

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Barnum School Bridgeport School District

203-275-2300 • <http://bridgeport.ct.schoolwebpages.com/>

School Information

Grade Range PK-8
Enrollment 618

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	283	45.8	47.4
Male	335	54.2	52.6
American Indian or Alaska Native	0	0.0	0.5
Asian	*	*	2.8
Black or African American	165	26.7	35.2
Hispanic or Latino	410	66.3	48.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	0.6
White	36	5.8	12.0
English Language Learners	97	15.7	14.1
Eligible for Free or Reduced-Price Meals	618	100.0	*
Students with Disabilities ¹	163	26.4	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	69	24.9	17	5.7
Male	77	24.4	52	14.7
Black or African American	31	20.8	*	*
Hispanic or Latino	101	25.7	45	10.5
White	14	33.3	*	*
English Language Learners	19	19.4	*	*
Eligible for Free or Reduced-Price Meals	146	24.7	69	10.6
Students with Disabilities	37	25.3	26	14.4
School	146	24.7	69	10.6
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 252

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	35.2
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	13.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	3.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.6

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	0	0.0	1.8
Black or African American	5	8.5	11.9
Hispanic or Latino	11	18.6	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	43	72.9	74.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	94.6
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	11.8	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	02:10 PM

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0.0
Intellectual Disability	*	*
Learning Disability	35	71.4
Other Health Impairment	14	50.0
Other Disabilities	*	*
Speech/Language Impairment	10	*
School	66	53.7
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	0	N/A	0	N/A
Black or African American	86	44.1	86	35.4	33	35.9
Hispanic or Latino	207	50.6	207	41.9	69	38.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Language Learners	42	43.5	42	37.9	16	*
Non-English Language Learners	267	49.5	267	40.5	92	39.3
Eligible for Free or Reduced-Price Meals	309	48.7	309	40.1	108	38.0
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	94	39.0	94	33.5	34	32.0
Students without Disabilities	215	52.9	215	43.0	74	40.7
High Needs	309	48.7	309	40.1	108	38.0
Non-High Needs	0	N/A	0	N/A	0	N/A
School	309	48.7	309	40.1	108	38.0

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	69.1	64.1	54.9	N/A	145	62.8
Curl Up	94.5	97.4	96.1	N/A	145	95.9
Push Up	69.1	53.8	56.9	N/A	145	60.7
Mile Run/PACER	56.4	43.6	25.5	N/A	145	42.1
All Tests - School	43.6	23.1	15.7	N/A	145	28.3
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	48.7	75	32.5	50	64.9	67.7
	High Needs Students	48.7	75	32.5	50	64.9	56.7
Math Performance Index	All Students	40.1	75	26.7	50	53.5	61.4
	High Needs Students	40.1	75	26.7	50	53.5	49.9
Science Performance Index	All Students	38.0	75	25.3	50	50.6	57.5
	High Needs Students	38.0	75	25.3	50	50.6	47.0
ELA Academic Growth	All Students	50.9%	100%	50.9	100	50.9	63.8%
	High Needs Students	50.9%	100%	50.9	100	50.9	58.3%
Math Academic Growth	All Students	44.6%	100%	44.6	100	44.6	65.0%
	High Needs Students	44.6%	100%	44.6	100	44.6	57.4%
Chronic Absenteeism	All Students	24.7%	<=5%	10.7	50	21.4	9.6%
	High Needs Students	24.7%	<=5%	10.7	50	21.4	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		92.1%	94%	49.0	50	98.0	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)		90.6% 28.3%	75%	18.9	50	37.7	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				449.2	900	49.9	

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	.	48.7	.	16.6	
Math Performance Index Gap	.	40.1	.	19.1	
Science Performance Index Gap	.	38.0	.	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	99.7
	High Needs Students	99.7
Math	All Students	99.7
	High Needs Students	99.7
Science	All Students	92.6
	High Needs Students	92.6

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum participation standard is 95%.