

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



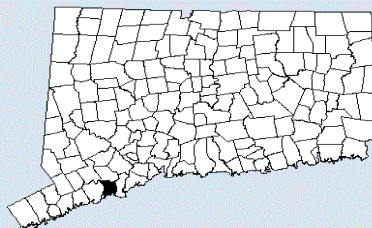
Bridgeport School District

Ms. Frances Rabinowitz, Superintendent • 203-576-7302 • www.bridgeportedu.com/

District Information

Grade Range	PK-12
Number of Schools/Programs	40
Enrollment	21,244
Per Pupil Expenditures ¹	\$14,010
Total Expenditures ¹	\$300,774,101

¹Expenditure 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)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	10,046	47.3	48.3
Male	11,198	52.7	51.6
American Indian or Alaska Native	89	0.4	0.2
Asian	583	2.7	4.7
Black or African American	7,711	36.3	12.9
Hispanic or Latino	10,323	48.6	22.1
Pacific Islander	23	0.1	0.0
Two or More Races	114	0.5	2.5
White	2,401	11.3	57.2
English Language Learners	2,958	13.9	6.3
Eligible for Free or Reduced-Price Meals	*	*	37.6
Students with Disabilities ¹	3,114	14.7	13.3

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	1,761	18.5	1,148	11.4
Male	2,038	19.5	2,195	19.6
Black or African American	1,298	17.7	1,671	21.7
Hispanic or Latino	2,065	21.2	1,388	13.4
White	361	16.4	227	9.6
English Language Learners	552	18.2	340	11.0
Eligible for Free or Reduced-Price Meals	3,799	19.0	3,335	15.7
Students with Disabilities	833	27.5	753	22.2
District	3,799	19.0	3,343	15.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 2,952

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.

District Profile and Performance Report for School Year 2014-15

Bridgeport School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,124.6
Paraprofessional Instructional Assistants	108.5
Special Education	
Teachers and Instructors	202.9
Paraprofessional Instructional Assistants	262.0
Administrators, Coordinators and Department Chairs	
District Central Office	23.0
School Level	70.0
Library/Media	
Specialists (Certified)	17.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	72.2
Counselors, Social Workers and School Psychologists	117.6
School Nurses	31.1
Other Staff Providing Non-Instructional Services/Support	939.1

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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	7	0.4	0.1
Asian	28	1.7	1.0
Black or African American	202	12.3	3.5
Hispanic or Latino	167	10.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	1,239	75.4	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.7
District 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

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.1	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	142	29.3	187	48.8
Hispanic or Latino	166	33.6	195	53.6
White	55	37.2	37	43.5
English Language Learners	51	34.0	47	44.8
Eligible for Free or Reduced-Price Meals	385	32.5	436	50.6
Students with Disabilities	63	36.6	73	42.0
District	385	32.5	436	50.6
State		58.4		73.8

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	146	58.2
Emotional Disturbance	107	40.1
Intellectual Disability	102	68.5
Learning Disability	996	83.6
Other Health Impairment	390	70.1
Other Disabilities	86	47.8
Speech/Language Impairment	296	80.9
District	2,123	71.7
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Bridgeport School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	255	1.1	1.5
Emotional Disturbance	267	1.2	1.0
Intellectual Disability	149	0.7	0.5
Learning Disability	1,193	5.3	4.4
Other Health Impairment	558	2.5	2.6
Other Disabilities	372	1.7	1.0
Speech/Language Impairment	382	1.7	1.9
All Disabilities	3,176	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	392	12.3	8.1
Private Schools or Other Settings	101	3.2	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	176,667,378	8,511	9,134
Instructional Supplies and Equipment	11,700,133	564	334
Improvement of Instruction and Educational Media Services	4,021,582	194	498
Student Support Services	18,452,380	889	1,001
Administration and Support Services	27,424,935	1,321	1,694
Plant Operation and Maintenance	25,293,527	1,218	1,572
Transportation	17,488,407	811	813
Costs of Students Tuitioned Out	18,681,764	N/A	N/A
Other	1,043,995	50	186
Total	300,774,101	14,010	15,289

Additional Expenditures

Land, Buildings, and Debt Service	42,883,924	2,066	1,272
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³Expenditures 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	22,195,511	31.9	35.1
Noncertified Personnel	9,662,136	13.9	14.2
Purchased Services	1,511,133	2.2	5.2
Tuition to Other Schools	16,687,833	24.0	22.0
Special Ed. Transportation	9,277,329	13.3	8.6
Other Expenditures	10,166,585	14.6	14.9
Total Expenditures	69,500,527	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	21.0	20.3
State	71.0	70.5
Federal	6.6	7.5
Tuition & Other	1.5	1.7

⁴Revenue 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 School 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	32	63.6	32	51.3	*	*
Asian	277	62.7	276	54.0	110	48.3
Black or African American	3627	51.6	3610	40.5	1597	38.3
Hispanic or Latino	4852	52.0	4845	41.3	2010	39.1
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	42	54.6	41	44.0	18	*
White	943	58.7	940	47.7	451	46.5
English Language Learners	1505	43.5	1505	35.4	664	31.4
Non-English Language Learners	8275	54.5	8246	43.3	3534	41.5
Eligible for Free or Reduced-Price Meals	9780	52.8	9751	42.0	4185	39.9
Not Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	*	13	*
Students with Disabilities	1569	37.7	1568	28.9	689	30.2
Students without Disabilities	8211	55.7	8183	44.6	3509	41.8
High Needs	9780	52.8	9751	42.0	*	*
Non-High Needs	N/A	N/A	N/A	*	*	*
District	9780	52.8	9751	42.0	4198	39.9

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	73.4	73.5	77.7	63.0	4,428	74.2
Curl Up	75.1	81.0	74.8	57.0	4,428	75.8
Push Up	58.1	63.7	58.8	56.5	4,428	59.9
Mile Run/PACER	61.0	59.3	54.0	62.2	4,428	58.4
All Tests - District	35.7	34.1	32.7	46.1	4,428	34.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

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.

District Profile and Performance Report for School Year 2014-15

Bridgeport School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	552	74.3	73.9	Yes	76.2
Hispanic or Latino	547	68.6	61.3	Yes	64.9
English Language Learners	172	61.6	62.4	No	65.9
Eligible for Free or Reduced-Price Meals	*	*	69.0	Yes	71.7
Students with Disabilities	172	50.6	50.8	No	55.6
District	1,247	71.5	68.8	Yes	71.6
State ⁴		87.0			

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 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	59.0	118	11.5
Male	42.6	66	6.5
Black or African American	51.6	44	5.1
Hispanic or Latino	49.9	86	10.0
White	44.2	37	15.9
English Language Learners	52.5	35	13.7
Eligible for Free or Reduced-Price Meals	50.8	184	9.0
Students with Disabilities	26.1	*	*
District	50.8	184	9.0
State	67.2		37.3

⁵College 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

⁶Participation 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	58.8	77.9
Male	45.9	75.0
Black or African American	60.8	77.6
Hispanic or Latino	42.3	72.2
White	49.2	84.4
English Language Learners	46.5	70.4
Eligible for Free or Reduced-Price Meals	52.8	76.7
Students with Disabilities	26.3	69.6
District	52.8	76.7
State	72.6	88.8

⁷College 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.

⁸College 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 School 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	52.8	75	70.5	100	70.5	67.9
	High Needs Students	52.8	75	70.5	100	70.5	56.7
Math Performance Index	All Students	42.0	75	56.1	100	56.1	59.3
	High Needs Students	42.0	75	56.1	100	56.1	47.8
Science Performance Index	All Students	39.9	75	53.1	100	53.1	56.5
	High Needs Students	39.9	75	53.2	100	53.2	45.9
Chronic Absenteeism	All Students	19.0%	<=5%	22.0	50	44.1	10.6%
	High Needs Students	19.0%	<=5%	22.0	50	44.1	17.3%
Preparation for CCR	% Taking Courses	40.1%	75%	26.8	50	53.5	66.1%
	% Passing Exams	9.0%	75%	6.0	50	12.0	37.3%
On-track to High School Graduation		78.2%	94%	41.6	50	83.2	85.6%
4-year Graduation All Students (2014 Cohort)		71.5%	94%	76.1	100	76.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		71.5%	94%	76.1	100	76.1	77.6%
Postsecondary Entrance (Class of 2014)		52.7%	75%	70.3	100	70.3	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		74.1% 34.9%	75%	11.6	50	23.2	87.6% 51.0%
Arts Access		34.7%	60%	28.9	50	57.9	45.7%
Accountability Index				740.7	1250	59.3	

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	.	52.8	.	17.3	
Math Performance Index Gap	.	42.0	.	19.6	
Science Performance Index Gap	.	39.9	.	17.2	
Graduation Rate Gap	.	71.5%	.	15.2%	N

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	96.8
	High Needs Students	96.8
Math	All Students	96.7
	High Needs Students	96.7
Science	All Students	96.2
	High Needs Students	96.2

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: 42.5 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 School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Bridgeport Public Schools' District Improvement Plan was created by a cross section of stakeholders and continues to provide a road map for five Theories of Action that support: cultivating a learning community, implementing rigorous curriculum, systematizing protocols for intervention and enrichment, cultivating strong partnerships with stakeholders and providing academic excellence and emotional intelligence through a supportive Board of Education. The District Data Team monitors the indicators and supports the alignment of work with the School Improvement Plans.

After an extensive review of Special Education programs and services, the district has reallocated resources for targeted support to schools, organized professional development opportunities for stakeholders to address critical areas, adopted new technology supports and partnered with State agencies to improve services to students and families.

The reduction of truancy and chronic absenteeism continues to be a district priority. Multiple approaches have been implemented, including: targeting staff efforts, communicating with families, working with Kindergarten parents, implementing extracurricular activities such as the middle school intramural sports program, teaming with community agencies and technology enhanced monitoring of attendance and related actions.

The district sponsored Parent Center supports all families by providing a variety of resources, training and enrichment programs. The Parent Center supports literacy development by sponsoring culturally diverse read alouds, book clubs for adults and children and a lending library. They also work directly with Home School Coordinators, who are the link between the home and family in each school and provides them with tools to cultivate parent engagement and enrichment. Parents are supported to hold leadership positions in the district through programs such as the Parent Leadership Training Institute and the People Empowering People program. The Parent Center offers monthly workshops and is a host site for "cafes" to enhance networking opportunities to exchange best practices.

The Parent Center works with parents and families to augment the district's priority to support the emotional well-being of students through its RULER program. Through the district's membership in the National Network of Partnership Schools, schools are provided with tools and a framework to support parent engagement activities and district staff provides support to School Governance Councils and Parent Advisory Councils to help plan school improvements.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to reduce racial, ethnic and economic isolation included the expansion of grade level offerings in the interdistrict magnet high school to over 1200 students during the 14-15 school year.

Our Human Resources Department formed a Recruitment, Hiring and Retention Task Force of various stakeholders that support the district's efforts to attract, develop and retain highly effective educators and realized a 31% minority representation among new hires for school year 14-15. Human Resources also recruits from colleges throughout the United States and Puerto Rico and aggressively pursues the hiring of our own student teachers and student interns.

The district continues to implement an aggressive technology plan that increased wireless and internet speed and performance to facilitate better utilization of student Chromebooks. The district had over 400 students participate in regional learning programs such as Global Studies and the Regional Center for the Arts. The second College Awareness Day was held for students in grades 8 through 12 and all students had the opportunity to take either the ReadStep, PSAT or SAT College Board assessments. In an effort to expand access to rigorous and challenging coursework, the district held its first Advanced Placement Potential Night for students and their families. The district partners extensively with institutions of higher learning, community based groups and others to offer over 600 students a range of educational experiences and over 300 secondary students participated in an early college experience that provided them the opportunity to gain college credit while still enrolled in high school.

District Profile and Performance Report for School Year 2014-15

Bridgeport School District

Equitable Allocation of Resources among District Schools

The district is committed to the equitable distribution of resources across all schools. Our Budgeting Model has two (2) parts: (1) a position allocation, comprised of equitable, uniform staffing formulas, built on student registers and student needs; and (2) a discretionary operating allocation, designed to enable schools to purchase basic supplies and services and, through effective fiscal management and derive discretionary resources. With district support, schools engage in on-line processing for budget transfers and procurement.

The CFO leads individual allocation webinars with the principals, in order to apply the Allocation Model; and review the process for school organization and staffing, in preparation for the new school year. The conferences are attended by the District Allocation Team representing Finance, Human Resources, Special Education, Bilingual Education, Early Childhood and Student Support. School-specific needs are discussed and verified data are taken into account in applying the allocation formulas. The Allocation Model is posted to the web, in the interest of transparency in reporting to the public.