

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



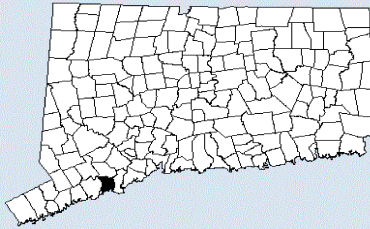
Bridgeport School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	40
Enrollment	21,191
Per Pupil Expenditures ¹	\$13,887
Total Expenditures ¹	\$303,241,271

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® 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 2015-16 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.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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	10,044	47.4	48.3
Male	11,147	52.6	51.6
American Indian or Alaska Native	114	0.5	0.2
Asian	586	2.8	4.9
Black or African American	7,461	35.2	12.8
Hispanic or Latino	10,342	48.8	23.0
Pacific Islander	22	0.1	0.0
Two or More Races	124	0.6	2.7
White	2,542	12.0	55.9
English Learners	2,978	14.1	6.4
Eligible for Free or Reduced-Price Meals	*	*	38.0
Students with Disabilities ¹	3,198	15.1	13.7

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	1,670	17.3	1,135	11.1
Male	1,868	17.4	2,192	19.2
Black or African American	1,189	16.3	1,595	20.9
Hispanic or Latino	1,892	19.3	1,416	13.5
White	377	15.2	259	9.8
English Learners	482	16.2	342	11.5
Eligible for Free or Reduced-Price Meals	3,538	17.4	3,319	15.3
Students with Disabilities	852	25.9	771	20.9
District	3,538	17.4	3,327	15.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 5,644

Number of school-based arrests: 24

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 2015-16

Bridgeport School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,175.1
Paraprofessional Instructional Assistants	114.5
Special Education	
Teachers and Instructors	222.0
Paraprofessional Instructional Assistants	259.0
Administrators, Coordinators and Department Chairs	
District Central Office	22.0
School Level	78.0
Library/Media	
Specialists (Certified)	19.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	64.2
Counselors, Social Workers and School Psychologists	117.2
School Nurses	43.5
Other Staff Providing Non-Instructional Services/Support	1,043.4

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	8	0.5	0.1
Asian	31	1.8	1.0
Black or African American	203	11.9	3.5
Hispanic or Latino	188	11.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,278	74.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District 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

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.4

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	172	35.5	120	25.4
Hispanic or Latino	166	35.0	150	32.9
White	85	44.5	43	30.5
English Learners	29	20.7	39	29.3
Eligible for Free or Reduced-Price Meals	439	36.9	332	29.5
Students with Disabilities	49	27.7	57	27.4
District	439	36.9	332	29.5
State		61.2		73.9

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	77	27.4
Emotional Disturbance	85	31.0
Intellectual Disability	33	20.4
Learning Disability	846	65.6
Other Health Impairment	319	53.8
Other Disabilities	54	30.0
Speech/Language Impairment	232	67.8
District	1,646	52.7
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Bridgeport School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	285	1.2	1.6
Emotional Disturbance	274	1.2	1.0
Intellectual Disability	162	0.7	0.5
Learning Disability	1,291	5.7	4.6
Other Health Impairment	596	2.6	2.8
Other Disabilities	409	1.8	1.0
Speech/Language Impairment	356	1.6	1.9
All Disabilities	3,373	14.8	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	162,144,284	7,704	9,387
Instructional Supplies and Equipment	8,967,320	426	318
Improvement of Instruction and Educational Media Services	7,058,028	335	541
Student Support Services	19,397,789	922	1,048
Administration and Support Services	37,009,609	1,758	1,790
Plant Operation and Maintenance	26,323,634	1,251	1,608
Transportation	18,936,887	879	845
Costs of Students Tuitioned Out	22,500,905	N/A	N/A
Other	902,815	43	194
Total	303,241,271	13,887	15,762

Additional Expenditures

Land, Buildings, and Debt Service	52,501,546	2,494	1,524
-----------------------------------	------------	-------	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	23,436,119	30.9	35.1
Noncertified Personnel	10,543,711	13.9	14.5
Purchased Services	1,984,144	2.6	5.5
Tuition to Other Schools	20,534,295	27.0	21.6
Special Ed. Transportation	10,038,338	13.2	8.3
Other Expenditures	9,409,792	12.4	15.0
Total Expenditures	75,946,399	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	21.2	20.7
State	70.6	69.7
Federal	6.7	7.9
Tuition & Other	1.4	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 2015-16

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	38	61.9	38	46.7	19	*
Asian	258	62.5	258	55.1	125	51.7
Black or African American	3544	50.4	3537	41.1	1518	38.8
Hispanic or Latino	5062	50.7	5053	42.0	1935	40.1
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	46	56.3	46	47.1	14	*
White	1058	56.7	1052	48.2	497	50.5
English Learners	1606	42.4	1604	35.9	626	31.5
Non-English Learners	8407	53.3	8387	44.0	3485	43.1
Eligible for Free or Reduced-Price Meals	10013	51.6	9991	42.7	4111	41.3
Not Eligible for Free or Reduced-Price Meals	0	N/A	0	N/A	0	N/A
Students with Disabilities	1733	37.2	1722	29.7	751	30.2
Students without Disabilities	8280	54.6	8269	45.4	3360	43.8
High Needs	10013	51.6	9991	42.7	4111	41.3
Non-High Needs	0	N/A	0	N/A	0	N/A
District	10013	51.6	9991	42.7	4111	41.3

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	74.6	68.6	74.7	65.1	4,680	71.9
Curl Up	80.4	78.5	80.8	56.9	4,680	77.4
Push Up	59.6	55.4	59.1	48.4	4,680	57.1
Mile Run/PACER	67.5	60.9	65.5	36.7	4,680	61.8
All Tests - District	42.5	36.5	39.0	28.6	4,680	38.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

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 2015-16

Bridgeport School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	527	65.5	76.2	No	78.4
Hispanic or Latino	522	59.6	64.9	No	68.6
English Learners	174	59.8	65.9	No	69.4
Eligible for Free or Reduced-Price Meals	*	*	71.7	No	74.5
Students with Disabilities	200	48.5	55.6	No	60.4
District	1,188	63.6	71.6	No	74.4
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.5	146	12.7
Male	94.2	130	11.2
Black or African American	94.8	60	6.3
Hispanic or Latino	94.9	115	12.4
White	94.0	77	23.2
English Learners	94.9	32	11.7
Eligible for Free or Reduced-Price Meals	94.9	276	11.9
Students with Disabilities	74.3	*	*
District	94.9	276	11.9
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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.

Copyright © 2016 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2016 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2016

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.5	81.7
Male	50.3	77.9
Black or African American	59.4	80.2
Hispanic or Latino	52.8	79.5
White	51.5	80.0
English Learners	45.2	82.5
Eligible for Free or Reduced-Price Meals	56.8	80.2
Students with Disabilities	37.9	70.8
District	56.8	80.2
State	71.9	88.3

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 2015-16

Bridgeport School District

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	51.6	75	34.4	50	68.8	67.7
	High Needs Students	51.6	75	34.4	50	68.8	56.7
Math Performance Index	All Students	42.7	75	28.5	50	56.9	61.4
	High Needs Students	42.7	75	28.5	50	56.9	49.9
Science Performance Index	All Students	41.3	75	27.5	50	55.1	57.5
	High Needs Students	41.3	75	27.5	50	55.1	47.0
ELA Academic Growth	All Students	54.6%	100%	54.6	100	54.6	63.8%
	High Needs Students	54.6%	100%	54.6	100	54.6	58.3%
Math Academic Growth	All Students	50.9%	100%	50.9	100	50.9	65.0%
	High Needs Students	50.9%	100%	50.9	100	50.9	57.4%
Chronic Absenteeism	All Students	17.4%	<=5%	25.3	50	50.6	9.6%
	High Needs Students	17.4%	<=5%	25.3	50	50.6	15.6%
Preparation for CCR	% Taking Courses	33.3%	75%	22.2	50	44.4	67.6%
	% Passing Exams	11.9%	75%	8.0	50	15.9	40.7%
On-track to High School Graduation		77.0%	94%	41.0	50	81.9	85.1%
4-year Graduation All Students (2015 Cohort)		63.6%	94%	67.6	100	67.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		73.5%	94%	78.2	100	78.2	78.6%
Postsecondary Entrance (Class of 2015)		56.8%	75%	75.7	100	75.7	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		76.1% 38.4%	75%	12.8	50	25.6	89.2% 50.5%
Arts Access		16.1%	60%	13.4	50	26.8	47.5%
Accountability Index				761.1	1350	56.4	

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	.	51.6	.	16.5	
Math Performance Index Gap	.	42.7	.	18.9	
Science Performance Index Gap	.	41.3	.	17.2	
Graduation Rate Gap	.	73.5%	.	15.3%	N

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	98.0
	High Needs Students	98.0
Math	All Students	97.8
	High Needs Students	97.8
Science	All Students	94.7
	High Needs Students	94.7

³Minimum participation standard is 95%.

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: 39.8

State: 51.4

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 2015-16

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 provides a roadmap for the 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 had an extensive review of Special Education programs and services conducted that analyzed the allocation of resources, the effectiveness and efficiency of special education processes, the impact of the learning environment and communication with parents, staff and the community. This analysis framed the development of a strategic plan of improvement and includes initiatives such as: enhanced Individual Education Plan development, extensive professional development for paraprofessionals and certified staff and the expansion of transition services.

The reduction of truancy and chronic absenteeism is a priority for the district. Multiple approaches have been implemented including targeting staff efforts, communicating with families, developing and expanding extracurricular activities, teaming with community agencies, expanding academic programs and technology enhanced monitoring of attendance and actions to address absences in real time.

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 annually, book clubs for adults and children, a lending library and the Spanish reading program Lee y Seras. They also work directly with Home School Coordinators, who are the link between the home and 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 that include such topics as: financial literacy, accessing information from PowerSchool and college planning.

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 improve parent engagement and help plan school improvement.

The district also allocates resources to the schools for events such as academic nights, typically in Literacy and Mathematics, where parents learn strategies to support their child's learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to reduce racial, ethnic and economic isolation include the expansion of interdistrict magnet opportunities in Bridgeport during the 15-16 school year. Students are recruited using multimedia strategies and chosen through a lottery system. The interdistrict magnet schools are designed with specific themes to better support the interests of our students.

The Bridgeport Public Schools continuously develops and seeks minority educator recruitment opportunities. Our Human Resources Department 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 is a member of the Connecticut State Department of Education's Minority Recruitment Team and has maintained gains in minority teacher and administrator placements while continuing to seek new partnerships and venues for recruitment.

Along with the expansion of interdistrict magnet students, the district continues to implement an aggressive technology plan that provides and maintains Smartboards for all grade four through twelve classrooms. Laptops or Chromebooks are provided for all students in grades seven through twelve and expanded access of technology continues in grades kindergarten through grade three. The district provides students an opportunity to participate in regional learning programs such as Global Studies and the Regional Center for the Arts. A College Awareness day is held annually and students in grades nine through twelve have the opportunity to take PSAT and SAT College Board Assessments. The district partners extensively with institutions of higher learning, community based groups and others to offer a range of educational experiences such as micro-credentialing for health careers and early college experience course work.

District Profile and Performance Report for School Year 2015-16

Bridgeport School District

Equitable Allocation of Resources among District Schools

The BPS is committed to the equitable distribution of fiscal resources across all schools. Since 2012-13, a School-based Budgeting Model, grounded in accountability and empowerment at the school level, has been in effect. The 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 through effective fiscal management, derive discretionary resources. Schools engage in on-line processing for budget transfers and procurement, through the MUNIS system.

In March/April the CFO provides allocation webinars to principals, in order to apply the Allocation Model, posted on the website; and review of the school organization and staffing, in preparation for the new school year. The conferences are attended by the District Allocation Team (Finance, HR, SPED, Bilingual, Early Childhood and Student Support). During the webinar, school-specific needs are discussed, and verified data are taken into account in applying the allocation formulas, within the context of the equitable model.