

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



## Blackham School Bridgeport School District

203-576-7951 • <http://bridgeport.ct.schoolwebpages.com/>

### School Information

Grade Range PK-8  
Enrollment 1,131

### 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](http://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	503	44.5	47.4
Male	628	55.5	52.6
American Indian or Alaska Native	7	0.6	0.5
Asian	40	3.5	2.8
Black or African American	327	28.9	35.2
Hispanic or Latino	551	48.7	48.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	0.6
White	198	17.5	12.0
English Language Learners	183	16.2	14.1
Eligible for Free or Reduced-Price Meals	1,131	100.0	*
Students with Disabilities <sup>1</sup>	139	12.3	15.1

<sup>1</sup>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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	56	11.4	20	3.9
Male	83	13.1	76	11.4
Black or African American	36	10.7	40	11.6
Hispanic or Latino	64	12.5	40	7.2
White	34	15.7	*	*
English Language Learners	22	11.5	11	5.8
Eligible for Free or Reduced-Price Meals	139	12.3	96	8.2
Students with Disabilities	31	20.4	30	17.8
School	139	12.3	96	8.2
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 139

Number of school-based arrests: 0

<sup>2</sup>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.

<sup>3</sup>The 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

## Blackham School

### Bridgeport School District

## Educators

### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	55.3
Paraprofessional Instructional Assistants	5.0
<b>Special Education</b>	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	13.0
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	3.0
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.0

<sup>1</sup>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	0	0.0	0.5
Asian	1	1.3	1.8
Black or African American	5	6.6	11.9
Hispanic or Latino	5	6.6	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	65	85.5	74.8

### Classes Taught by Highly Qualified Teachers<sup>2</sup>

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

<sup>2</sup>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	7.5	9.2

## Instruction and Resources

### School Schedule

<b>Days of Instruction</b>	182
<b>Hours of Instruction Per Year</b>	
Grades 1-12 and Full-Day Kindergarten	1032
Half/Extended Day Kindergarten	N/A

<b>School Hours for Students</b>	
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<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	19	44.2
Other Health Impairment	11	42.3
Other Disabilities	*	*
Speech/Language Impairment	6	*
School	44	39.3
District		52.7

<sup>3</sup>Ages 6-21

# School Profile and Performance Report for School Year 2015-16

## Blackham School

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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	6	*	6	*	*	*
Asian	27	55.6	27	51.6	10	*
Black or African American	218	51.7	217	39.7	80	41.6
Hispanic or Latino	345	50.8	345	39.8	108	41.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	135	51.7	135	42.8	49	41.4
English Language Learners	137	43.6	137	35.9	50	33.9
Non-English Language Learners	599	53.3	598	41.9	202	44.0
Eligible for Free or Reduced-Price Meals	736	51.5	735	40.8	252	42.0
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	97	39.6	97	28.9	23	33.9
Students without Disabilities	639	53.3	638	42.6	229	42.8
High Needs	736	51.5	735	40.8	252	42.0
Non-High Needs	0	N/A	0	N/A	0	N/A
School	736	51.5	735	40.8	252	42.0

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>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<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.5	74.1	82.1	N/A	362	80.1
Curl Up	91.7	65.7	82.8	N/A	362	80.4
Push Up	86.2	69.4	77.2	N/A	362	77.6
Mile Run/PACER	72.5	68.5	86.2	N/A	362	76.8
All Tests - School	64.2	63.9	74.5	N/A	362	68.2
All Tests - District	42.5	36.5	39.0	28.6		38.4

<sup>2</sup>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.

<sup>3</sup>Only 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	51.5	75	34.3	50	68.7	67.7
	High Needs Students	51.5	75	34.3	50	68.7	56.7
Math Performance Index	All Students	40.8	75	27.2	50	54.4	61.4
	High Needs Students	40.8	75	27.2	50	54.4	49.9
Science Performance Index	All Students	42.0	75	28.0	50	56.0	57.5
	High Needs Students	42.0	75	28.0	50	56.0	47.0
ELA Academic Growth	All Students	56.3%	100%	56.3	100	56.3	63.8%
	High Needs Students	56.3%	100%	56.3	100	56.3	58.3%
Math Academic Growth	All Students	52.3%	100%	52.3	100	52.3	65.0%
	High Needs Students	52.3%	100%	52.3	100	52.3	57.4%
Chronic Absenteeism	All Students	12.3%	<=5%	35.3	50	70.6	9.6%
	High Needs Students	12.3%	<=5%	35.3	50	70.6	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		96.1%	94%	50.0	50	100.0	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)		93.3%   68.2%	75%	45.5	50	91.0	89.2%   50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
<b>Accountability Index</b>				<b>562.4</b>	<b>900</b>	<b>62.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	51.5	.	16.6	
Math Performance Index Gap	.	40.8	.	19.1	
Science Performance Index Gap	.	42.0	.	17.3	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.5
Math	All Students	99.4
	High Needs Students	99.4
Science	All Students	98.9
	High Needs Students	98.9

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.