maintenance of plant	$39,715,487	$3,530	$2,101
Student transportation services	$141,028	$1,425	$1,582
Food services	.	.	$8
Enterprise operations	$5,292,427	$470	$213
Total	$319,241,282	$28,374	$21,143

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

Special Education Expenditures: 2022-23

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$10,400,492	64.8	27.6
Instructional Aide Salaries	.	.	10.2
Other Salaries	$5,000	0.0	10.5
Employee Benefits	$5,426,067	33.8	13.2
Purchased Services Other Than Transportation	$112,631	0.7	6.4
Special Education Tuition	.	.	22.2
Supplies	$93,911	0.6	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.4
Equipment	$11,892	0.1	0.3
All Other Expenditures	.	.	0.1
Total	$16,049,993	100.0	100.0
Percent of Total Expenditures Used for Special Education		5.0	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	0.0
State	94.1
Federal	5.6
Tuition & Other	0.3

[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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	29	50.0	29	49.4	29	56.5
Black or African American	327	36.8	327	34.2	326	44.0
Hispanic or Latino of any race	1,117	40.7	1,117	37.2	1,106	49.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	136	46.7	136	42.3	137	55.8
White	1,009	45.5	1,009	42.3	1,022	56.4
English Learners/Multilingual Learners	195	31.2	195	31.1	194	40.2
Non-English Learners/Non-Multilingual Learners	2,427	43.4	2,427	39.8	2,430	52.6
Eligible for Free or Reduced-Price Meals	1,308	40.5	1,308	37.1	1,322	49.2
Not Eligible for Free or Reduced-Price Meals	1,314	44.4	1,314	41.3	1,302	54.3
Students with Disabilities	382	30.3	382	28.2	383	39.0
Students without Disabilities	2,240	44.6	2,240	41.1	2,241	53.9
High Needs	1,541	39.1	1,541	36.0	1,550	48.0
Non-High Needs	1,081	47.3	1,081	43.8	1,074	57.1
District	2,622	42.5	2,622	39.2	2,624	51.7

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

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	83.4	2,640	83.4
Curl Up	N/A	N/A	N/A	86.0	2,631	86.0
Push Up	N/A	N/A	N/A	68.1	2,622	68.1
Mile Run/PACER	N/A	N/A	N/A	39.7	2,611	39.7
All Tests - District	N/A	N/A	N/A	33.0	2,591	33.0
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] 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.

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

Cohort Graduation: Four-Year[1]

	2022-23	
	Cohort Count[2]	Rate (%)
Black or African American	273	96.0
Hispanic or Latino of any race	1,124	95.9
White	1,052	95.9
English Learners/Multilingual Learners	153	92.8
Eligible for Free or Reduced-Price Meals	2,046	95.6
Students with Disabilities	420	93.3
District	2,622	95.9
State		88.4

[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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness[3]

	Count	Rate (%)
Female	*	*
Male	617	19.3
Non-Binary	*	*
Black or African American	100	15.8
Hispanic or Latino	431	19.6
White	508	24.4
English Learners/ Multilingual Learners	18	9.0
Eligible for Free or Reduced-Price Meals	485	18.7
Students with Disabilities	48	6.5
District	1,118	21.3
State		44.3

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- 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.

Copyright © 2024 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2024 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2024

College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	55.4	75.0
Male	28.0	73.3
Non-Binary	*	*
Black or African American	47.1	75.4
Hispanic or Latino of any race	43.5	70.7
White	29.5	77.2
English Learners/ Multilingual Learners	35.9	69.2
Eligible for Free or Reduced-Price Meals	39.4	73.6
Students with Disabilities	28.6	66.3
District	38.3	74.1
State	68.4	87.2

[5] 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.

[6] 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	42.5	75	84.9	150	56.6	63.9
	High Needs Students	39.1	75	78.2	150	52.1	54.1
Math Performance Index	All Students	39.2	75	78.4	150	52.3	60.2
	High Needs Students	36.0	75	71.9	150	48.0	49.5
Science Performance Index	All Students	51.7	75	69.0	100	69.0	61.8
	High Needs Students	48.0	75	64.0	100	64.0	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	38.4%	100%	19.2	50	38.4	58.9%
	Oral	57.7%	100%	28.9	50	57.7	55.2%
Chronic Absenteeism	All Students	17.5%	<=5%	25.0	50	49.9	17.7%
	High Needs Students	22.5%	<=5%	15.1	50	30.2	25.5%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	21.3%	75%	14.2	50	28.5	44.3%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		95.9%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		97.2%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		38.3%	75%	51.1	100	51.1	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% | 33.0%	75%	22.0	50	44.0	93.6% | 47.2%
Arts Access		49.6%	60%	41.4	50	82.7	55.0%
Accountability Index				**963.2**	**1550**	**62.1**	

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	47.3	39.1	8.2	16.9	
Math Performance Index Gap	43.8	36.0	7.8	18.2	
Science Performance Index Gap	57.1	48.0	9.1	17.9	
Graduation Rate Gap	94.0%	97.2%	0.0%	9.9%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.8
	High Needs Students	97.7
Math	All Students	97.8
	High Needs Students	97.7
Science	All Students	98.2
	High Needs Students	98.2

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A   State: 49.7

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

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 regular education, 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 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 capstone. 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 as CTECS' recruitment occurs in all counties of the state and various demographic regions: urban, suburban, and rural. Annually CTECS recruits over 12,000 students from surrounding towns and regions, creating diverse schools. CTECS aligns the curriculum to CT CORE Standards with the integration of differentiated lessons and accommodations to meet the needs of all students. The curriculum teams examine course materials to ensure that racial, gender, ethnic, and economic diversity is represented across all academic and technology curricula. Black and Latino Studies is in the Program of Studies. CTECS' instructional model provides opportunities for English Learners (EL) and identified 504 and special education populations to meet their learning needs. MY Access, Lexia, and Assistive Technology increase access for diverse learners. Professional development addresses the foundational well-being of all students by building a safe and collaborative culture throughout every school. School climate committees develop activities to include all stakeholders providing opportunities for students, families, staff, and the community to have a voice in decisions promoting safe and respectful schools. The CARE Committee leads the school district in providing a safe and supportive environment that promotes care, connection, culture, and community to support and build positive relationships throughout our schools and communities. Family Engagement efforts include increased communication through ParentSquare, newsletters, and engagement activities that acknowledge and celebrate the success of our diverse learners. Events, including weekends, are scheduled throughout the day and week to maximize family participation. CTECS teacher recruitment reaches out to minority teachers and administrators to better reflect the student populations in the district; efforts include contracting with a public relations firm for teacher recruitment and a targeted campaign of social media, video, banner ads, and traditional print media and brochures. CTECS trade and technology consultants continue to build supportive partnerships with minority organizations supporting CTECS's mission to contribute to a diversified workforce.

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.