

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023-24



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	818
Per Pupil Expenditures ¹	\$25,495
Total Expenditures ¹	\$20,650,898

¹ Expenditure data reflect the 2022-23 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 2023-24 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, 2023 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	450	55.0	39.1
Male	359	43.9	60.2
Non-Binary	9	1.1	0.8
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	0.8
Black or African American	213	26.0	12.3
Hispanic or Latino of any race	558	68.2	42.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	22	2.7	5.0
White	*	*	38.9
English Learners/Multilingual Learners	105	12.8	5.1
Eligible for Free or Reduced-Price Meals	540	66.0	48.1
Students with Disabilities ²	120	14.7	17.1

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	106	24.1	55	12.1
Male	*	*	60	16.6
Non-Binary	*	*	0	*
Black or African American	50	23.9	48	22.3
Hispanic or Latino of any race	105	19.1	62	11.0
White	6	30.0	*	*
English Learners/Multilingual Learners	22	22.7	7	6.7
Eligible for Free or Reduced-Price Meals	135	23.9	89	15.3
Students with Disabilities	26	21.5	27	20.8
School	167	20.8	115	13.9
District		17.5		17.4

Number of students qualified as truant under state statute: 191

Number of school-based arrests: 0

³ 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.

⁴ This column displays the 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	68.3
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	5.4
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	13.3
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.7
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	28.5

¹ 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.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	1	1.0	0.2
Asian	1	1.0	0.9
Black or African American	7	7.3	4.7
Hispanic or Latino of any race	7	7.3	7.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	80	83.3	87.1

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.4	11.6

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Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$12,327,263	\$15,219
Support Services - Students	\$2,857,110	\$3,527
Improvement of Instruction	\$39,763	\$49
Library and Media Services	\$235,802	\$291
Support Services - Instruction	\$3,933	\$5
Support Services - School-Based Administration	\$2,161,472	\$2,668
Operation and Maintenance of Plant	\$2,696,963	\$3,330
Transportation Other Than to/From Home	\$2,994	\$4
Enterprise Operations	\$325,598	\$402
Total	\$20,650,898	\$25,495

Total per pupil expenditures (PPE) including share of district central expenditures is \$27,417.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	84	98.8
Other Health Impairment	17	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	116	98.3
District		97.7

² This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	57	100.0	49	100.0
Hispanic or Latino of any race	140	100.0	125	100.0
White	*	*	*	*
English Learners/Multilingual Learners	20	100.0	21	100.0
Eligible for Free or Reduced-Price Meals	147	100.0	128	100.0
Students with Disabilities	34	100.0	26	100.0
School	202	100.0	190	100.0
District		100.0		100.0

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1077
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:31 AM
End Time	02:11 PM

³ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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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.

	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	0	N/A	0	N/A	0	N/A
Black or African American	57	37.0	57	34.9	57	42.9
Hispanic or Latino of any race	137	40.7	137	36.4	137	46.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	33	33.4	33	31.9	33	38.8
Non-English Learners/Non-Multilingual Learners	166	40.8	166	36.9	166	46.6
Eligible for Free or Reduced-Price Meals	143	40.7	143	36.9	144	47.2
Not Eligible for Free or Reduced-Price Meals	56	36.7	56	34.1	55	40.5
Students with Disabilities	32	27.8	32	26.4	32	35.1
Students without Disabilities	167	41.8	167	38.0	167	47.3
High Needs	167	38.8	167	35.5	167	45.2
Non-High Needs	32	43.8	32	39.4	32	45.9
School	199	39.6	199	36.1	199	45.3

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

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

¹ 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

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	70.8	192	70.8
Curl Up	N/A	N/A	N/A	89.5	191	89.5
Push Up	N/A	N/A	N/A	71.7	191	71.7
Mile Run/PACER	N/A	N/A	N/A	30.4	191	30.4
All Tests - School	N/A	N/A	N/A	25.7	191	25.7
All Tests - District	N/A	N/A	N/A	33.0		33.0

²The 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.

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

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Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	41	95.1
Hispanic or Latino of any race	141	97.2
White	*	*
English Learners/Multilingual Learners	30	96.7
Eligible for Free or Reduced-Price Meals	167	96.4
Students with Disabilities	24	95.8
School	196	96.9
District		95.9

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

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	31	14.6
Male	42	23.6
Non-Binary	0	*
Black or African American	9	8.5
Hispanic or Latino	59	22.3
White	*	*
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	56	20.4
Students with Disabilities	10	16.7
School	73	18.6
District		21.3

³Students 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.

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 2023	Class of 2022
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	67.3	71.4
Male	34.8	58.8
Non-Binary	N/A	N/A
Black or African American	56.4	90.0
Hispanic or Latino of any race	49.6	56.1
White	*	*
English Learners/ Multilingual Learners	44.8	*
Eligible for Free or Reduced-Price Meals	52.2	64.8
Students with Disabilities	30.4	*
School	52.1	66.3
District	38.3	74.1

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	39.6	75	79.1	150	52.8	63.9
	High Needs Students	38.8	75	77.5	150	51.7	54.1
Math Performance Index	All Students	36.1	75	72.2	150	48.1	60.2
	High Needs Students	35.5	75	70.9	150	47.3	49.5
Science Performance Index	All Students	45.3	75	60.4	100	60.4	61.8
	High Needs Students	45.2	75	60.3	100	60.3	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	34.0%	100%	17.0	50	34.0	58.9%
	Oral	54.0%	100%	27.0	50	54.0	55.2%
Chronic Absenteeism	All Students	20.8%	<=5%	18.3	50	36.6	17.7%
	High Needs Students	23.1%	<=5%	13.7	50	27.4	25.5%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	18.6%	75%	12.4	50	24.8	44.3%
On-track to High School Graduation		98.5%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		96.9%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		97.4%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		52.1%	75%	69.5	100	69.5	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 25.7%	75%	17.1	50	34.2	93.6% 47.2%
Arts Access		62.8%	60%	50.0	50	100.0	55.0%
Accountability Index				945.6	1550	61.0	

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 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	43.8	38.8	5.0	17.3	
Math Performance Index Gap	39.4	35.5	3.9	18.5	
Science Performance Index Gap	45.9	45.2	0.6	18.4	
Graduation Rate Gap	94.0%	97.4%	0.0%	6.0%	N

¹ 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.

² 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 (%) ³
ELA	All Students	99.0
	High Needs Students	98.8
Math	All Students	99.0
	High Needs Students	98.8
Science	All Students	99.5
	High Needs Students	99.4

³Minimum participation standard is 95%.

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