

Connecticut State Department of Education  
**SCHOOL PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2021–22**



**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	827
Per Pupil Expenditures <sup>1</sup>	N/A
Total Expenditures <sup>1</sup>	N/A

<sup>1</sup> Expenditure data reflect the 2020-21 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>

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**Notes**

Unless otherwise noted, all data are for 2021-22 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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, 2021 Enrollment**

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	436	52.7	39.5
Male	*	*	60.3
Non-Binary	*	*	0.2
American Indian or Alaska Native	*	*	0.3
Asian	*	*	1.1
Black or African American	223	27.0	11.8
Hispanic or Latino of any race	557	67.4	41.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	21	2.5	4.8
White	19	2.3	40.1
English Learners/Multilingual Learners	92	11.1	4.5
Eligible for Free or Reduced-Price Meals	474	57.3	45.1
Students with Disabilities <sup>2</sup>	104	12.6	15.3

<sup>2</sup> 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 <sup>3</sup>		Suspension/Expulsion <sup>4</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	148	34.9	*	*
Male	*	*	75	19.1
Non-Binary	*	*	*	*
Black or African American	77	36.0	53	23.8
Hispanic or Latino of any race	190	35.3	84	14.9
White	8	40.0	*	*
English Learners/Multilingual Learners	35	39.3	21	22.8
Eligible for Free or Reduced-Price Meals	218	39.0	121	17.4
Students with Disabilities	41	43.2	23	21.1
School	283	35.4	144	17.2
District		34.6		18.6

**Number of students qualified as truant under state statute: 409**

**Number of school-based arrests: Fewer than 6**

<sup>3</sup> 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.

<sup>4</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# School Profile and Performance Report for School Year 2021-22

## Bullard-Havens Technical High School

### Connecticut Technical Education and Career System

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	67.1
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	4.6
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	8.8
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	7.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.3

### Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	2	2.2	0.2
Asian	0	0.0	0.8
Black or African American	5	5.6	4.6
Hispanic or Latino of any race	6	6.7	6.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	77	85.6	87.5

### Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.8	10.6

<sup>1</sup> 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.

## Instruction and Resources

### School-Level Expenditures<sup>2</sup>: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	N/A	N/A
Support Services - Students	N/A	N/A
Improvement of Instruction	N/A	N/A
Library and Media Services	N/A	N/A
Support Services - Instruction	N/A	N/A
Support Services - School-Based	N/A	N/A
Operation and Maintenance of Plant	N/A	N/A
Transportation Other Than to/From	N/A	N/A
Enterprise Operations	N/A	N/A
<b>Total</b>	<b>N/A</b>	<b>N/A</b>

Total per pupil expenditures (PPE) including share of district central expenditures is N/A.

<sup>2</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### 11th and 12th Graders Enrolled in

#### College-and-Career-Readiness Courses during High School<sup>4</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	44	100.0	57	100.0
Hispanic or Latino of any race	146	100.0	117	100.0
White	*	*	*	*
English Learners/Multilingual Learners	26	100.0	12	*
Eligible for Free or Reduced-Price Meals	148	100.0	130	100.0
Students with Disabilities	21	100.0	11	*
School	204	100.0	183	100.0
District		99.8		99.8

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	72	98.6
Other Health Impairment	22	100.0
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
School	102	98.1
District		99.0

<sup>3</sup> This table includes students ages 6-21 with an IEP or services plan.

### School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	991
Half/Extended Day Kindergarten	N/A

<sup>4</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

# School Profile and Performance Report for School Year 2021-22

## Bullard-Havens Technical High School

### Connecticut Technical Education and Career System

## 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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	44	37.8	44	36.1	44	38.9
Hispanic or Latino of any race	141	39.2	141	36.9	140	42.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	38	33.6	38	35.7	39	41.3
Non-English Learners/Non-Multilingual Learners	161	40.5	161	36.9	158	42.6
Eligible for Free or Reduced-Price Meals	144	38.7	144	36.7	141	42.1
Not Eligible for Free or Reduced-Price Meals	55	40.3	55	36.7	56	43.0
Students with Disabilities	20	28.9	20	32.5	21	36.0
Students without Disabilities	179	40.3	179	37.1	176	43.1
High Needs	162	38.2	162	36.2	160	42.2
Non-High Needs	37	43.5	37	38.5	37	42.7
School	199	39.2	199	36.7	197	42.3

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> 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](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	83.7	203	83.7
Curl Up	N/A	N/A	N/A	68.5	203	68.5
Push Up	N/A	N/A	N/A	59.1	203	59.1
Mile Run/PACER	N/A	N/A	N/A	12.3	203	12.3
All Tests - School	N/A	N/A	N/A	10.8	203	10.8
All Tests - District	N/A	N/A	N/A	22.3		22.3

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# School Profile and Performance Report for School Year 2021-22

## Bullard-Havens Technical High School

### Connecticut Technical Education and Career System

#### Cohort Graduation: Four-Year<sup>1</sup>

	2020-21	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	52	100.0
Hispanic or Latino of any race	119	95.8
White	6	*
English Learners/Multilingual Learners	12	*
Eligible for Free or Reduced-Price Meals	152	96.7
Students with Disabilities	12	*
School	188	97.3
District		96.7

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

#### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	28	13.9
Male	100.0	31	16.8
Non-Binary	N/A	N/A	N/A
Black or African American	100.0	13	12.9
Hispanic or Latino	100.0	40	15.2
White	*	*	*
English Learners/Multilingual Learners	100.0	*	*
Eligible for Free or Reduced-Price Meals	100.0	40	14.4
Students with Disabilities	100.0	*	*
School	100.0	59	15.2
District	99.9		19.1

<sup>3</sup>Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

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 2021	Class of 2020
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	48.2	61.1
Male	41.0	67.7
Non-Binary	N/A	N/A
Black or African American	57.7	67.7
Hispanic or Latino of any race	36.8	57.4
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	42.1	62.0
Students with Disabilities	*	*
School	44.3	63.5
District	35.9	66.6

<sup>5</sup>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.

<sup>6</sup>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

# School Profile and Performance Report for School Year 2021-22

## Bullard-Havens Technical High School

### Connecticut Technical Education and Career System

#### 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	39.2	75	78.3	150	52.2	64.2
	High Needs Students	38.2	75	76.3	150	50.9	54.2
Math Performance Index	All Students	36.7	75	73.3	150	48.9	58.6
	High Needs Students	36.2	75	72.5	150	48.3	47.7
Science Performance Index	All Students	42.3	75	56.4	100	56.4	61.4
	High Needs Students	42.2	75	56.3	100	56.3	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	40.1%	100%	20.0	50	40.1	64.9%
	Oral	60.6%	100%	30.3	50	60.6	57.4%
Chronic Absenteeism	All Students	35.4%	<=5%	0.0	50	0.0	23.7%
	High Needs Students	38.1%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	15.2%	75%	10.2	50	20.3	43.5%
On-track to High School Graduation		99.5%	94%	50.0	50	100.0	82.7%
4-year Graduation All Students (2021 Cohort)		97.3%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		96.6%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		44.3%	75%	59.1	100	59.1	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		98.5%   10.8%	75%	7.2	50	14.4	94.0%   45.8%
Arts Access		51.6%	60%	43.0	50	86.0	52.4%
<b>Accountability Index</b>				<b>883.1</b>	<b>1550</b>	<b>57.0</b>	

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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	43.5	38.2	5.3	16.6	
Math Performance Index Gap	38.5	36.2	2.3	18.5	
Science Performance Index Gap	42.7	42.2	0.4	17.9	
Graduation Rate Gap	94.0%	96.6%	-2.6%	4.8%	N

<sup>1</sup> 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.

<sup>2</sup> 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 (%) <sup>3</sup>	
ELA	All Students	98.1
	High Needs Students	98.2
Math	All Students	98.1
	High Needs Students	98.2
Science	All Students	97.1
	High Needs Students	96.4

<sup>3</sup>Minimum participation standard is 95%.

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