

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

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

Sheila Williams, Principal
Susan M. Foss, Asst. Principal

Location: 600 Orange Ave.
Milford,
Connecticut

Telephone: 203-783-5300

Website: www.cttech.org/platt/index.htm

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.

TYPE OF SCHOOL

School Type: Regional Technical High School
School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 852
5-Year Enrollment Change: -0.1%

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	236	27.7	40.3	31.8
Students Who Are Not Fluent in English	6	0.7	2.6	3.8
Students Identified as Gifted and/or Talented	13	1.5	1.0	5.0
Students with Disabilities	42	4.9	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	92	22.4	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,078	1,027

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

Average Class Size	School	District	State
Algebra I	23.1	18.7	17.6
Biology I	23.8	17.6	18.6
English, Grade 10	24.0	17.8	19.0
American History	24.0	17.1	19.8

Lunch

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

% Jrs and Srs Enrolled in Course(s) for College Credit	School	District	State
During the 2011-12 School Year	54.2	13.3	36.2

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Number of Credits Required for Graduation	School	State
Required for Class of 2012	29.0	23.8

Class of 2012 – Percent of Graduates Who Earned Credit in Selected Subjects	School	District	State
Algebra I	100.0	100.0	92.0
Chemistry	0.0	40.6	73.8

Special Programs	School	High Schools	
		District	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.7	2.6	3.6
% of Gifted and/or Talented Students Who Received Services	0.0	N/A	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	100.0	99.9	72.5

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.

Instructional Computers and Library Materials	School	High Schools	
		District	State
# of Students Per Computer	1.8	1.6	2.1
% of Computers with Internet Access	100.0	100.0	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	10.2	13.2	16.0
# of Print Periodical Subscriptions	38	31	34

*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, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Teachers and Instructors	School	High Schools	
		District	State
Average Number of Years of Experience in Education	13.9	13.0	13.9
% with Master's Degree or Above	33.3	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	13.3	14.4	8.6
% Assigned to Same School the Previous Year	88.4	88.1	87.9

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	63.06
	Paraprofessional Instructional Assistants	0.50
Special Education:	Teachers and Instructors	2.70
	Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants		0.00
Administrators, Coordinators, and Department Chairs		4.94
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.91
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		21.15

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

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.7
Asian American	6	0.7
Black	106	12.4
Hispanic	275	32.3
Pacific Islander	0	0.0
White	441	51.8
Two or more races	18	2.1
Total Minority	411	48.2

Percent of Minority Professional Staff: 2.6

Non-English Home Language:

8.8 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 9.

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. As a school of choice, Platt's incoming classes reflect a culturally diverse population. 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 ELL program serves the needs of limited English proficient and English language learners. Our diversity team has served to heighten student awareness and appreciation of individual differences with ongoing student-lead presentations to students in grades nine and ten. Peer mediators address minor conflicts among students and a high functioning equity team provides a thorough process if more serious concerns arise. 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 embrace the promise made to kids, parents and the business/industry end consumers. We invite readers to check our data from high-stakes assessment to quarter grades supporting our mission to deliver nothing less than the finest technical and academic programs for all students.

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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 expanded educational meetings focus upon educational issues impacting families (e.g. helping your teen make the grade; internet exploitation, preparing for life after high school, etc.). Parents have access to a teacher portal, receive monthly Principal’s Updates, and published phone/email 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 Connecticut’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 and partnership with Housatonic Community College (HCC), all unique among Connecticut high schools. Our HCC partnership has broken new ground, defining the relationship between secondary and higher education. 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. Our continuous work with organizations like New Haven Manufacturers has brought Platt Tech national recognition for having the finest program in the state, and for innovation in the field. This small sample of opportunities and programs characterizes Platt Tech’s philosophy of caring for each other as a community.

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.

CAPT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	46.7	24.8	48.5	51.5
Writing Across the Disciplines	52.1	39.8	62.1	34.7
Mathematics	41.8	33.6	52.4	37.2
Science	35.2	30.6	48.8	35.0

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	34.0	35.1	51.4	26.0

*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 2012 – Ave. Score	School	District	State	% of Schools in State with Equal or Lower Scores
Mathematics	455	426	503	33.2
Critical Reading	454	436	499	28.9
Writing	448	426	504	30.0
% of Grads Tested	54.7	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	96.1	95.4	94.3

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 2011-12 school year, 227 students were responsible for these incidents. These students represent 25.6% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 4 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	0
Sexually Related Behavior	8	0
Personally Threatening Behavior	32	9
Theft	17	0
Physical/Verbal Confrontation	16	6
Fighting/Battery	5	2
Property Damage	2	0
Weapons	4	0
Drugs/Alcohol/Tobacco	13	7
School Policy Violations	192	88
Total	291	112

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	97.2	95.9	84.8	86.9
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.1	0.2	2.1	84.9

Activities of Graduates	School	District	State
% Pursuing Higher Education	27.4	38.6	82.6
% Employed, Civilian and Military	56.6	42.1	9.8

Class of 2012: Percent of Graduates Employed or Available for Employment Who Are Working Full-Time	Number of Graduates	% Employed or Available for Employment	% of Employed or Available Working Full-Time
Auto Body Repair	13	38.5	40.0
Automotive Mechanic	14	21.4	66.7
Carpentry	13	38.5	20.0
Culinary Arts	24	25.0	33.3
Drafting:Architectural	9	11.1	100.0
Drafting:Machine	9	22.2	50.0
Electrical	17	41.2	42.9
Electromechanical	16	31.3	40.0
Electronics	11	36.4	50.0
Hairdressing/Barbering/Cosmetology	18	22.2	50.0
Heating/Ventilation/Air Conditioning	16	50.0	87.5
Information Support and Services	14	7.1	0.0
Manufacturing Technology	22	63.6	57.1
Plumbing and Heating	16	75.0	58.3

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	0	0.6	11.1
% of Grade 12 Students Tested	0.0	1.7	28.6
% 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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Faculty embraces a school vision around collaboration, commitment to excellence, leadership, and innovation. Learning Laboratories for math and language arts, along with digitally modified classrooms augment the learning environment. Staff participate in at least 10 professional learning days within the school year, with additional opportunities at all staff and department meetings. Current topics are aligned to the school goals focused on improving reading comprehension skills across all academic and trade technologies, as well as individual teacher needs identified by staff. Workshops are framed with a ‘teachers –teaching –teachers’ model, thereby fostering continuous leadership opportunities, collegiality and shared practices. These efforts, combined with staff development specifically targeting technology and learning, differentiation, and improving reading comprehension have provided preparation for continuously increasing student expectations in the classroom. Platt hosted a tour and initial networking with educators from Haiti who are in the planning stages of building a technical high school on the island. They were impressed and engaged in all areas of learning about trade technology education as they visited with the school. Enrollment (847), attrition (2.1%) and daily attendance (96.4%) continue to be strong, as Platt Tech maintains an extensive applicant pool and a student population at building capacity. Platt introduced responsive and respectful school uniforms six years ago to focus school culture on professional standards and accountability.

SUPPLEMENTAL SCHOOL INFORMATION

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

Currently Platt Tech is focused on implementation of the newest state model for evaluation of teachers and administrators: SEED. In addition, all core areas have already begun integrating the Common Core State Standards into curriculum, daily lessons, and assessments. Students continue to practice for the Smarter Balance tests in math and literacy, and CAPT science skills continue to be an integral part of instruction; all have prepared students well for the state’s standardized assessments. Platt completed its E-House in June with the inclusion of green technologies and environmentally friendly, efficient heating and cooling systems. It remains a focus for instruction, an opportunity for student leadership, and an integral part of our community collaboration throughout the year.
