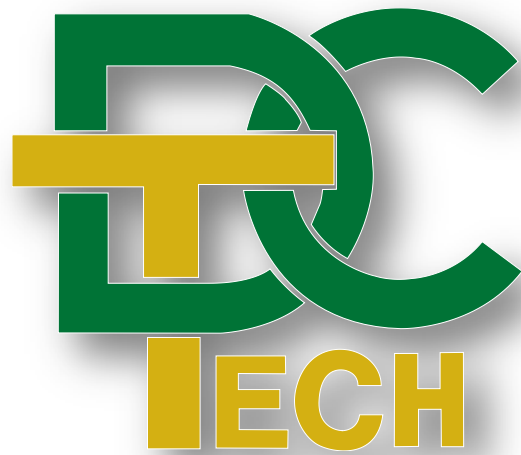


DAUPHIN COUNTY TECHNICAL SCHOOL



**Annual Report
Student Performance
2009-2010 School Year**

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Preface

The Pennsylvania Department of Education (PDE) annually identifies student performance indicators, which are used by the State to determine student success in career and technical education (CTE). They include: (a) PSSA Reading and Math scores; (b) results of the National Occupational Competency Skills Institute (NOCTI) assessment; (c) placement rate (i.e., employment, postsecondary or military education following graduation); and (d) non-traditional student participation in CTE programs.

The Dauphin County Technical School (DCTS) Administrative Director presents an annual report to the DCTS Joint Operating Committee (JOC), consisting of the student performance data mentioned above. The DCTS Annual Report will be shared with DCTS faculty, occupational advisory committees (OACs), the superintendents in the DCTS consortium, and the community at large (in the form of a DCTS website link). Through an analysis of progress made in these student performance indicators, the DCTS administration will develop goals to improve areas of deficiency and strengthen those areas in which the school already excels.

Three other areas are reported in this document: student enrollment, student retention, and student discipline. These areas are vital to the operation of DCTS. Enrollment patterns are shown by CTE program cluster and by school district. Student retention is calculated by comparing beginning and ending enrollment totals each year. Student discipline is reported by the discipline issued to students.

Where available, five years of student data is provided. Some indicators may have only one year of data. This is determined by the amount and consistency of data DCTS receives from PDE.

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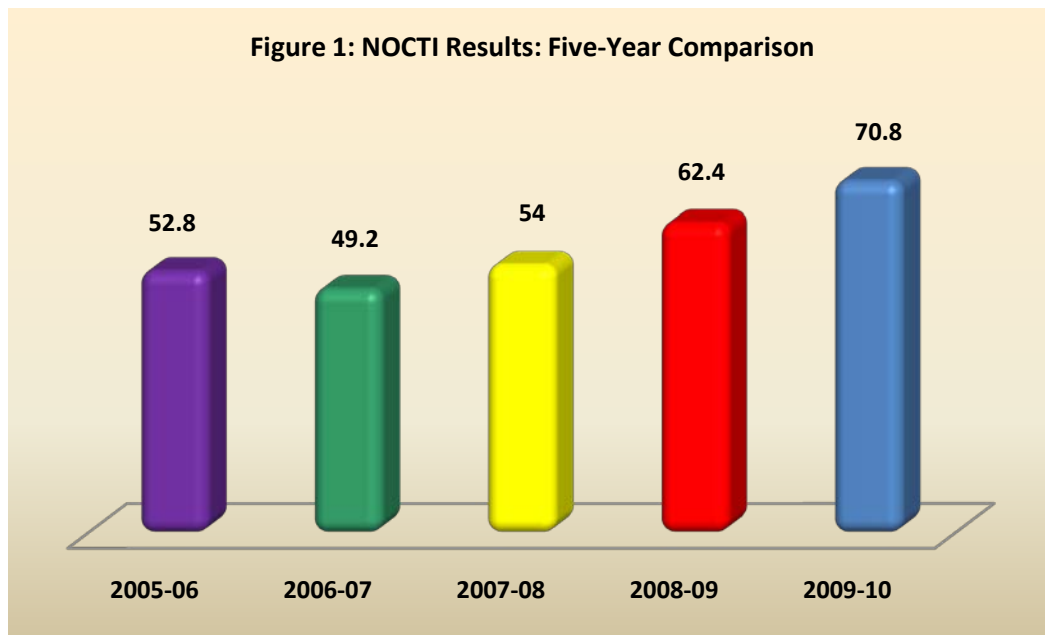
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NOCTI Performance

NOCTI is the primary assessment used by PDE to determine student proficiency in specific CTE programs. Each NOCTI exam is designed to industry/business standards in a given occupation. National standards are used for the development of each exam. Seniors who complete a CTE program (i.e., those enrolled for a minimum of two years) are tested.

Overall Five-Year Student Performance

Figure 1 compares the overall student scores by school year. The percentage of all students taking an exit exam (i.e., NOCTI or equivalent test) and earning a Competent or Advanced score is the highest in the 2009-10 school year. The percentage declined in the 2006-07 school year; however, student scores have been steadily increasing since then. The percentage increased significantly in the 2008-09 and 2009-10 school years. The State standard for NOCTI is a minimum of 55 percent of senior completers will earn a score of Competent or Advanced.



Figures 2 through 5 show the NOCTI testing patterns by career cluster pathway and individual CTE program, starting with the 2005-06 school year. Like the PSSA, different students are assessed each year.

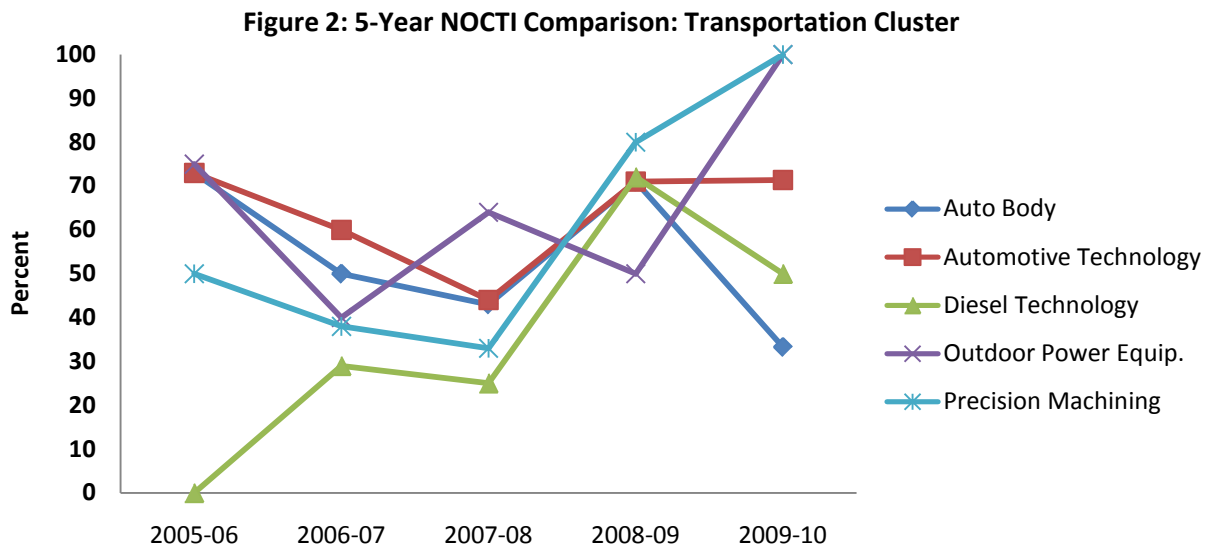
It should be noted that each NOCTI exam has different cutoff scores, based on annually determined national student norms that signify whether students earn a Below Basic, Basic, Competent, or Advanced rating. For example, a student must earn a much higher score in Child Care than Auto Body Repair to be considered Competent or Advanced.

Transportation Cluster

The Transportation Cluster is shown in Figure 2. Auto Technology students have performed well on their assessment during the five-year period. Outdoor Power Equipment students performed well on the test in 2009-10; 100% of these students scored at the Competent or Advanced level. Auto Body students' scores decreased from 2008-09 to 2009-10. Only 33.3% (2 of 6 students) performed at the Competent or Advanced level.

Until the 2008-09 school year, the Automotive Youth Educational Systems (AYES) exam was used as the assessment tool, as this is the industry exam for this occupational area. Beginning with the 2008-09 school year, PDE no longer accepted any industry-based exam as a substitute for the NOCTI, with the exception of the NIMS test used in the Precision Metals program.

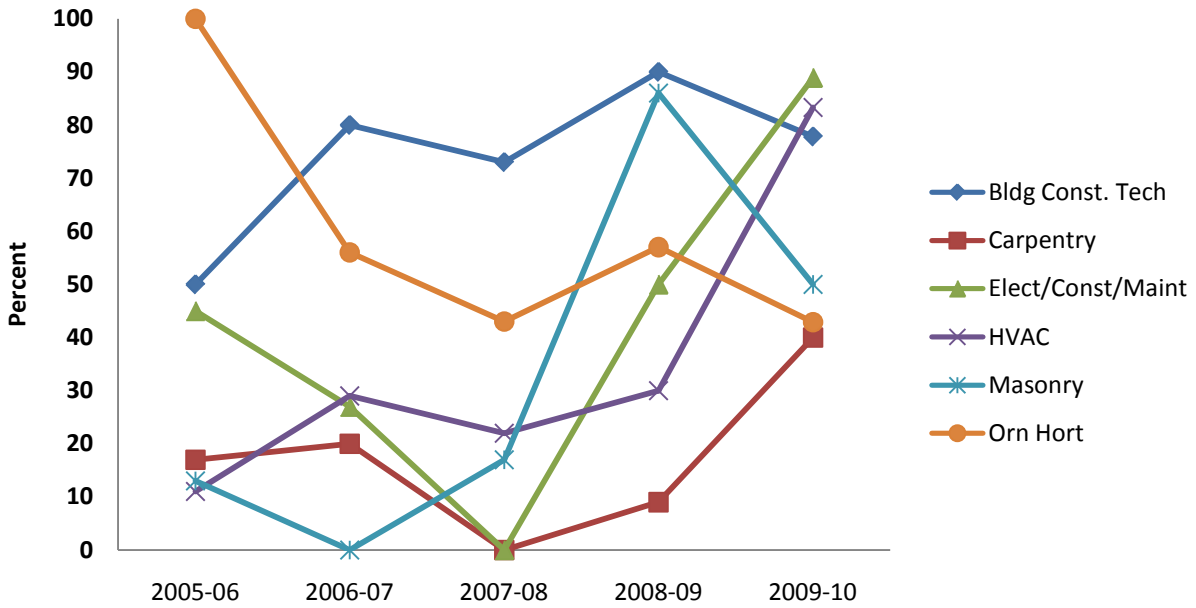
Diesel Technology scores steadily improved since 2006-07 through 2008-09, but decreased in 2009-10. The student scores in the Precision Metals program are difficult to assess. In order to be considered Competent or Advanced by PDE, PMT students must pass a minimum of three NIMS tests. The majority of secondary CTE students throughout the state only take one NIMS exam; therefore, even if they pass the exam, they are not designated as Competent. The percentages for PMT reported in Figure 2 represent the number of students who passed the NIMS tests they took.



Construction Cluster

As is evident in Figure 3, NOCTI results in the Construction Cluster were mixed. Scores rose in Carpentry, ECM, and HVAC programs in 2009-10. Scores decreased in BCT, Masonry, and Ornamental Horticulture.

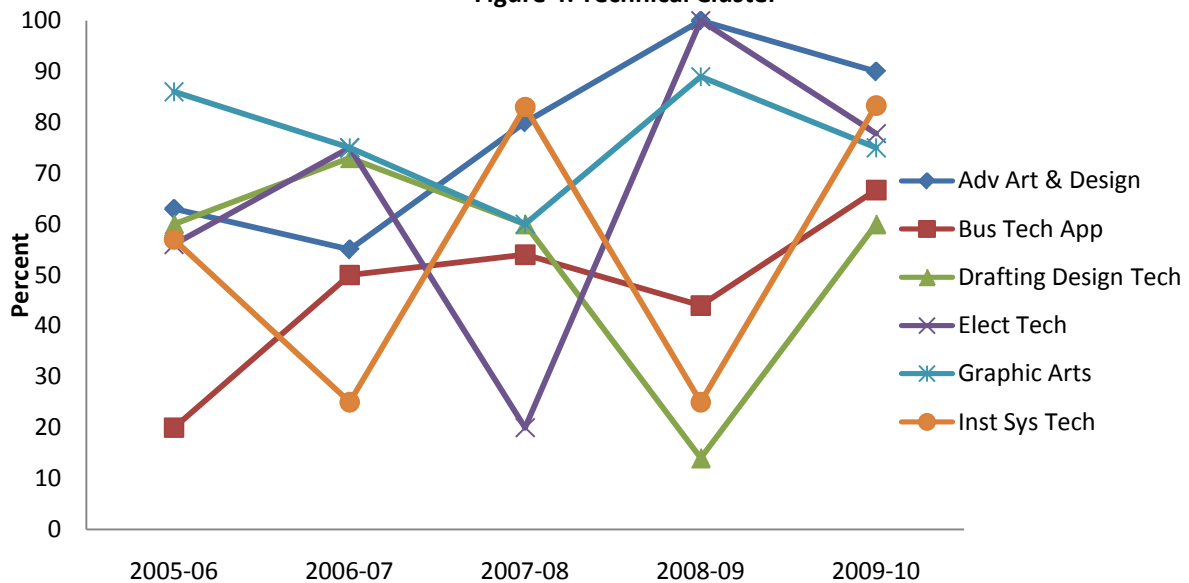
Figure 3: 5-Year NOCTI Comparison: Construction Cluster



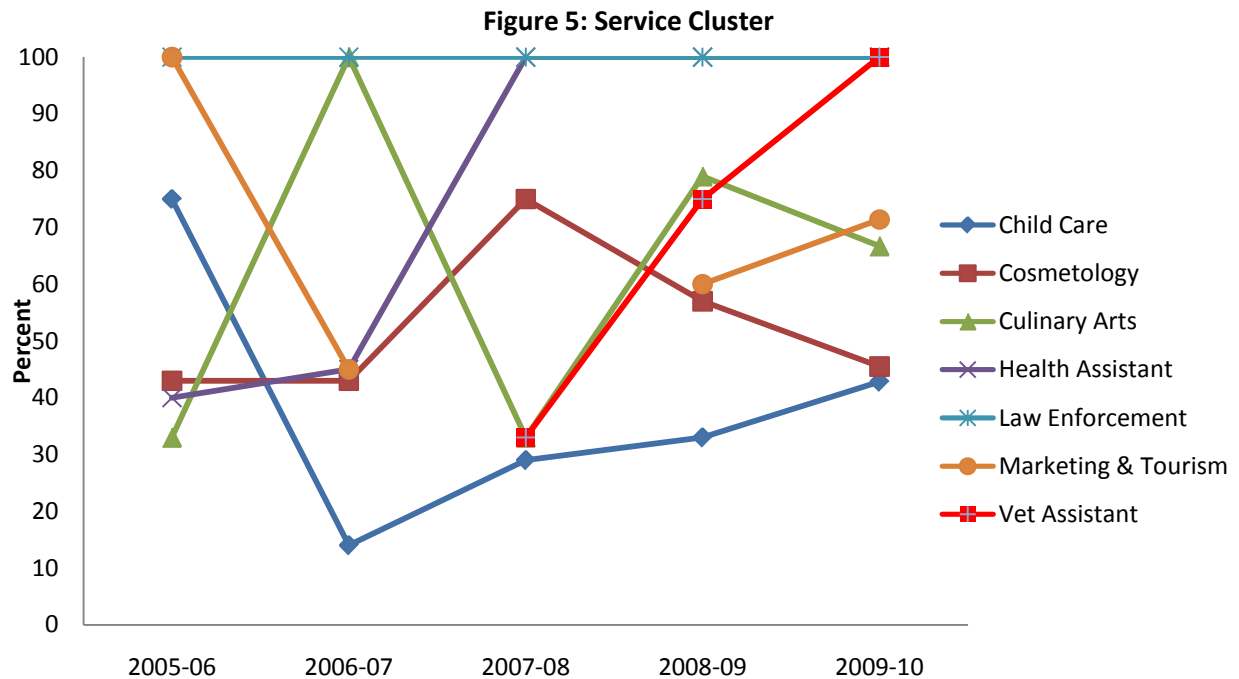
Technical Cluster

Student scores in the Drafting and Design Technology, IST, and Business Technology Applications programs increased significantly from the 2008-09 to 2009-10 school year. Student scores decreased slightly in Advertising Art and Design, Electronics Technology, and Graphic Arts programs between 2008-09 and 2009-10. These scores, however, were still above the statewide average at 90%, 77.8%, and 75% respectively.

Figure 4: Technical Cluster



Service Cluster



Health Assistant, Veterinary Assistant and Law Enforcement students have performed well on the NOCTI (see Figure 5). Health Assistant students' scores have steadily improved over the past three years. All of the seniors in these three programs earned scores at the Competent or Advanced levels for the 2009-10 school year.

There were no Veterinary Assistant seniors assessed until the 2007-08 school year. The students in this program do not take the NOCTI, as none exists in this area. The students are given the exam designed by the Pre-Veterinary Medical Association.

Child Care scores have steadily increased over the past three years. Marketing and Tourism scores increased from 2008-09 to the 2009-10 school year. Cosmetology and Culinary Arts scores have decreased.

In CTE programs that experience a declining pattern of student scores over a period of years, DCTS administration meets with the instructors to discuss possible causes. Following these discussions, the DCTS administration and teachers discuss solutions, which may include improving instructional strategies, improving the alignment of DCTS curriculum with national standards, and improving the overall learning environment.

NOCTI 2010 Results

The results reported in Table 1 detail the student scores by achievement level (e.g., Competent), the percentage of students with IEPs in each CTE program who took the NOCTI, and the percentage of students who earned a Competent or Advanced level.

NOCTI 2010 results are presented in figures 6, 7 and 8. Figure 6 illustrates the overall student results by performance level (i.e., Below Basic, Basic, Competent, and Advanced).

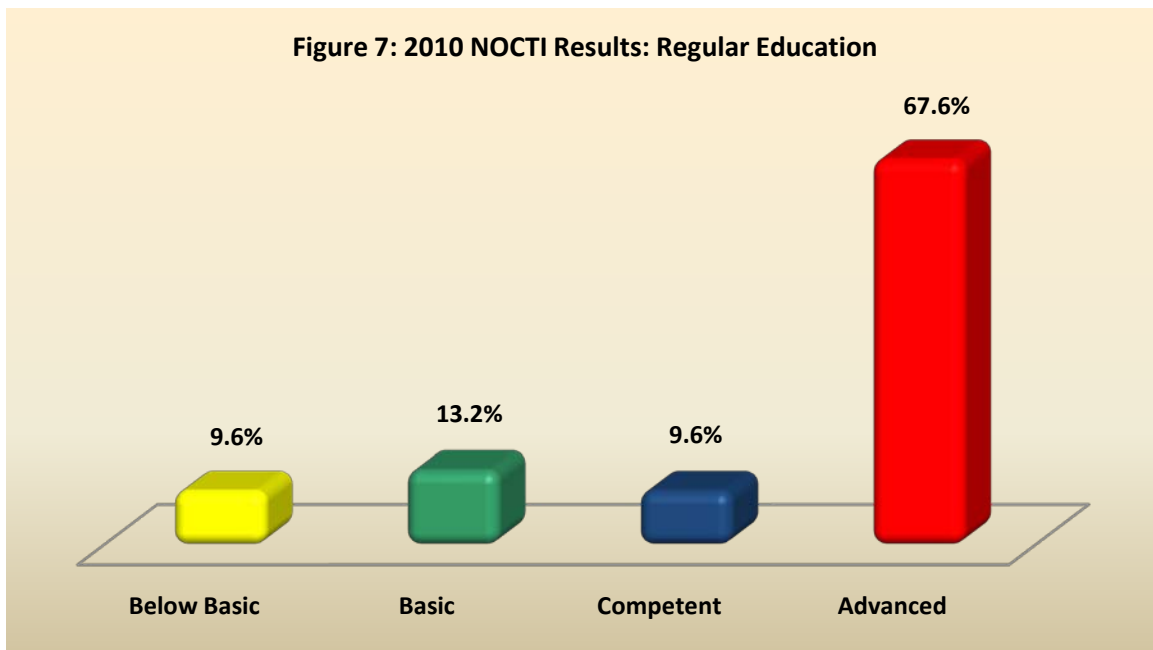
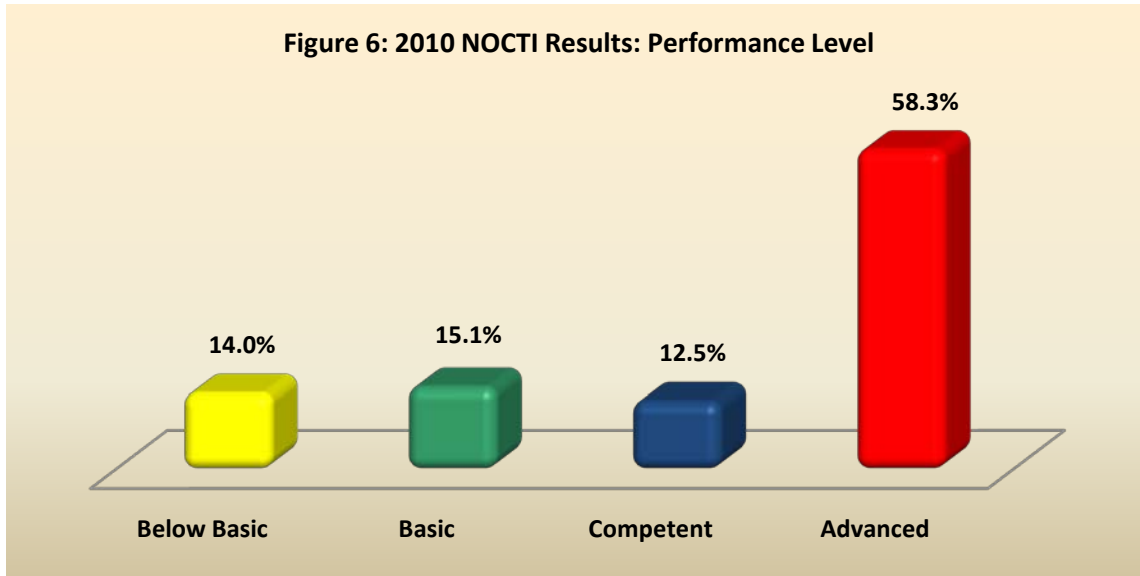
Table 1: 2010 NOCTI Results By CTE Program

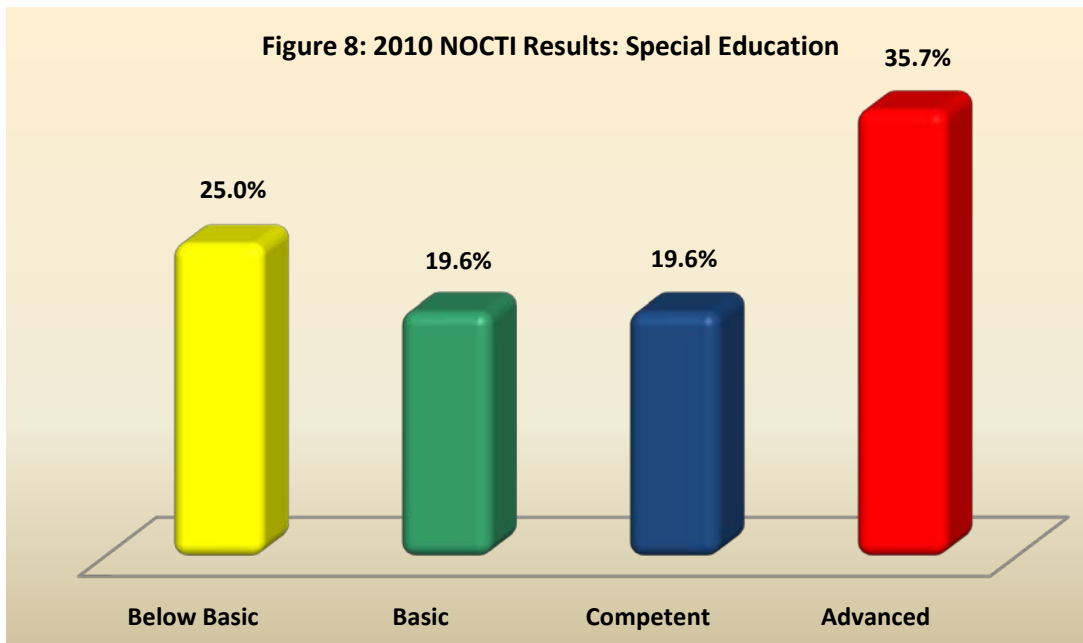
CTE Program	Below Basic	Basic	Comp	Adv	Percent SN	Total Took NOCTI	Percent Comp/Adv
Adv Art & Design	0	1	1	8	20.0%	10	90.0%
Auto Body	1	3	1	1	33.0%	6	33.3%
Automotive Technology	1	1	1	4	57.0%	7	71.4%
Building Const. Tech	1	1	0	7	33.0%	9	77.8%
Business Tech Appl.	0	3	2	4	66.0%	9	66.7%
Carpentry	2	1	0	2	40.0%	5	40.0%
Child Care	2	2	1	2	57.0%	7	42.9%
Cosmetology	1	5	1	4	9.0%	11	45.5%
Culinary Arts	2	0	1	3	66.0%	6	66.7%
Diesel Technology	1	2	0	3	16.0%	6	50.0%
Drafting Design Tech	2	2	3	3	20.0%	10	60.0%
Elect/Const/Maint	0	1	4	4	44.0%	9	88.9%
Electronics	2	0	2	5	44.0%	9	77.8%
Graphic Arts	1	1	2	4	0.0%	8	75.0%
Health Assistant	0	0	0	15	20.0%	15	100.0%
HVAC	0	1	1	4	16.0%	6	83.3%
IST	1	1	0	10	8.0%	12	83.3%
Law Enforcement	0	0	0	6	33.0%	6	100.0%
Marketing & Tourism	0	2	2	3	28.0%	7	71.4%
Masonry	0	1	0	1	50.0%	2	50.0%
Orn Horticulture	7	1	1	5	28.0%	14	42.9%
Outdoor Power	0	0	1	8	44.0%	9	100.0%
Precision Mach	3	0	0	0	33.0%	3	0.0%
Vet Assistant (PVMA)	0	0	0	6	16.0%	6	100.0%
Totals	27	29	24	112		192	
Averages	14.0%	15.1%	12.5%	58.3%	32.8%		70.8%

Regular Education Students Compared with Students with IEPs

The common misconception among CTE professionals is that students with IEPs do not perform well on formal assessments such as the NOCTI. This is due to the written portion of the exam. Figures 7 and 8 compare the percent of students who score at Below Basic, Basic, Competent (used in NOCTI in place of Proficient), and Advanced.

As one can glean from the data presented in figures 6, 7, and 8, the regular education students performed better overall than did the students with IEPs. The students with IEPs, however, also scored above PDE expectations, which is a combined percentage (55.3%) of students earning Competent or Advanced.





PSSA Assessments

DCTS PSSA results for the 2009-10 school year showed improvement. The 11th grade scores in Reading and Math (i.e., greatest percentage of students earning a Proficient or Advanced score) were the highest in six years. The figures on the next several pages represent the academic areas in which DCTS 11th grade students were assessed.

Figure 9 shows the PSSA Math performance levels of all 11th grade students. Of the 204 students who took the PSSA Math assessment, 39.2% earned a score of Proficient or Advanced. In Figure 12, 13.4% of IEP students (52 in total) earned a score of Proficient or Advanced on the assessment.

Dauphin County Technical School's 11th grade students met 16 of 17 targets in its adequate yearly progress (AYP) report for 2009-10. All target areas were met with the exception of the students with IEPs subgroup in Math. AYP was achieved in Math and Reading under the *Safe Harbor* or *Safe Harbor with a Confidence Interval* guidelines.

Figure 9: PSSA Math: All Students

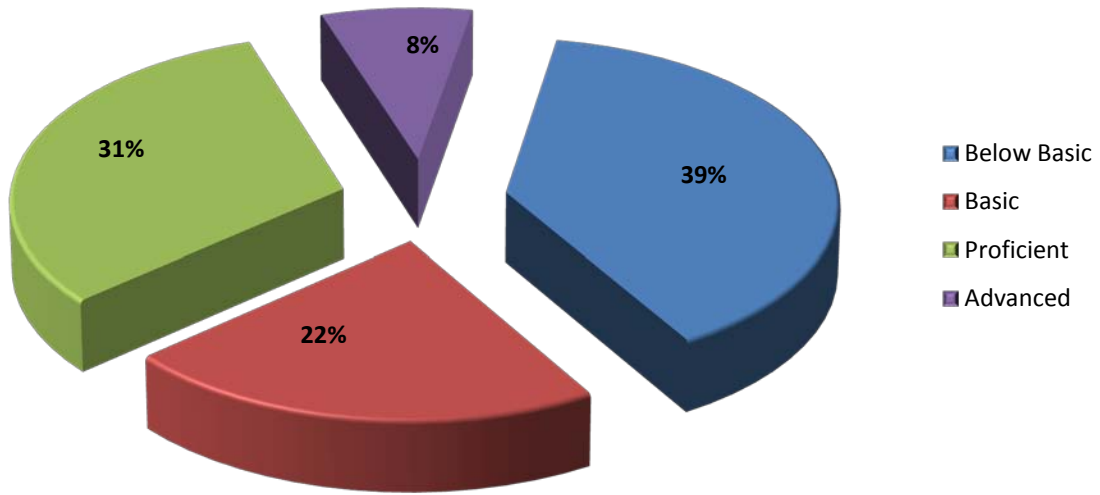


Figure 10: PSSA Math Results by Subgroup

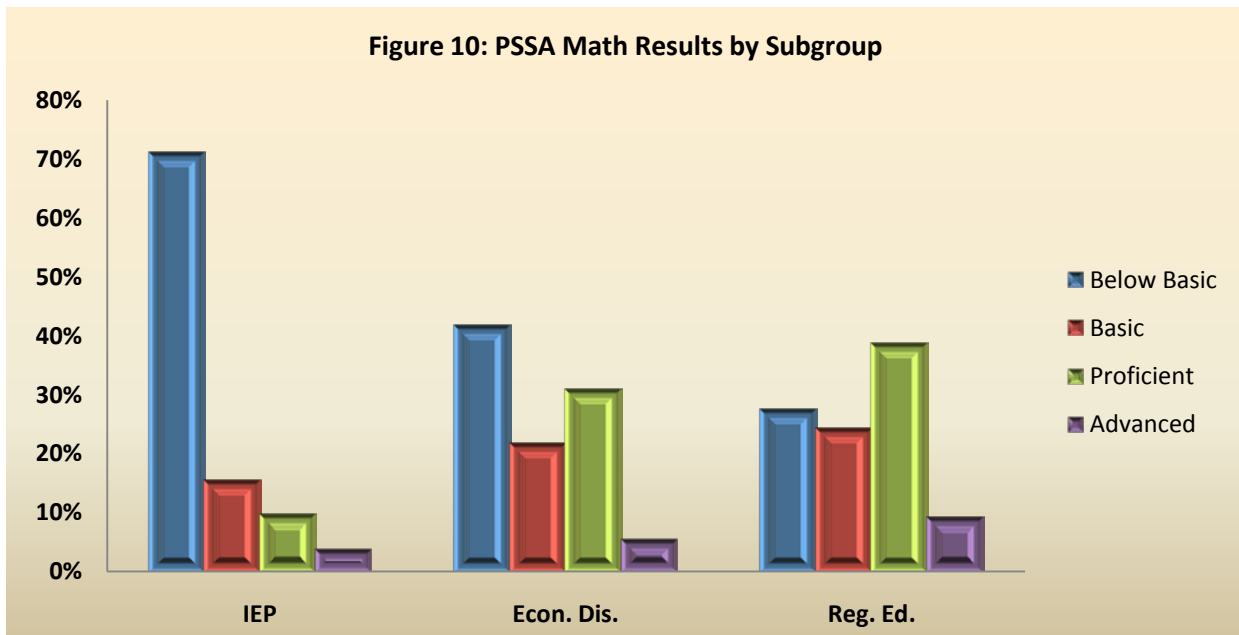


Figure 10 compares the performance of the regular education students, students with IEPs, and students who are economically disadvantaged. The regular education students outperformed the economically disadvantaged and students with IEPs in the attainment of a Proficient or Advanced score in Mathematics with scores of 48%, 36.4%, and 13.4% respectively.

DCTS students performed better on the PSSA Reading assessment than in Math. Of the 213 students, 43.2% earned a score at the Proficient or Advanced levels (see Figure 11). Of the students with IEPs (65), 15.9% earned a Proficient or Advanced score (see Figure 12).

Figure 11: PSSA Reading: All Students

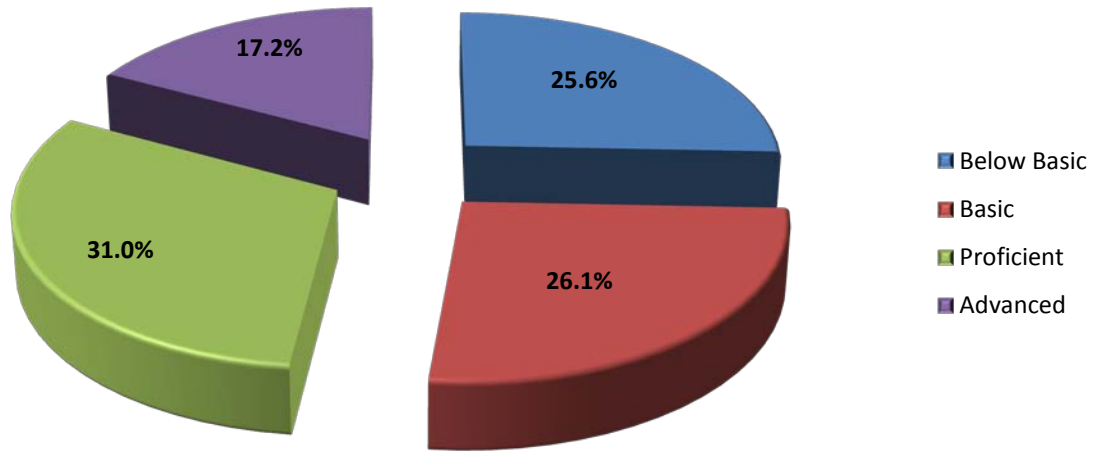
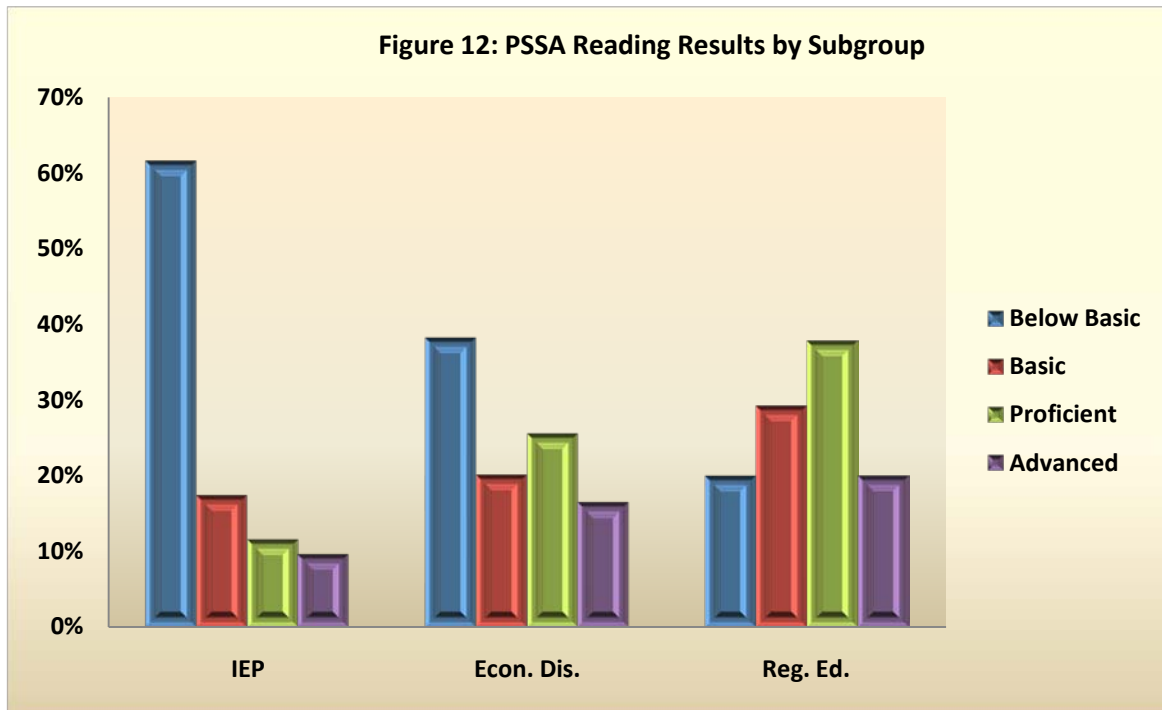


Figure 12: PSSA Reading Results by Subgroup



Nearly 66% of DCTS students earned a score of Proficient or Advanced on the PSSA Writing Assessment (see Figure 13). In comparison, 36.4% of IEP students earned a Proficient (Figure 14).

Figure 13: PSSA Writing: All Students

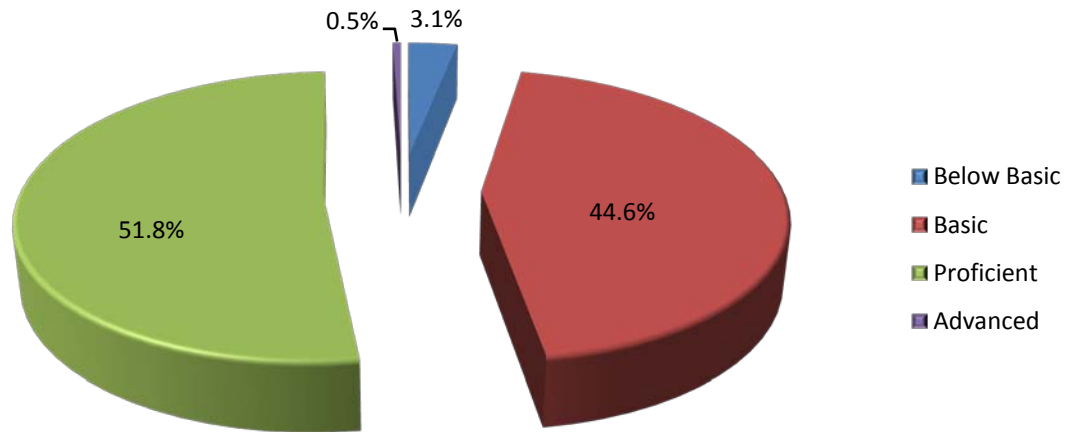
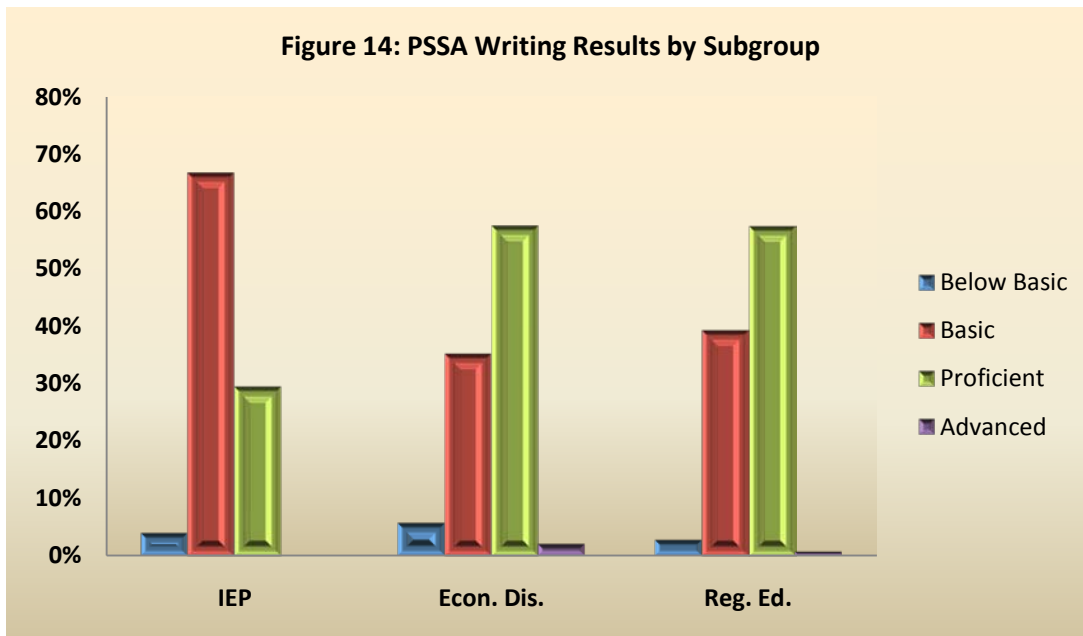


Figure 14: PSSA Writing Results by Subgroup



Figures 15 and 16 show the PSSA Science results for 2008-09 and 2009-10 school years. The percentage of students earning a Proficient or Advanced score has increased in all students, including students with IEPs (27.9 to 32.1 percent respectively).

Figure 15: PSSA Science: 2-Year Comparison: All Students

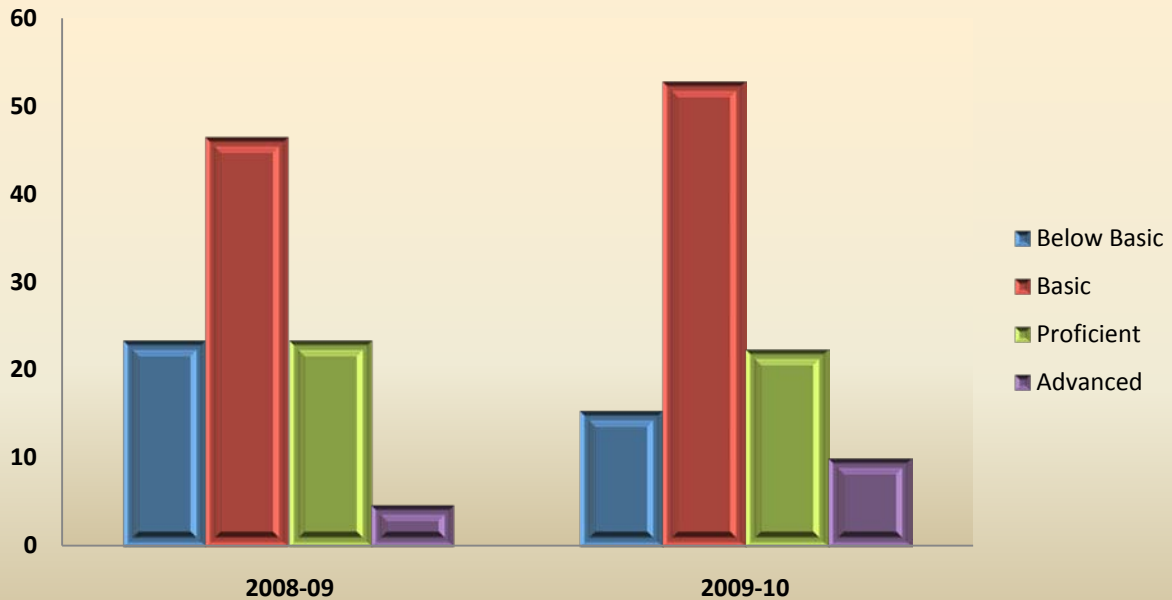
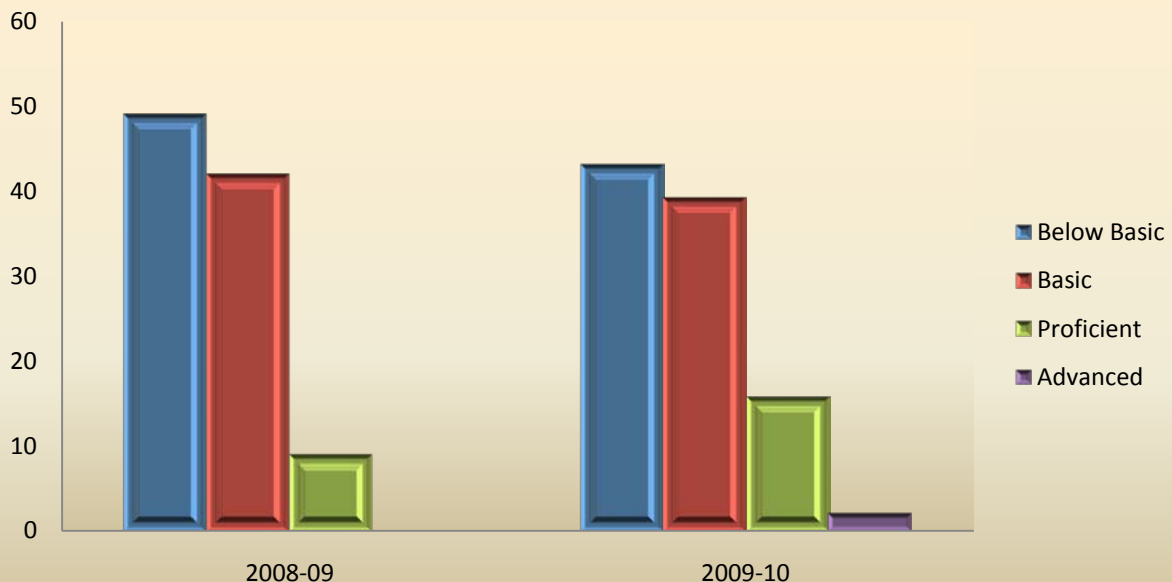


Figure 16: PSSA Science: 2-Year Comparison: IEP Students



PSSA Six-Year Comparison

Figures 17 and 18 identify the PSSA results earned by DCTS students over the past six years, beginning with the 2004-05 school year. Results are mixed; percentages of students scoring at the Below Basic level in both Math and Reading assessments appear to be slowly decreasing. The percent of students scoring at the Basic, Proficient and Advanced levels have shown gradual increases over the past five years.

Figure 17: PSSA Reading Results: 6-Year Comparison

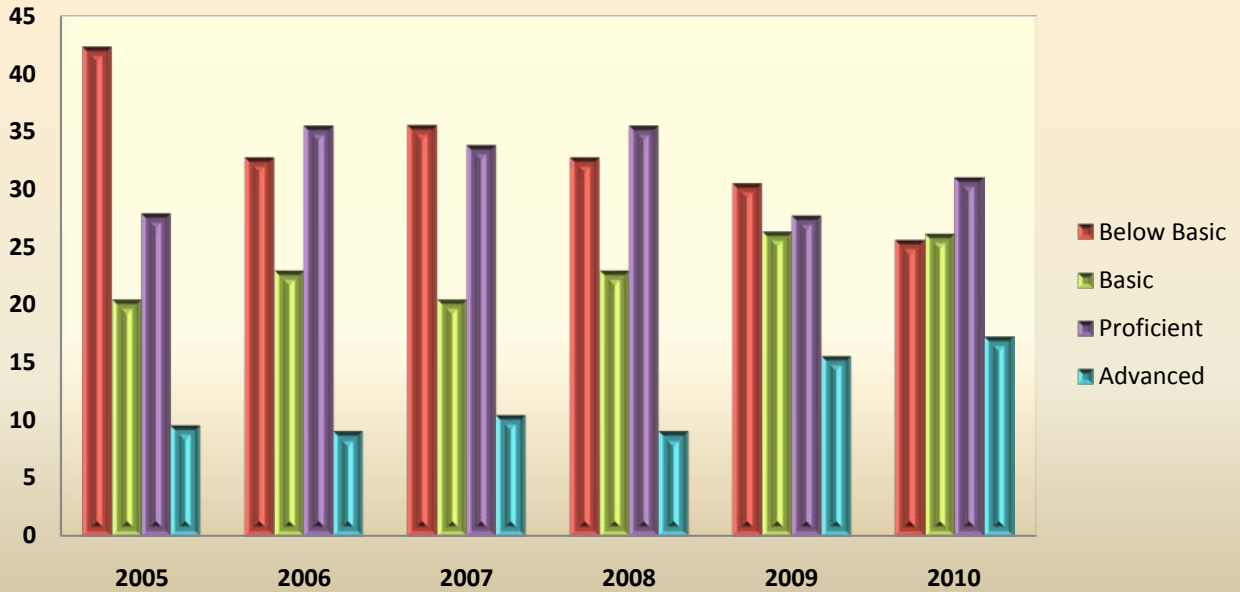
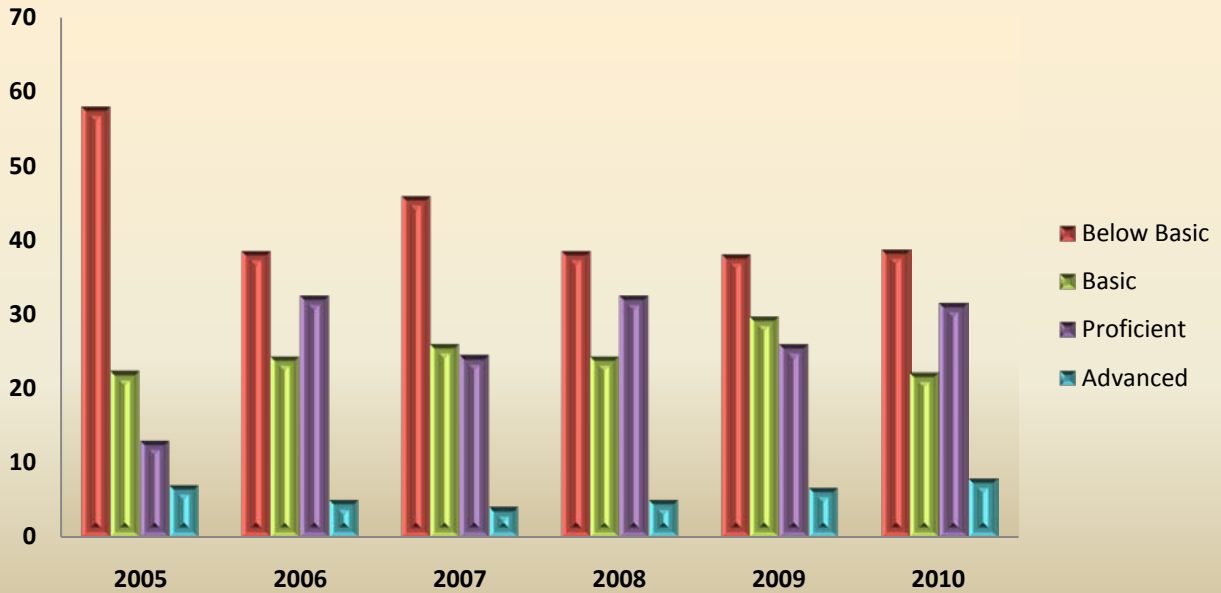


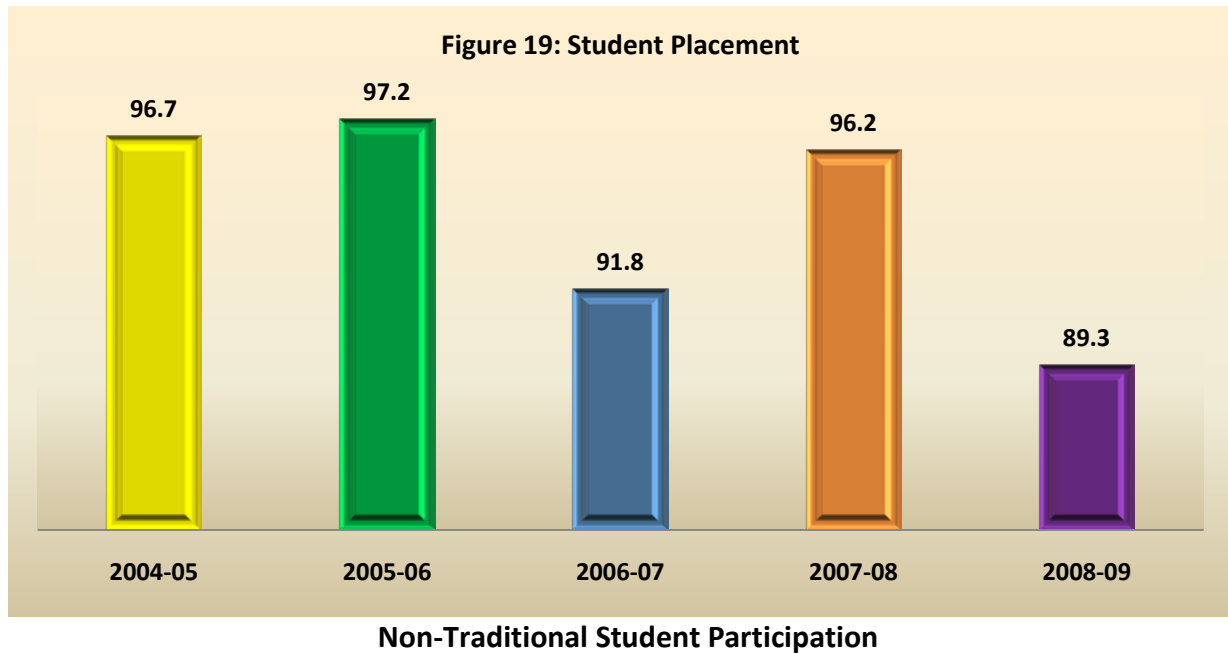
Figure 18: PSSA Math Results: 6-Year Comparison



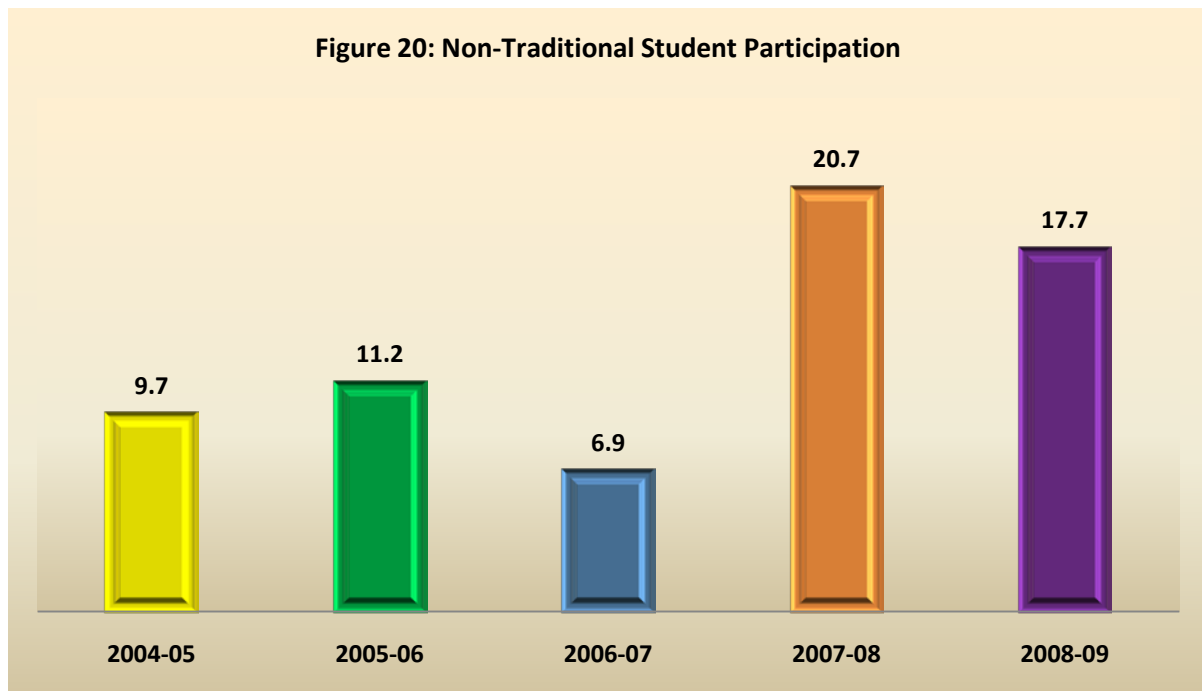
Student Placement

PDE defines student placement as employment, post-secondary education or training, or military occupation related to the graduate’s CTE program taken in high school. Data are compiled via a PDE graduate survey, which occurs one year after a student graduates from his/her technical school. Placement data are always one year in arrears. Figure 19 signifies the DCTS student placement rate beginning with the 2004-05 school year graduates. The placement

rate is calculated by PDE following its graduate survey. Therefore, data in this area are a year behind.



Non-traditional student are defined by PDE as individuals who enroll in CTE programs in which one gender is traditionally dominant. PDE provides career and technical centers a list of CTE programs identified as traditional courses. The data in Figure 20 represent DCTS non-traditional enrollment over a four-year period.



DCTS Student Enrollment

Student enrollment has declined during the past four years (see Figure 21). Comparing projected enrollment between the 2008-09 and 2009-10 school years, enrollment has decreased slightly. Table 2 outlines the enrollment change in each CTE program. In programs experiencing a significant decline in enrollment, DCTS administration follows DCTS Policy 126, which provides guidelines concerning class size and enrollment quotas.

An unusually small junior class (172 students) accounts for some of the decline. Enrollment in 9th and 10th grades is increasing (221 and 207 students respectively). Accepting too many students in any given year, especially in the very popular CTE programs, limits the number of student openings for the next several years.

Each CTE program has space limitations based on the physical size of the theory room and lab area. Therefore, student enrollment is capped. Equipment availability and OSHA safety standards may also be factors.

Table 2: DCTS Enrollment by CTE Program: 4-Year Comparison

CTE PROGRAM	2007-08	2008-09	% Change 07-08 to 08-09	2009-10	% Change 08-09 to 09-10	2010-11	% Change 09-10 to 10-11
Advertising Art & Design	30	31	3.3%	25	-19.4%	29	16.0%
Auto Body	26	26	0.0%	26	0.0%	21	-19.2%
Auto Technology	29	29	0.0%	32	10.3%	28	-12.5%
Building Const.	31	30	-3.2%	26	-13.3%	25	-3.8%
Bus. Tech Appl.	35	27	-22.9%	26	-3.7%	16	-38.5%
Carpentry	33	24	-27.3%	14	-41.7%	16	14.3%
Child Care	29	26	-10.3%	23	-11.5%	26	13.0%
Cosmetology	39	37	-5.1%	34	-8.1%	36	5.9%
Culinary Arts	34	41	20.6%	39	-4.9%	40	2.6%
Diesel Tech.	26	34	30.8%	27	-20.6%	29	7.4%
Drafting & Design Tech	28	29	3.6%	25	-13.8%	24	-4.0%
Electrical Constr	20	25	25.0%	24	-4.0%	20	-16.7%
Electronics	26	23	-11.5%	23	0.0%	20	-13.0%
Graphic Arts	33	30	-9.1%	22	-26.7%	24	9.1%
Health Assistant	30	36	20.0%	39	8.3%	45	15.4%
HVAC	31	30	-3.2%	20	-33.3%	17	-15.0%
Information System Tech.	34	30	-11.8%	33	10.0%	26	-21.2%
Law Enforcement	27	26	-3.7%	30	15.4%	32	6.7%
Marketing & Dist. Ed.	16	23	43.8%	14	-39.1%	14	0.0%
Masonry	27	19	-29.6%	11	-42.1%	11	0.0%
Ornamental Hort.	34	25	-26.5%	24	-4.0%	13	-45.8%
Outdoor Power	31	23	-25.8%	20	-13.0%	16	-20.0%
Precision Metalworking	27	19	-29.6%	16	-15.8%	11	-31.3%
Veterinary Assistant	20	25	25.0%	31	24.0%	36	16.1%
9th Grade Exp.	207	178	-14.0%	212	19.1%	221	4.2%

Figure 21: DCTS Enrollment Comparison by School

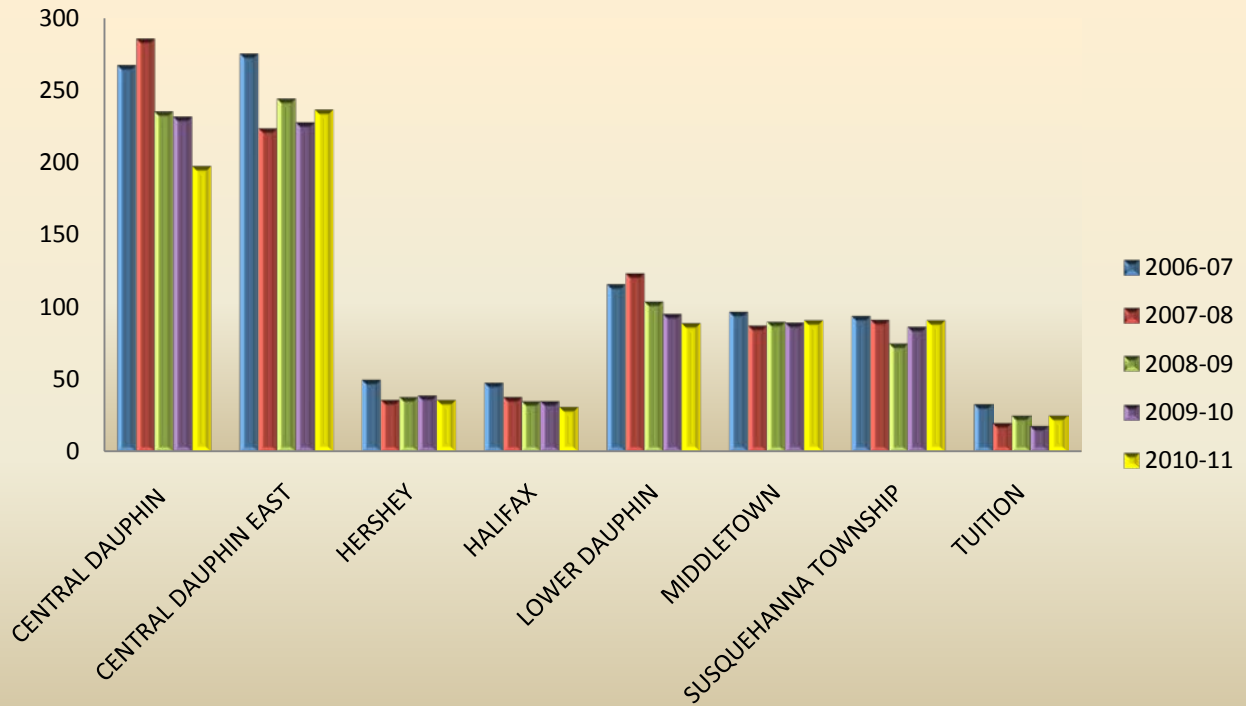
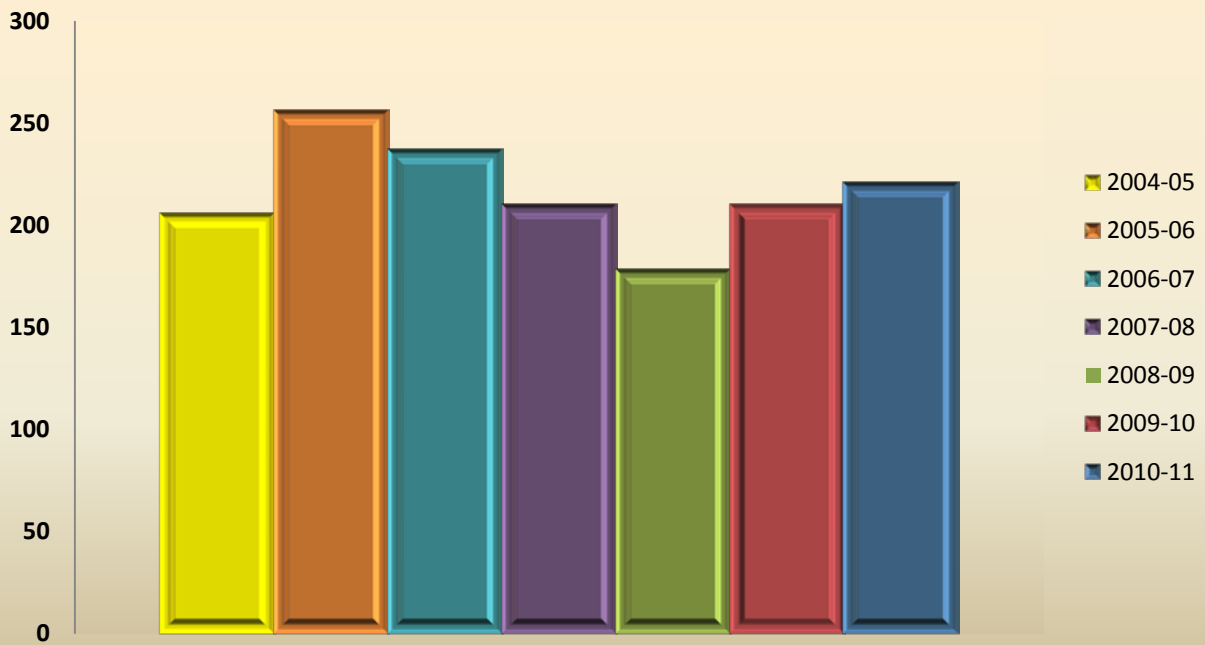
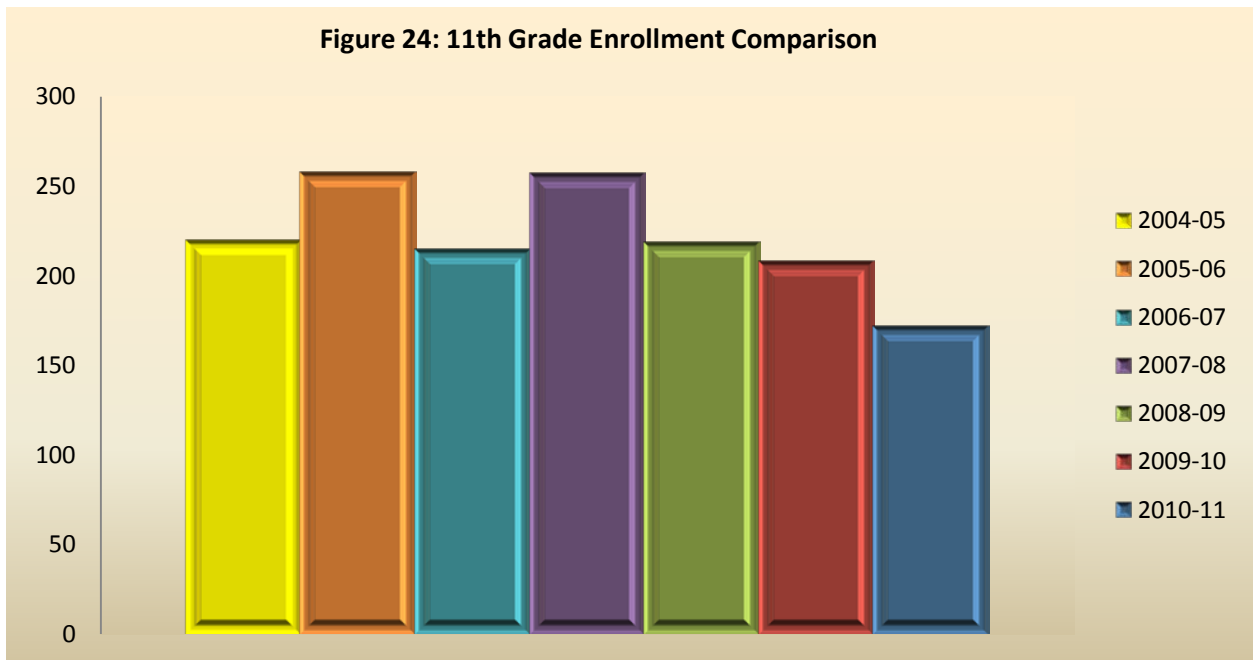
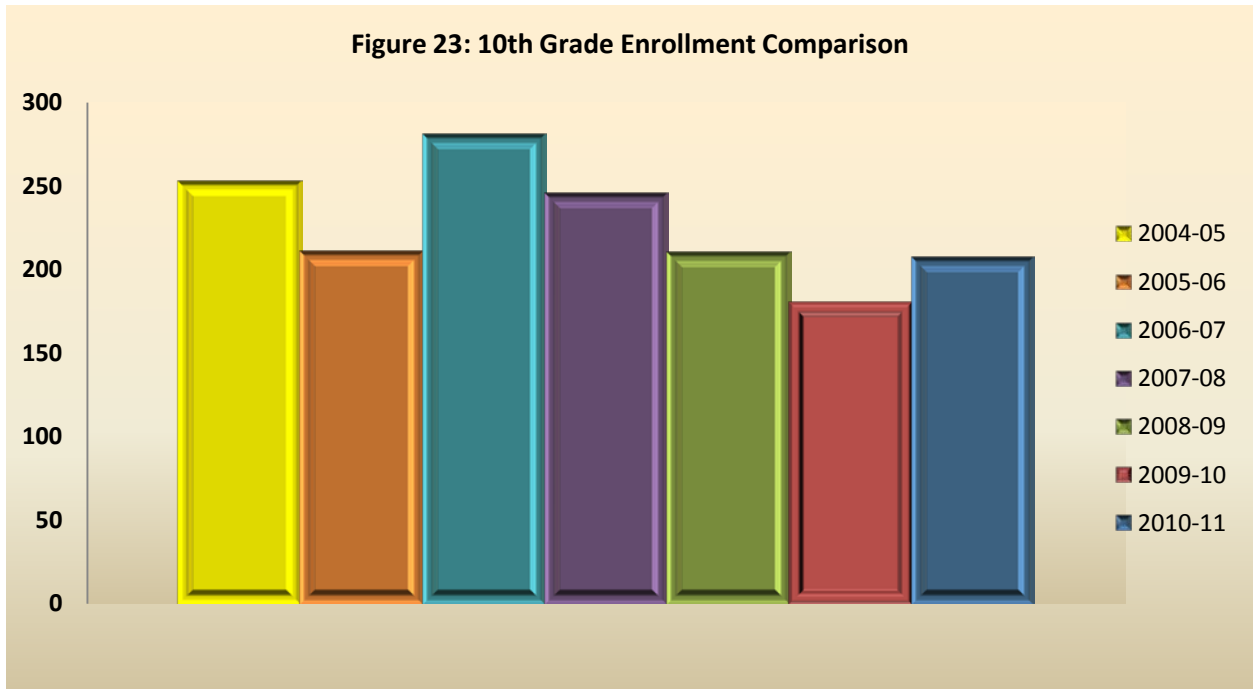
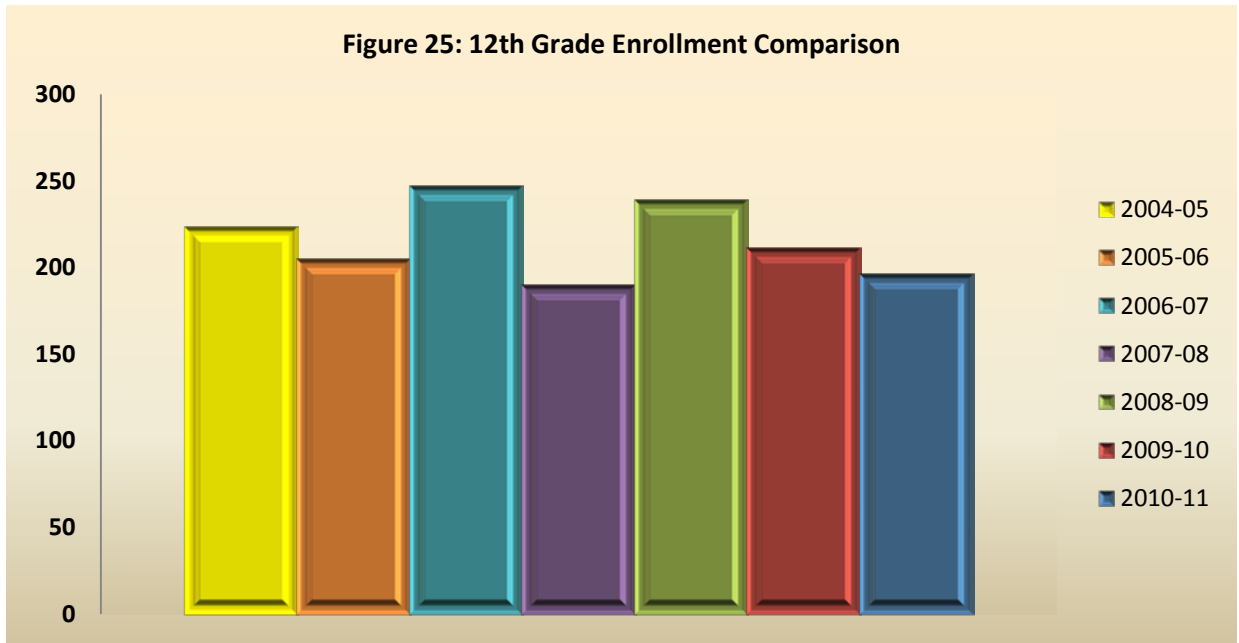


Figure 22: 9th Grade Enrollment Comparison





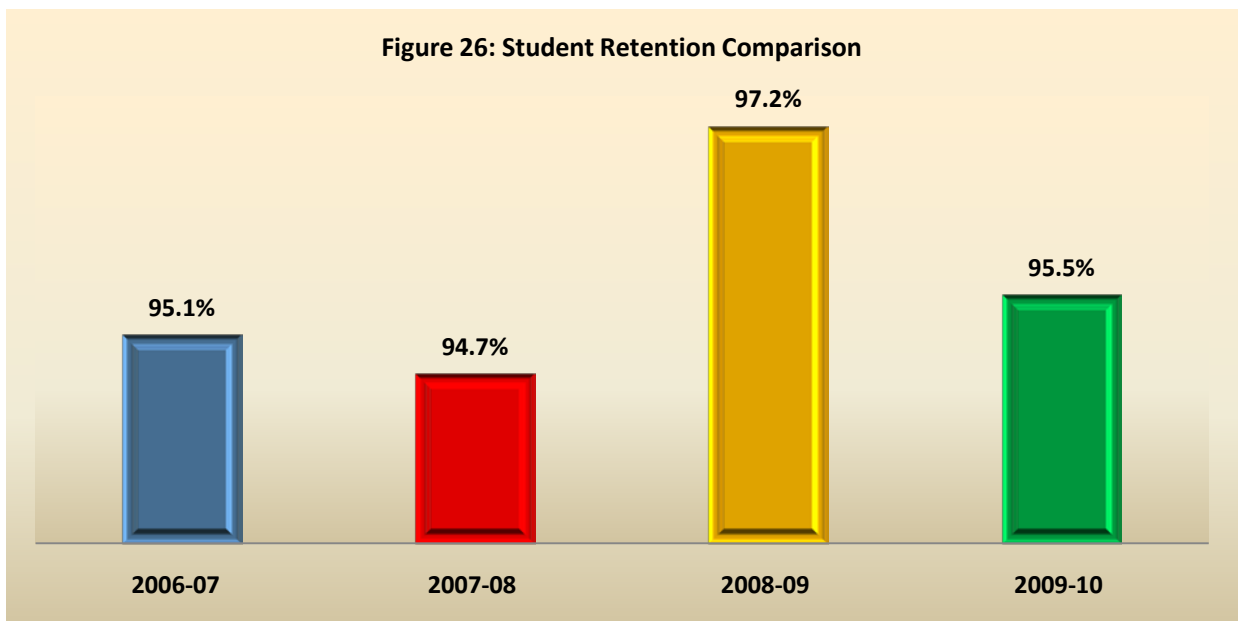
Figures 22 through 25 show enrollment during a seven-year period by grade level. Other than the 11th grade, enrollment has remained steady over the past four years. In fact, enrollment in the 9th and 10th grades has started to increase.



Student Retention

Student retention is every bit as important as student enrollment. It is vital DCTS staff do their best to retain students (i.e., provide counseling, remedial, and educational support services).

DCTS maintains a very good retention rate, which has varied over the past four years from a low of 94.7% to a high of 97.2% (refer to Figure 26). Two possible factors influencing this success may be the initial DCTS career cluster rotation, and student satisfaction with their CTE program choices.

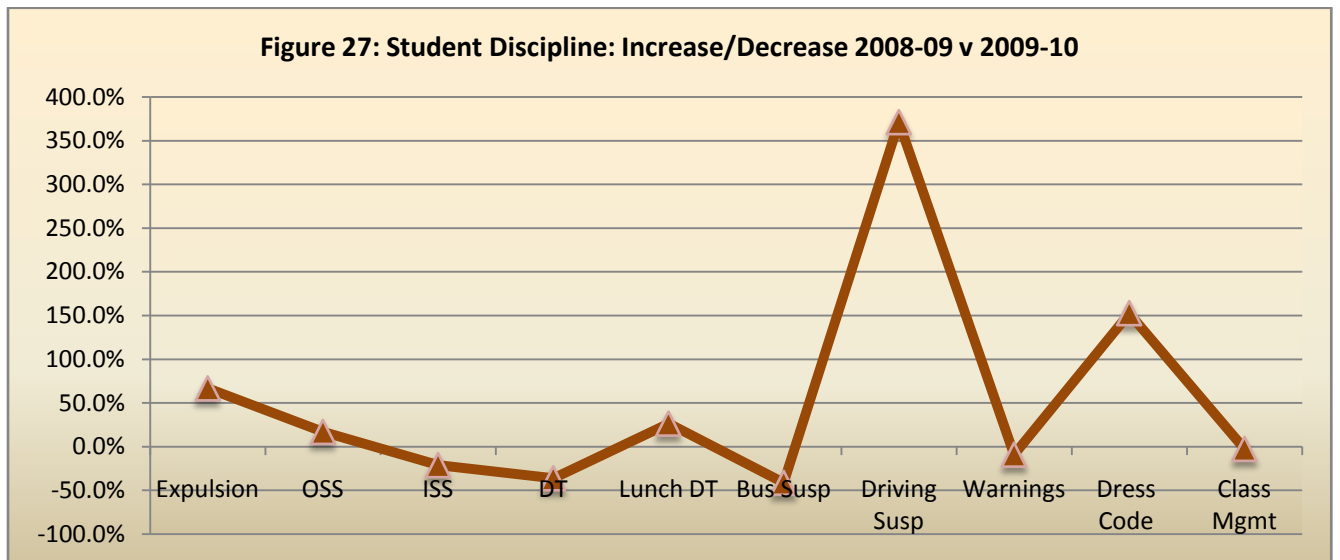


Student Discipline

Although only three years (i.e., 2007-08, 2008-09, and 2009-10) are compared below, student discipline appears to have significantly decreased at DCTS. Table 3 shows the specific numbers of students involved in various disciplinary actions during the three years. Figure 27 shows the increase or decrease of student infractions, comparing data from 2008-09 and 2009-10. Out-of-school suspensions (OSS) have significantly decreased in 2008-09 and 2009-10. In-school suspensions (ISS) decreased significantly in 2009-10, while lunch detentions have increased over the three-year period.

Table 3: Student Discipline Comparison

Disciplinary Action	2007-08	2008-09	2009-10
Expulsion (Exp)	6	3	5
Out-of School Suspension (OSS)	229	100	117
In-School Suspension (ISS)	1002	1058	836
Detention (DT)	916	636	406
Lunch Detention (LDT)	70	184	233
Bus Suspension (Susp)	19	17	10
Driving Suspension (Susp)	21	7	33
Warnings	696	309	281
Dress Code	141	131	335
Classroom Management (Class Mgmt)	243	241	235
TOTAL	3343	2686	2491



Planning for the Future

NOCTI

The percentage and number of DCTS students earning a Competent or Proficient on the NOCTI have significantly increased this year. We have already administered the NOCTI pretest to last year's 11th grade students. The pretest and posttest are identical. Therefore, we are aware of our students' curricular strengths and weaknesses in their CTE programs. To maintain, or hopefully, increase these results, DCTS administration will continue to follow the process implemented last year:

- DCTS administration will continue to review students' NOCTI results with each CTE instructor, comparing student results from the past five years. Discussion will include trends in NOCTI results, the extent to which DCTS curriculum is aligned to the NOCTI assessment, and the proposal of additional instructional strategies to improve student achievement in the CTE program
- DCTS administration will continue to work with CTE instructors to use NOCTI pretest results to adjust instruction related to curricular areas in which student achievement appears to be below average

PSSA

The DCTS administration recognizes our students continue to perform below state expectations in PSSA Math, Reading and Writing assessments. Our students' PSSA results did improve, however, during the 2009-10 school year. Our school achieved *Safe Harbor* status in Reading and Math assessments, with the exception of our students with IEPs in Math.

In past years, DCTS administrators have implemented numerous remediation programs in Math and Reading (e.g., PLATO, Reading 180). We have offered a variety of incentives for students who perform well on the assessments.

The DCTS administration implemented a plan during the 2009-10 school year to increase student performance in the PSSA assessments. We will continue to utilize the strategies outlined in this plan during the 2010-11 school year. These are detailed below.

- DCTS administration will continue to develop and implement additional incentives to increase student interest in performing well on the PSSA assessments
- DCTS teachers will demonstrate relevance of Mathematics anchors through integrated lessons presented in both CTE and academic courses
- CTE and academic teachers will develop and present a minimum of one Mathematics, Reading and Writing assignment per week that incorporates questions/exercises similar to those used in the PSSA assessment

- DCTS administration will increase frequency of visitations to CTE and academic classrooms, and provide feedback to the teachers concerning how to successfully implement integrated lessons

Graduate Placement

DCTS placement statistics are very good, and above State expectations. This is an area of strength for our school. An institution can always improve, even in areas in which it already excels. DCTS administration has developed a new graduate survey instrument, and will disseminate it in late fall this year. The target group will be our three-year graduates. The survey will ascertain the success of our graduates, if they are still employed or studying in a related field, and if they require the School's assistance with placement, when necessary.

Non-Traditional Students

The participation of non-traditional students in CTE programs is good. DCTS exceeds State expectations in this area. DCTS administration will continually attempt to attract more students in non-traditional CTE programs through offering increased counseling at the middle school level (via the DCTS Transition Coordinator), developing promotional brochures that highlight non-traditional students, and featuring non-traditional students in DCTS newsletters.

Student Enrollment

Student enrollment, as mentioned previously, has been steadily declining over the past four years. Although student applications have greatly increased over the past two years, openings are not always available in the popular programs. To increase student applications and public awareness of our facility, the DCTS administration adopted a marketing plan for 2009-10, which we plan to continue and expand during the 2010-11 school year. The major objectives are:

- DCTS student ambassadors will continue to visit every middle and high school in the DCTS consortium, providing a student orientation program for all middle school students and interested high school students.
- DCTS staff will provide a tour of the facility to all middle school students in the DCTS consortium.
- DCTS administration will offer career orientation activities to 4th, 5th, and 6th grade students in the consortium.
- DCTS will continue to offer a career exploration camp for middle school students.
- DCTS personnel and students will participate in sending districts' middle school career day events, as requested by the sending school districts.
- The DCTS Transition Coordinator will provide group and individual transition counseling concerning CTE opportunities to sending district students.

- When invited by school districts, DCTS representatives will participate in sending districts' Open House nights and/or back-to-school activities at both the middle and high school levels.
- DCTS administration will publish a school newsletter twice annually, to be distributed to parents, students, DCTS staff and community.
- Offer daytime workshops at DCTS for middle school teachers, which will provide a forum to discuss curriculum articulation, the integration of academics in an applied setting, and orient academic teachers to technical programs available at DCTS.

Student Retention

- DCTS staff will provide counseling, both individual and group, to students on an as-needed basis. This will include, but not be limited to, career, personal, academic, social, and post-secondary counseling.
- DCTS administration will sponsor an Open House to help students and parents explore career and technical education opportunities available at DCTS.
- DCTS administration will host a Student Orientation evening, which will help new students and their parents transition to their new school environment.

Student Discipline

DCTS student discipline statistics appear to be improving. To maintain and improve student discipline, our principal and assistant principals will increase their presence in the classrooms and other areas of the facility. DCTS administration will also increase the frequency of visitations to the academic and CTE programs, and offer suggestions to teachers to improve discipline in their classrooms/labs, where needed.

Conclusion

The DCTS administration will provide a detailed list of goals generated from the results of this report to the Joint Operating Committee. The administration will apprise the JOC of its progress toward these goals in January 2011 and in June 2011. Progress will be reported to the Administrative Director on a monthly basis.

Upon review of progress or lack thereof, the administration reserves the option to amend specific strategies to more effectively achieve a successful outcome. Any changes in goals or strategies will be reported to the JOC.