

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



Aerospace/Hydrospace, Engineering and Physical Sciences HS at the Fairchild Bridgeport School District

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

School Information

Grade Range	9-11
Enrollment	356

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 \(Class of 2015\)](#)
(2015® The College Board)

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

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	120	33.7	47.3
Male	236	66.3	52.7
American Indian or Alaska Native	*	*	0.4
Asian	15	4.2	2.7
Black or African American	119	33.4	36.3
Hispanic or Latino	97	27.2	48.6
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	0.5
White	120	33.7	11.3
English Language Learners	9	2.5	13.9
Eligible for Free or Reduced-Price Meals	356	100.0	*
Students with Disabilities ¹	32	9.0	14.7

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	23	19.7	41	34.4
Male	30	13.3	76	33.1
Black or African American	14	12.0	49	41.1
Hispanic or Latino	25	26.3	42	42.4
White	11	9.8	22	20.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	53	15.5	117	33.6
Students with Disabilities	9	28.1	14	43.7
School	53	15.5	117	33.6
District		19.0		15.7

Number of students in 2013-14 qualified as truant under state statute: 1

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	18.5
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	1.5
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.3
Counselors, Social Workers and School Psychologists	1.7
School Nurses	0.4
Other Staff Providing Non-Instructional Services/Support	7.2

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	0.4
Asian	1	3.1	1.7
Black or African American	3	9.4	12.3
Hispanic or Latino	2	6.3	10.2
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	26	81.3	75.4

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	100.0
School Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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, 2013-14

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	7.7	13.1

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1183
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	19	90.5	0	0.0
Hispanic or Latino	14	*	0	0.0
White	21	95.5	0	0.0
English Language Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	59	93.7	0	0.0
Students with Disabilities	7	*	0	0.0
School	59	93.7	0	0.0
District		32.5		50.6

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	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	9	*
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	26	81.2
District		71.7

⁴Ages 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	*	0	*	0	*
Asian	*	*	*	*	6	*
Black or African American	15	*	10	*	51	46.7
Hispanic or Latino	10	*	10	*	38	46.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	0	*	*	*
White	17	*	16	*	30	62.5
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	45	44.0	38	42.6	126	51.1
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	8	*	*	*	7	*
Students without Disabilities	37	48.0	*	*	119	52.2
High Needs	45	44.0	38	42.6	126	51.1
Non-High Needs	0	N/A	0	N/A	0	N/A
School	45	44.0	38	42.6	126	51.1

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	N/A	N/A	N/A	*	10	*
Curl Up	N/A	N/A	N/A	*	10	*
Push Up	N/A	N/A	N/A	*	10	*
Mile Run/PACER	N/A	N/A	N/A	*	10	*
All Tests - School	N/A	N/A	N/A	*	10	*
All Tests - District	35.7	34.1	32.7	46.1		34.9

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

	2013-14				2014-15
	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		71.5	68.8	Yes	71.6

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	0.0	*	*
Male	*	*	*
Black or African American	*	0	0.0
Hispanic or Latino	*	*	*
White	*	7	31.8
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	*	9	14.3
Students with Disabilities	*	*	*
School	*	9	14.3
District	50.8		9.0

⁴College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	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	52.8	76.7

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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Next Generation Accountability Results

These statistics are the first 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	58.7	100	58.7	67.9
	High Needs Students	44.0	75	58.7	100	58.7	56.7
Math Performance Index	All Students	42.6	75	56.8	100	56.8	59.3
	High Needs Students	42.6	75	56.8	100	56.8	47.8
Science Performance Index	All Students	51.1	75	68.1	100	68.1	56.5
	High Needs Students	51.1	75	68.1	100	68.1	45.9
Chronic Absenteeism	All Students	15.5%	<=5%	29.1	50	58.2	10.6%
	High Needs Students	15.5%	<=5%	29.1	50	58.2	17.3%
Preparation for CCR	% Taking Courses	93.7%	75%	50.0	50	100.0	66.1%
	% Passing Exams	14.3%	75%	9.5	50	19.0	37.3%
On-track to High School Graduation		69.9%	94%	37.2	50	74.4	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		7.5% 60.0%	75%	0.0	50	0.0	87.6% 51.0%
Arts Access		0.0%	60%	0.0	50	0.0	45.7%
Accountability Index				522.4	950	55.0	

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	.	44.0	.	16.8	
Math Performance Index Gap	.	42.6	.	19.5	
Science Performance Index Gap	.	51.1	.	17.3	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)
ELA	All Students 74.6
	High Needs Students 74.6
Math	All Students 61.9
	High Needs Students 61.9
Science	All Students 97.0
	High Needs Students 97.0

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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