

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



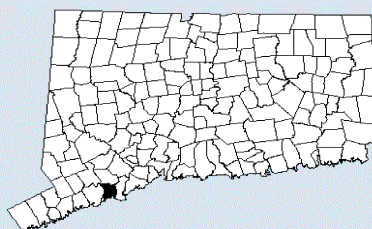
## Bridgeport Achievement First District

203-333-9128 • <https://www.achievementfirst.org/schools/connecticut/>

### District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	977
Per Pupil Expenditures <sup>1</sup>	\$13,304
Total Expenditures <sup>1</sup>	\$11,108,810

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### 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)

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### Notes

Unless otherwise noted, all data are for 2014-15 and include all grades offered by the district.

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).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	484	49.5	48.3
Male	493	50.5	51.6
American Indian or Alaska Native	*	*	0.2
Asian	8	0.8	4.7
Black or African American	544	55.7	12.9
Hispanic or Latino	402	41.1	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	13	1.3	57.2
English Language Learners	109	11.2	6.3
Eligible for Free or Reduced-Price Meals	818	83.7	37.6
Students with Disabilities <sup>1</sup>	80	8.2	13.3

<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	19	4.0	114	23.7
Male	11	2.3	187	38.5
Black or African American	17	3.2	193	35.8
Hispanic or Latino	*	*	104	26.1
White	*	*	*	*
English Language Learners	*	*	28	26.1
Eligible for Free or Reduced-Price Meals	28	3.5	263	32.3
Students with Disabilities	9	9.7	43	44.7
District	30	3.2	301	31.1
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 58

<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.

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	50.5
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	8.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.0
School Level	10.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	0.0
Other Staff Providing Non-Instructional Services/Support	0.0

<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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	12	16.9	3.5
Hispanic or Latino	5	7.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	52	73.2	91.8

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

	Percent of Total (%)
District	59.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.1	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	19	95.0
Hispanic or Latino	*	*	10	*
White	N/A	N/A	N/A	N/A
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	7	35.0	24	100.0
Students with Disabilities	0	0.0	0	0.0
District	9	31.0	29	96.7
State		58.4		73.8

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.5
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.4
Other Health Impairment	0	0.0	2.6
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.1
Private Schools or Other Settings	0	0.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,654,792	6,772	9,134
Instructional Supplies and Equipment	493,589	591	334
Improvement of Instruction and Educational Media Services	279,019	334	498
Student Support Services	958,828	1,148	1,001
Administration and Support Services	2,622,743	3,141	1,694
Plant Operation and Maintenance	401,299	481	1,572
Transportation	140,326	.	813
Costs of Students Tuitioned Out	.	N/A	N/A
Other	558,214	669	186
Total	11,108,810	13,304	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,434,501	1,718	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.2
Purchased Services	0	0.0	5.2
Tuition to Other Schools	0	0.0	22.0
Special Ed. Transportation	0	0.0	8.6
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	76.3	76.4
Federal	10.5	11.4
Tuition & Other	13.3	12.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	6	*	6	*	*	*
Black or African American	310	61.4	309	52.9	119	41.0
Hispanic or Latino	235	60.9	234	53.4	87	42.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	*	*	*	*	*	*
English Language Learners	92	59.4	92	51.7	33	37.3
Non-English Language Learners	470	61.9	468	54.0	176	42.9
Eligible for Free or Reduced-Price Meals	465	61.0	463	52.5	170	41.6
Not Eligible for Free or Reduced-Price Meals	97	63.9	97	58.7	39	43.9
Students with Disabilities	59	42.0	58	36.0	24	32.7
Students without Disabilities	503	63.8	502	55.6	185	43.3
High Needs	482	60.9	480	52.5	177	41.4
Non-High Needs	80	65.1	80	59.8	32	45.5
District	562	61.5	560	53.6	209	42.1

#### 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>			
Grade 4			
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	50.6	37.2	54.2	100.0	277	54.5
Curl Up	80.9	80.8	65.3	76.3	277	76.2
Push Up	69.7	56.4	65.3	73.7	277	65.3
Mile Run/PACER	56.2	57.7	56.9	42.1	277	54.9
All Tests - District	25.8	37.2	33.3	39.5	277	32.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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.

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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
District	N/A	N/A	N/A	N/A	N/A
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.1	12	35.3
Male	96.0	10	40.0
Black or African American	97.4	14	36.8
Hispanic or Latino	90.5	8	38.1
White	N/A	N/A	N/A
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	18	40.9
Students with Disabilities	*	0	*
District	94.9	22	37.3
State	67.2		37.3

<sup>5</sup>College 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

<sup>6</sup>Participation 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 <sup>7</sup>	Persistence <sup>8</sup>
	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
District	N/A	N/A
State	72.6	88.8

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### 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	61.5	75	82.0	100	82.0	67.9
	High Needs Students	60.9	75	81.2	100	81.2	56.7
Math Performance Index	All Students	53.6	75	71.4	100	71.4	59.3
	High Needs Students	52.5	75	70.0	100	70.0	47.8
Science Performance Index	All Students	42.1	75	56.1	100	56.1	56.5
	High Needs Students	41.4	75	55.3	100	55.3	45.9
Chronic Absenteeism	All Students	3.2%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.5%	<=5%	50.0	50	100.0	17.3%
Preparation for CCR	% Taking Courses	64.4%	75%	42.9	50	85.9	66.1%
	% Passing Exams	37.3%	75%	24.9	50	49.7	37.3%
On-track to High School Graduation		89.9%	94%	47.8	50	95.6	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)		95.5%   32.9%	75%	21.9	50	43.8	87.6%   51.0%
Arts Access		42.2%	60%	35.1	50	70.3	45.7%
<b>Accountability Index</b>				<b>688.7</b>	<b>950</b>	<b>72.5</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	65.1	60.9	4.2	17.3	
Math Performance Index Gap	59.8	52.5	7.3	19.6	
Science Performance Index Gap	45.5	41.4	4.1	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If 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	99.3
	High Needs Students	99.2
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	99.1
	High Needs Students	98.9

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 37.4      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### **Narratives**

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#### **School District Improvement Plans and Parental Outreach Activities**

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2014-15

## Bridgeport Achievement First District

### **Equitable Allocation of Resources among District Schools**