

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



Bullard-Havens Technical High School Connecticut Technical Education and Career System

203-579-6333 • <http://www.cttech.org/schools.html>

School Information

Grade Range 9-12
Enrollment 778

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	421	54.1	40.3
Male	357	45.9	59.7
American Indian or Alaska Native	*	*	0.3
Asian	*	*	1.4
Black or African American	219	28.1	11.8
Hispanic or Latino	494	63.5	37.3
Pacific Islander	0	0.0	0.1
Two or More Races	22	2.8	3.4
White	33	4.2	45.7
English Language Learners	44	5.7	3.5
Eligible for Free or Reduced-Price Meals	364	46.8	37.8
Students with Disabilities ¹	37	4.8	9.6

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	102	26.0	56	14.0
Male	71	20.6	65	18.6
Black or African American	42	20.1	39	18.3
Hispanic or Latino	116	24.7	70	14.8
White	10	32.3	*	*
English Language Learners	8	18.2	*	*
Eligible for Free or Reduced-Price Meals	151	26.4	95	16.4
Students with Disabilities	8	29.6	*	*
School	173	23.5	121	16.2
District		12.9		16.7

Number of students in 2016-17 qualified as truant under state statute: 143

Number of school-based arrests: 9

²A student is chronically absent if he/she misses 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	61.6
Paraprofessional Instructional Assistants	0.5
Special Education	
Teachers and Instructors	2.7
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	8.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	20.7

¹In 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	2.5	0.2
Asian	1	1.3	0.3
Black or African American	7	8.8	4.8
Hispanic or Latino	3	3.8	5.3
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	67	83.8	89.2

Classroom Teacher Attendance, 2016-17

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	14.6	16.5

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1047
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:40 AM
End Time	02:11 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	47	100.0	54	100.0
Hispanic or Latino	117	100.0	107	100.0
White	9	*	6	*
English Language Learners	10	*	7	*
Eligible for Free or Reduced-Price Meals	130	100.0	131	100.0
Students with Disabilities	8	*	*	*
School	179	100.0	170	100.0
District		99.6		100.0

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	28	100.0
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
School	37	100.0
District		99.1

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

³Ages 6-21

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	46	44.6	46	41.4
Hispanic or Latino	115	44.4	115	43.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	9	*	9	*
English Language Learners	17	*	17	*
Non-English Language Learners	159	45.3	159	43.2
Eligible for Free or Reduced-Price Meals	101	43.9	101	42.3
Not Eligible for Free or Reduced-Price Meals	75	45.3	75	43.3
Students with Disabilities	8	*	8	*
Students without Disabilities	168	44.8	168	43.1
High Needs	112	43.0	112	41.7
Non-High Needs	64	47.1	64	44.5
School	176	44.5	176	42.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	76.1	188	76.1
Curl Up	N/A	N/A	N/A	78.7	188	78.7
Push Up	N/A	N/A	N/A	69.1	188	69.1
Mile Run/PACER	N/A	N/A	N/A	25.0	188	25.0
All Tests - School	N/A	N/A	N/A	17.0	188	17.0
All Tests - District	N/A	N/A	N/A	36.5		36.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	56	98.2
Hispanic or Latino	95	96.8
English Language Learners	10	*
Eligible for Free or Reduced-Price Meals	139	96.4
Students with Disabilities	10	*
School	166	97.0
District		97.5

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	14	7.0
Male	100.0	10	6.7
Black or African American	100.0	6	5.9
Hispanic or Latino	100.0	15	6.7
White	*	*	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	17	6.5
Students with Disabilities	*	0	*
School	100.0	24	6.9
District	100.0		16.3

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

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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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	60.4	89.1
Male	47.8	94.8
Black or African American	50.0	90.9
Hispanic or Latino	58.7	91.1
White	*	*
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	54.4	90.7
Students with Disabilities	*	*
School	55.2	91.8
District	44.1	74.8

⁵College 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.

⁶College 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

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	44.5	75	59.3	100	59.3	67.6
	High Needs Students	43.0	75	57.4	100	57.4	57.5
Math Performance Index	All Students	42.7	75	57.0	100	57.0	62.7
	High Needs Students	41.7	75	55.6	100	55.6	52.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	60.7%
	High Needs Students	N/A	100%	0.0	0	0.0	55.6%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.9%
	High Needs Students	N/A	100%	0.0	0	0.0	55.4%
Chronic Absenteeism	All Students	23.5%	<=5%	13.1	50	26.1	10.7%
	High Needs Students	25.8%	<=5%	8.4	50	16.8	16.6%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	74.8%
	% Passing Exams	6.9%	75%	4.6	50	9.2	44.8%
On-track to High School Graduation		99.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		97.0%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		96.8%	94%	100.0	100	100.0	81.8%
Postsecondary Entrance (Class of 2017)		55.2%	75%	73.6	100	73.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 17.0%	75%	11.3	50	22.7	96.6% 50.1%
Arts Access		99.9%	60%	50.0	50	100.0	51.2%
Accountability Index				690.3	1050	65.7	

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	47.1	43.0	4.1	15.6	
Math Performance Index Gap	44.5	41.7	2.8	17.7	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	96.8%	-2.8%	9.1%	N

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	96.7
	High Needs Students	96.6
Math	All Students	96.7
	High Needs Students	96.6
Science	All Students	99.5
	High Needs Students	99.1

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.