SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Roosevelt School
Bridgeport School District

203-576-8032 • http://bridgeport.ct.schoolwebpages.com/

School Information

Grade Range	PK-8
Enrollment	623

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	306	49.1	47.4
Male	317	50.9	52.6
American Indian or Alaska Native	*	*	0.5
Asian	21	3.4	2.8
Black or African American	220	35.3	35.2
Hispanic or Latino	342	54.9	48.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	0.6
White	35	5.6	12.0
English Language Learners	99	15.9	14.1
Eligible for Free or Reduced-Price Meals	623	100.0	*
Students with Disabilities[1]	77	12.4	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	47	16.5	45	14.9
Male	54	18.4	106	32.5
Black or African American	36	16.8	77	33.5
Hispanic or Latino	55	18.1	68	20.4
White	*	*	6	15.0
English Language Learners	16	17.8	6	6.6
Eligible for Free or Reduced-Price Meals	101	17.5	151	24.0
Students with Disabilities	24	27.3	35	34.0
School	101	17.5	151	24.0
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 275

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	34.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	2.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	16.0

[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	0	0.0	1.8
Black or African American	2	4.4	11.9
Hispanic or Latino	9	20.0	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	34	75.6	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	8.8	9.2

Instruction and Resources

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1026
Half/Extended Day Kindergarten	N/A

School Schedule

School Hours for Students	
Start Time	08:50 AM
End Time	03:10 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	*	*
Learning Disability	33	78.6
Other Health Impairment	9	*
Other Disabilities	0	0.0
Speech/Language Impairment	*	*
School	47	72.3
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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	128	42.1	128	33.9	48	31.4
Hispanic or Latino	174	45.0	174	36.8	51	33.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	*	*
English Language Learners	53	43.8	53	36.2	17	*
Non-English Language Learners	267	44.1	267	35.8	90	33.6
Eligible for Free or Reduced-Price Meals	320	44.0	320	35.9	107	32.8
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	60	33.9	60	28.5	25	26.6
Students without Disabilities	260	46.4	260	37.6	82	34.7
High Needs	320	44.0	320	35.9	107	32.8
Non-High Needs	0	N/A	0	N/A	0	N/A
School	320	44.0	320	35.9	107	32.8

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	92.3	65.9	100.0	N/A	124	85.5
Curl Up	69.2	100.0	95.1	N/A	124	88.7
Push Up	76.9	43.2	39.0	N/A	124	52.4
Mile Run/PACER	0.0	0.0	14.6	N/A	124	4.8
All Tests - School	0.0	0.0	*	N/A	124	*
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	44.0	75	29.4	50	58.7	67.7
	High Needs Students	44.0	75	29.4	50	58.7	56.7
Math Performance Index	All Students	35.9	75	23.9	50	47.9	61.4
	High Needs Students	35.9	75	23.9	50	47.9	49.9
Science Performance Index	All Students	32.8	75	21.9	50	43.7	57.5
	High Needs Students	32.8	75	21.9	50	43.7	47.0
ELA Academic Growth	All Students	45.7%	100%	45.7	100	45.7	63.8%
	High Needs Students	45.7%	100%	45.7	100	45.7	58.3%
Math Academic Growth	All Students	49.2%	100%	49.2	100	49.2	65.0%
	High Needs Students	49.2%	100%	49.2	100	49.2	57.4%
Chronic Absenteeism	All Students	17.5%	<=5%	25.1	50	50.1	9.6%
	High Needs Students	17.5%	<=5%	25.1	50	50.1	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		79.2%	94%	42.1	50	84.2	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)		90.5% | 3.2%	75%	2.2	50	4.3	89.2% | 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				**434.4**	**900**	**48.3**	

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	.	44.0	.	16.6	
Math Performance Index Gap	.	35.9	.	19.1	
Science Performance Index Gap	.	32.8	.	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	99.4
	High Needs Students	99.4
Math	All Students	99.4
	High Needs Students	99.4
Science	All Students	100.0
	High Needs Students	100.0

Supporting Resources

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

[3]Minimum participation standard is 95%.