Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Curiale School
Bridgeport School District

203-576-8437 • http://bridgeport.ct.schoolwebpages.com/

School Information

Grade Range	K-8
Enrollment	698

Community Information

CERC Town Profiles provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

CT Reports (CMT/CAPT)

District and School Performance Reports

Special Education Annual Performance Reports

Contents

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

		School	District
	Count	Percent of Total (%)	Percent of Total (%)
Female	334	47.9	47.4
Male	364	52.1	52.6
American Indian or Alaska Native	*	*	0.5
Asian	32	4.6	2.8
Black or African American	288	41.3	35.2
Hispanic or Latino	324	46.4	48.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	0.6
White	42	6.0	12.0
English Language Learners	97	13.9	14.1
Eligible for Free or Reduced-Price Meals	698	100.0	*
Students with Disabilities[1]	87	12.5	15.1

[1]Students 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	57	17.0	29	8.6
Male	81	22.3	89	24.1
Black or African American	48	16.2	79	26.4
Hispanic or Latino	72	22.6	30	9.2
White	10	23.3	9	20.5
English Language Learners	16	16.2	10	9.9
Eligible for Free or Reduced-Price Meals	138	19.7	118	16.7
Students with Disabilities	23	25.0	30	31.3
School	138	19.7	118	16.7
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 366

Number of school-based arrests: Fewer than 6

[2]A 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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	41.8
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	4.5
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	3.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.0

[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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.5
Asian	1	1.8	1.8
Black or African American	8	14.0	11.9
Hispanic or Latino	5	8.8	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	43	75.4	74.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
School	100.0
School Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance, 2014-15

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.7	9.2

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1027
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	08:45 AM
End Time	03:05 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	32	68.1
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
School	48	58.5
District		52.7

[3]Ages 6-21

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	*	*	*	*	*	*
Asian	22	56.4	22	53.4	*	*
Black or African American	201	42.7	200	33.9	76	36.3
Hispanic or Latino	208	50.1	206	38.9	67	38.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	23	48.7	23	35.2	8	*
English Language Learners	77	46.7	76	38.3	21	35.9
Non-English Language Learners	382	47.1	380	36.9	138	38.2
Eligible for Free or Reduced-Price Meals	459	47.0	456	37.1	159	37.9
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	77	31.2	76	23.7	26	25.3
Students without Disabilities	382	50.2	380	39.8	133	40.4
High Needs	459	47.0	456	37.1	159	37.9
Non-High Needs	0	N/A	0	N/A	0	N/A
School	459	47.0	456	37.1	159	37.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.0	81.4	81.1	N/A	240	82.1
Curl Up	98.7	94.3	95.8	N/A	240	96.3
Push Up	90.7	65.7	67.4	N/A	240	74.2
Mile Run/PACER	93.3	88.6	92.6	N/A	240	91.7
All Tests - School	74.7	50.0	55.8	N/A	240	60.0
All Tests - District	42.5	36.5	39.0	28.6		38.4

[2]The 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.

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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	47.0	75	31.3	50	62.7	67.7
	High Needs Students	47.0	75	31.3	50	62.7	56.7
Math Performance Index	All Students	37.1	75	24.8	50	49.5	61.4
	High Needs Students	37.1	75	24.8	50	49.5	49.9
Science Performance Index	All Students	37.9	75	25.3	50	50.5	57.5
	High Needs Students	37.9	75	25.3	50	50.5	47.0
ELA Academic Growth	All Students	51.7%	100%	51.7	100	51.7	63.8%
	High Needs Students	51.7%	100%	51.7	100	51.7	58.3%
Math Academic Growth	All Students	46.8%	100%	46.8	100	46.8	65.0%
	High Needs Students	46.8%	100%	46.8	100	46.8	57.4%
Chronic Absenteeism	All Students	19.7%	<=5%	20.5	50	41.0	9.6%
	High Needs Students	19.7%	<=5%	20.5	50	41.0	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		81.2%	94%	43.2	50	86.4	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.0% | 60.0%	75%	40.0	50	80.0	89.2% | 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				**484.0**	**900**	**53.8**	

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	.	47.0	.	16.6	
Math Performance Index Gap	.	37.1	.	19.1	
Science Performance Index Gap	.	37.9	.	17.3	
Graduation Rate Gap	.	.	.	.	

[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.

Subject/Subgroup		Participation Rate (%)[3]
ELA	All Students	99.8
	High Needs Students	99.8
Math	All Students	99.6
	High Needs Students	99.6
Science	All Students	99.4
	High Needs Students	99.4

Supporting Resources
Two-page FAQ
Detailed Presentation
Using Accountability Results to Guide Improvement: comprehensive documentation and supports

[3]Minimum participation standard is 95%.