

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Biotechnology, Research and Zoological Studies HS at the Fairchild-Wheeler Bridgeport School District

203-275-3300 • <http://bridgeport.ct.schoolwebpages.com/>

School Information

Grade Range **9-12**
Enrollment **489**

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](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

[College Enrollment, Persistence, and Graduation](#)
(National Student Clearinghouse)

Contents

Students.....	1
Educators.....	2
Instruction.....	2
Performance and Accountability.....	3

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

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	348	71.2	47.4
Male	141	28.8	52.6
American Indian or Alaska Native	0	0.0	0.5
Asian	20	4.1	2.8
Black or African American	156	31.9	35.2
Hispanic or Latino	178	36.4	48.8
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.6
White	135	27.6	12.0
English Language Learners	16	3.3	14.1
Eligible for Free or Reduced-Price Meals	489	100.0	*
Students with Disabilities ¹	33	6.7	15.1

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	36	10.6	68	20.0
Male	17	12.9	42	31.1
Black or African American	*	*	44	28.4
Hispanic or Latino	21	12.2	41	23.7
White	17	13.5	23	18.3
English Language Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	53	11.3	110	23.2
Students with Disabilities	6	19.4	12	37.5
School	53	11.3	110	23.2
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 21

Number of school-based arrests: Fewer than 6

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.

School Profile and Performance Report for School Year 2015-16

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	26.0
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	1.7
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.2
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.3
Other Staff Providing Non-Instructional Services/Support	24.1

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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.5
Asian	4	12.5	1.8
Black or African American	4	12.5	11.9
Hispanic or Latino	3	9.4	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	21	65.6	74.8

Classes Taught by Highly Qualified Teachers²

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

²Core 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	6.3	9.2

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1030
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:55 AM
End Time	02:10 PM

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

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	0	0.0
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	0	0.0	0	0.0
School	*	*	0	0.0
District		36.9		29.5

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	0	0.0
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	18	90.0
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
School	26	78.8
District		52.7

⁴Ages 6-21

School Profile and Performance Report for School Year 2015-16

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Bridgeport School District

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	*	*	*	*	9	*
Black or African American	49	46.8	49	42.9	31	37.7
Hispanic or Latino	50	44.9	50	43.0	45	44.1
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	*	*	*	*	35	51.6
English Language Learners	7	*	7	*	7	*
Non-English Language Learners	126	48.3	126	44.8	113	46.7
Eligible for Free or Reduced-Price Meals	133	47.6	133	44.0	120	45.4
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	11	*	11	*	14	*
Students without Disabilities	122	48.1	122	44.9	106	47.0
High Needs	133	47.6	133	44.0	120	45.4
Non-High Needs	0	N/A	0	N/A	0	N/A
School	133	47.6	133	44.0	120	45.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	N/A	N/A	N/A
Curl Up	N/A	N/A	N/A	N/A	N/A	N/A
Push Up	N/A	N/A	N/A	N/A	N/A	N/A
Mile Run/PACER	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - School	N/A	N/A	N/A	N/A	N/A	N/A
All Tests - District	42.5	36.5	39.0	28.6		38.4

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
School	N/A	N/A	N/A	N/A	N/A
District		63.6	71.6	No	74.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are shown when there were at least 20 students in the cohort in 2010-11, the year that served as the base for target calculations.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁴

	Participation ⁵	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	27	17.2
Male	98.2	7	12.7
Black or African American	98.7	11	13.9
Hispanic or Latino	100.0	13	16.0
White	100.0	*	*
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	99.5	34	16.0
Students with Disabilities	*	0	*
School	99.5	34	16.0
District	94.9		11.9

⁴College 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

⁵Participation 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 2015	Class of 2014
	Entrance ⁶	Persistence ⁷
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
School	N/A	N/A
District	56.8	80.2

⁶College 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.

⁷College 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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Bridgeport School District

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	47.6	75	63.4	100	63.4	67.7
	High Needs Students	47.6	75	63.4	100	63.4	56.7
Math Performance Index	All Students	44.0	75	58.7	100	58.7	61.4
	High Needs Students	44.0	75	58.7	100	58.7	49.9
Science Performance Index	All Students	45.4	75	60.5	100	60.5	57.5
	High Needs Students	45.4	75	60.5	100	60.5	47.0
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	63.8%
	High Needs Students	N/A	100%	0.0	0	0.0	58.3%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	65.0%
	High Needs Students	N/A	100%	0.0	0	0.0	57.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.5	50	75.0	9.6%
	High Needs Students	11.3%	<=5%	37.5	50	75.0	15.6%
Preparation for CCR	% Taking Courses	0.9%	75%	0.6	50	1.3	67.6%
	% Passing Exams	16.0%	75%	10.7	50	21.4	40.7%
On-track to High School Graduation		88.2%	94%	46.9	50	93.9	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)		0.0% N/A	75%	0.0	50	0.0	89.2% 50.5%
Arts Access		0.0%	60%	0.0	50	0.0	47.5%
Accountability Index				498.5	950	52.5	

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	.	47.6	.	16.6	
Math Performance Index Gap	.	44.0	.	19.1	
Science Performance Index Gap	.	45.4	.	17.3	
Graduation Rate Gap	

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	97.1
	High Needs Students	97.1
Math	All Students	97.1
	High Needs Students	97.1
Science	All Students	99.2
	High Needs Students	99.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

³Minimum participation standard is 95%.