

STRATEGIC SCHOOL PROFILE 2012-13

Connecticut Technical High School Edition

Bullard-Havens Technical High School**Connecticut Technical High School System**

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 Connecticut

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Website: www.cttech.org/bullard-havens/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: 828

5-Year Enrollment Change: -5.6%

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	437	52.8	40.3	31.8
Students Who Are Not Fluent in English	13	1.6	2.6	3.8
Students Identified as Gifted and/or Talented	27	3.3	1.0	5.0
Students with Disabilities	12	1.4	7.5	11.3
Juniors and Seniors Working 16 or More Hours Per Week	24	7.8	21.0	12.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	1,063	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	17.6	18.7	17.6
Biology I	19.9	17.6	18.6
English, Grade 10	18.7	17.8	19.0
American History	19.9	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	9.3	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	1.6	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	1.4	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*	14.4	13.2	16.0
# of Print Periodical Subscriptions	36	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	14.2	13.0	13.9
% with Master's Degree or Above	41.4	35.8	76.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	15.6	14.4	8.6
% Assigned to Same School the Previous Year	82.8	88.1	87.9

Full-Time Equivalent Count of School Staff			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.
General Education:	Teachers and Instructors	82.27	
	Paraprofessional Instructional Assistants	1.00	
Special Education:	Teachers and Instructors	3.00	
	Paraprofessional Instructional Assistants	0.00	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		7.44	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		6.90	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		29.93	

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	7	0.8
Black	292	35.3
Hispanic	466	56.3
Pacific Islander	0	0.0
White	58	7.0
Two or more races	3	0.4
Total Minority	770	93.0

Percent of Minority Professional Staff: 13

Non-English Home Language:

19.3 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 17.

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.

Bullard Havens Technical High School continues its many initiatives to reduce racial, ethnic and economic isolation. We continue to focus on our ability to provide the community with a wide range of quality services through our trade departments. Our Carpentry, Electrical, Masonry and Plumbing Departments continue to work on many outside production projects throughout the Greater Bridgeport Community. Our Bakery and Culinary Arts Departments provide outreach services for the community, elementary schools and neighborhood senior citizen centers. Additionally, our Hairdressing and Barbering Department is also open to the public three days a week along with providing community outreach on a regular basis. Our Early Childcare and Education Department regularly provides childcare to children in the ABCD Daycare Center located at Bullard Havens. Our Family Engagement Center provides workshops and services, such as computer skills and Financial Aid planning, for parents of our school. Our Family Engagement Center also held an Open House and hosted Guest Speakers throughout the school year. Additionally, our School Based Health Center is open daily for students who are registered members. This center provides health care services to all students regardless of income or current insurance free of charge. The staff members of the center also present informational sessions for students and parents and other valuable services to our school community.

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.

Parental involvement is a very important part of Bullard Havens life. This involvement begins in 8th grade when a prospective student is first admitted to Bullard Havens through 12th grade graduation. Parents are first presented with all the information necessary to begin life here at Bullard Havens in May of the year prior to their child's freshman year. This process continues for all new and returning students with several informational mailings during the summer. Freshman students attend a Summer Academy in which they are introduced to the school community. During the Summer Academy, freshman students are provided with bus schedules, school uniforms, attendance, lockers, school ID's and other important information. Our freshman students and their parents are also required to attend our Freshman Survival Night in September and Career (Shop Selection) Night in January. These meetings are in addition to our Report Card Night in November, Financial Aid Seminar for seniors and their parents in January and other parent, student, community and school meetings. Our PFO also serves as a vehicle to support communication between home and school. This includes working with school personnel and students to improve the overall quality and climate of the school. Regular meetings as well as several activities are held throughout the school year. We also provide additional services for our students, parents and the community. These services include Student Voices for students, our Family Engagement Center for parents and the community, School Counseling Services for all of our students, a monthly Guidance Department Newsletter for students, parents and the community. Student Leaders serve as hosts and guides for many events that are held throughout the school year. Additionally, the Career Center hosts workshops to assist families in post high school planning. The Career Counselor works closely with trade instructors to help students assemble trade portfolios to be showcased to employers at our annual Career Fair. Additionally, a Career Night is held each year, as well as other special events for the school, parents and community. Our school website provides valuable information for students, parents, staff members and the community. Our website is maintained and updated regularly. In addition, both morning and afternoon announcements are made to inform students and staff members about upcoming events and general information. Both our school website and daily announcements have proven to be effective ways of communicating events to our school and 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	To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Reading Across the Disciplines	22.1	24.8	48.5	20.9	
Writing Across the Disciplines	35.5	39.8	62.1	17.3	
Mathematics	26.1	33.6	52.4	21.4	
Science	18.8	30.6	48.8	18.3	

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	30.6	35.1	51.4	18.4

*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	381	426	503	10.0
Critical Reading	409	436	499	14.2
Writing	391	426	504	10.5
% of Grads Tested	66.2	48.8	78.5	N/A

Student Attendance	School	District	State High Schools
% Present on October 1	92.8	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, 264 students were responsible for these incidents. These students represent 30.2% 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, 6 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	0	0
Sexually Related Behavior	5	26
Personally Threatening Behavior	10	22
Theft	0	2
Physical/Verbal Confrontation	2	14
Fighting/Battery	5	13
Property Damage	0	3
Weapons	0	0
Drugs/Alcohol/Tobacco	3	3
School Policy Violations	53	298
Total	78	381

Graduation and Dropout Rates	School	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	94.7	95.9	84.8	68.1
2011-12 Annual Dropout Rate for Gr. 9 through 12	0.2	0.2	2.1	79.7

Activities of Graduates	School	District	State
% Pursuing Higher Education	53.8	38.6	82.6
% Employed, Civilian and Military	29.7	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
Automotive Mechanic	16	6.3	0.0
Baking	17	5.9	0.0
Carpentry	14	7.1	0.0
Culinary Arts	15	6.7	100.0
Drafting:Architectural	10	30.0	0.0
Early Care and Education	17	5.9	0.0
Electrical	16	12.5	100.0
Fashion Technology	15	6.7	0.0
Graphic Communications	14	28.6	25.0
Hairdressing/Barbering/Cosmetology	21	14.3	100.0
Information Support and Services	15	6.7	0.0
Masonry	12	16.7	100.0
Plumbing and Heating	13	23.1	66.7

Advanced Placement Courses 2011-12	School	District	State High Sch.
Number of Courses for which Students were Tested	4	0.6	11.1
% of Grade 12 Students Tested	0.5	1.7	28.6
% of Exams Scored 3 or More*	50.0	25.4	71.1

*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.

Throughout the 2012-2013 school year, our Professional Development Team held monthly meetings. During these meetings, professional development activities were finalized along with agendas, presenters, resources and other needed information identified. Throughout the school year, members of our School Improvement and Professional Development Teams presented workshops that focused on our school goals. Throughout the year, weekly planning meetings were held and subcommittees were established. Several times throughout the school year, various members of the school instructional staff were called upon to assist in the implementation of some of these workshops. This collaborative effort has allowed all members of the staff to participate in and provide input in both the planning and implementation of all of our Professional Development Activities. Throughout the school year, a major emphasis was placed upon school climate. The results of our school climate survey were shared with the staff, and a plan for improvement has been developed and will be implemented for the entire school community. Additionally, our NEASC co-chairpersons planned, organized and presented several workshops and professional development sessions on the NEASC process. Our school will be receiving their NEASC Decennial visit during April 2014.

SUPPLEMENTAL SCHOOL INFORMATION

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

As new students enter Bullard Havens, the families entering must sign a parent/student promise in conjunction with staff and administration. During the 2012-2013 school year, our students were successful once again in their efforts with CAPT testing. This effort was aided by an after school tutorial program for all students in grades 9, 10 and 11 who have not yet either reached proficiency in CAPT or have a grade of 70 or lower in their academic coursework. Our 12th grade students continued to show promise on their Senior Summative Assessment, National Automotive Student Skills Standards Assessment and various other assessments. Senior students completed their Capstone Portfolio project in a joint effort with trade and social studies staff, presented their projects to administrators and instructors. Presentations by motivational speakers, along with several team building activities both on and off campus, took place at various times throughout the school year. Our "Word of the Week" activity served as an effective motivator for students in all grade levels. A "Student of the Month" in each grade was awarded to selected students. The Work Based Learning (WBL) program at Bullard Havens remains healthy despite the depressed economy in the region. Each trade held both a Fall and Spring TTAC Dinner. Throughout the school year, several students were successfully placed in work experience positions which allowed students an opportunity to work part time in their trade area and attend school at the same time. During the month of June, we had one student and staff member attend the SkillsUSA competition in Kansas City. Our athletic teams are also an important part of the Bullard Havens community. Our baseball, softball, volleyball, soccer, basketball, track, tennis, cross-country, cheerleading and football teams provide school spirit and pride for all. For the second year in a row, our baseball team won the Bridgeport Baseball Classic. Many of our teams qualified for the state tournament. Extra-curricular activities, such as pep rallies, awards assemblies, talent shows, student-faculty athletic games and community building activities, occurred throughout the year.
