

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



Luis Munoz Marin School Bridgeport School District

203-576-8202 • <http://bridgeport.ct.schoolwebpages.com/>

School Information

Grade Range PK-8
Enrollment 836

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	414	49.5	47.4
Male	422	50.5	52.6
American Indian or Alaska Native	*	*	0.5
Asian	*	*	2.8
Black or African American	204	24.4	35.2
Hispanic or Latino	581	69.5	48.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	0.6
White	43	5.1	12.0
English Language Learners	290	34.7	14.1
Eligible for Free or Reduced-Price Meals	836	100.0	*
Students with Disabilities ¹	111	13.3	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	98	22.1	24	5.2
Male	117	27.0	94	20.9
Black or African American	39	18.7	39	18.1
Hispanic or Latino	154	25.3	72	11.4
White	18	36.7	*	*
English Language Learners	75	23.4	28	8.7
Eligible for Free or Reduced-Price Meals	215	24.5	118	13.0
Students with Disabilities	44	33.3	36	25.7
School	215	24.5	118	13.0
District		17.4		15.4

Number of students in 2014-15 qualified as truant under state statute: 238

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	43.4
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
School Level	4.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	5.4
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.3

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	2	3.2	1.8
Black or African American	1	1.6	11.9
Hispanic or Latino	11	17.5	11.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	49	77.8	74.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
School	93.5
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	7.8	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	03:10 PM

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	42	82.4
Other Health Impairment	23	88.5
Other Disabilities	*	*
Speech/Language Impairment	14	*
School	85	84.2
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
Asian	*	*	*	*	0	N/A
Black or African American	128	40.4	128	30.7	40	29.5
Hispanic or Latino	392	37.9	391	30.5	133	30.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	19	*	19	*	*	*
English Language Learners	209	33.0	209	26.9	70	25.1
Non-English Language Learners	334	41.9	333	32.9	109	33.4
Eligible for Free or Reduced-Price Meals	543	38.5	542	30.6	179	30.2
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	101	28.2	100	21.8	39	23.9
Students without Disabilities	442	40.8	442	32.5	140	31.9
High Needs	543	38.5	542	30.6	179	30.2
Non-High Needs	0	N/A	0	N/A	0	N/A
School	543	38.5	542	30.6	179	30.2

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	45.6	38.2	41.6	N/A	268	41.8
Curl Up	90.0	58.4	59.6	N/A	268	69.4
Push Up	42.2	34.8	48.3	N/A	268	41.8
Mile Run/PACER	61.1	48.3	20.2	N/A	268	43.3
All Tests - School	18.9	13.5	*	N/A	268	12.3
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	38.5	75	25.6	50	51.3	67.7
	High Needs Students	38.5	75	25.6	50	51.3	56.7
Math Performance Index	All Students	30.6	75	20.4	50	40.8	61.4
	High Needs Students	30.6	75	20.4	50	40.8	49.9
Science Performance Index	All Students	30.2	75	20.1	50	40.2	57.5
	High Needs Students	30.2	75	20.1	50	40.2	47.0
ELA Academic Growth	All Students	49.8%	100%	49.8	100	49.8	63.8%
	High Needs Students	49.8%	100%	49.8	100	49.8	58.3%
Math Academic Growth	All Students	47.8%	100%	47.8	100	47.8	65.0%
	High Needs Students	47.8%	100%	47.8	100	47.8	57.4%
Chronic Absenteeism	All Students	24.5%	<=5%	11.0	50	21.9	9.6%
	High Needs Students	24.5%	<=5%	11.0	50	21.9	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		75.4%	94%	40.1	50	80.3	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)		85.9% 12.3%	75%	4.1	50	8.2	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				393.6	900	43.7	

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	.	38.5	.	16.6	
Math Performance Index Gap	.	30.6	.	19.1	
Science Performance Index Gap	.	30.2	.	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	100.0
	High Needs Students	100.0
Math	All Students	99.8
	High Needs Students	99.8
Science	All Students	97.6
	High Needs Students	97.6

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

³Minimum participation standard is 95%.