

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Columbus School Bridgeport School District

203-275-2100 • <http://bridgeport.ct.schoolwebpages.com/>

School Information

Grade Range PK-8
Enrollment 852

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](#)

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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	420	49.3	47.4
Male	432	50.7	52.6
American Indian or Alaska Native	*	*	0.5
Asian	*	*	2.8
Black or African American	298	35.0	35.2
Hispanic or Latino	491	57.6	48.8
Pacific Islander	*	*	0.1
Two or More Races	10	1.2	0.6
White	48	5.6	12.0
English Language Learners	175	20.5	14.1
Eligible for Free or Reduced-Price Meals	852	100.0	*
Students with Disabilities ¹	72	8.5	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	109	25.9	31	6.9
Male	101	22.9	43	9.1
Black or African American	74	25.2	37	12.0
Hispanic or Latino	108	22.4	32	6.1
White	26	35.6	*	*
English Language Learners	29	15.3	*	*
Eligible for Free or Reduced-Price Meals	210	24.3	74	8.0
Students with Disabilities	27	32.9	9	10.3
School	210	24.3	74	8.0
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 286

Number of school-based arrests: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	48.8
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	3.4
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	19.0

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	1	1.5	0.5
Asian	1	1.5	1.8
Black or African American	12	18.5	11.9
Hispanic or Latino	5	7.7	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	46	70.8	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	10.6	9.2

Instruction and Resources

School Schedule

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

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 Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	15	62.5
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	14	*
School	44	73.3
District		52.7

³Ages 6-21

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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
Black or African American	150	48.3	150	37.8	40	36.2
Hispanic or Latino	246	50.0	246	39.0	74	35.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	23	56.3	23	46.1	7	*
English Language Learners	81	44.8	81	35.5	23	32.6
Non-English Language Learners	340	50.9	340	39.9	98	37.1
Eligible for Free or Reduced-Price Meals	421	49.8	421	39.0	121	36.3
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	48	39.1	48	24.3	17	*
Students without Disabilities	373	51.1	373	40.9	104	38.0
High Needs	421	49.8	421	39.0	121	36.3
Non-High Needs	0	N/A	0	N/A	0	N/A
School	421	49.8	421	39.0	121	36.3

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			
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	81.7	54.7	91.7	N/A	228	75.4
Curl Up	69.9	41.3	63.3	N/A	228	58.8
Push Up	72.0	41.3	40.0	N/A	228	53.5
Mile Run/PACER	90.3	54.7	88.3	N/A	228	78.1
All Tests - School	65.6	36.0	33.3	N/A	228	47.4
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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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	49.8	75	33.2	50	66.3	67.7
	High Needs Students	49.8	75	33.2	50	66.3	56.7
Math Performance Index	All Students	39.0	75	26.0	50	52.0	61.4
	High Needs Students	39.0	75	26.0	50	52.0	49.9
Science Performance Index	All Students	36.3	75	24.2	50	48.4	57.5
	High Needs Students	36.3	75	24.2	50	48.4	47.0
ELA Academic Growth	All Students	67.4%	100%	67.4	100	67.4	63.8%
	High Needs Students	67.4%	100%	67.4	100	67.4	58.3%
Math Academic Growth	All Students	61.8%	100%	61.8	100	61.8	65.0%
	High Needs Students	61.8%	100%	61.8	100	61.8	57.4%
Chronic Absenteeism	All Students	24.3%	<=5%	11.3	50	22.7	9.6%
	High Needs Students	24.3%	<=5%	11.3	50	22.7	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		80.4%	94%	42.8	50	85.5	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)		100.0% 47.4%	75%	31.6	50	63.2	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				522.1	900	58.0	

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	.	49.8	.	16.6	
Math Performance Index Gap	.	39.0	.	19.1	
Science Performance Index Gap	.	36.3	.	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	99.8
	High Needs Students	99.8
Math	All Students	99.8
	High Needs Students	99.8
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](#)

³Minimum participation standard is 95%.