

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



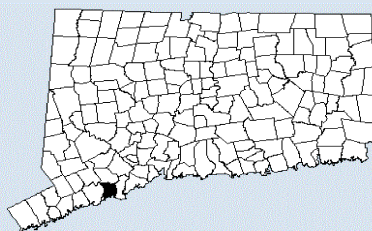
Bridgeport School District

Dr. Aresta Johnson, Superintendent • 203-275-1037 • <http://www.bridgeportedu.com/>

District Information

Grade Range	PK-12
Number of Schools/Programs	39
Enrollment	20,896
Per Pupil Expenditures ¹	\$14,088
Total Expenditures ¹	\$306,573,758

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

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

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,935	47.5	48.4
Male	10,961	52.5	51.6
American Indian or Alaska Native	155	0.7	0.3
Asian	575	2.8	5.1
Black or African American	7,262	34.8	12.8
Hispanic or Latino	10,031	48.0	24.8
Pacific Islander	37	0.2	0.1
Two or More Races	185	0.9	3.3
White	2,651	12.7	53.6
English Learners	3,445	16.5	7.2
Eligible for Free or Reduced-Price Meals	11,962	57.2	36.7
Students with Disabilities ¹	3,527	16.9	14.8

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	1,819	18.9	974	9.6
Male	2,076	19.8	1,940	17.3
Black or African American	1,294	18.3	1,406	18.8
Hispanic or Latino	2,093	21.6	1,242	12.1
White	409	16.5	204	7.5
English Learners	666	18.1	292	7.8
Eligible for Free or Reduced-Price Meals	3,262	21.8	2,350	14.8
Students with Disabilities	973	27.1	784	19.4
District	3,895	19.3	2,914	13.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 7,283

Number of school-based arrests: 12

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 2017-18

Bridgeport School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,191.8
Paraprofessional Instructional Assistants	63.0
Special Education	
Teachers and Instructors	227.0
Paraprofessional Instructional Assistants	278.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.0
School Level	73.0
Library/Media	
Specialists (Certified)	12.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	54.2
Counselors, Social Workers and School Psychologists	110.5
School Nurses	39.5
Other Staff Providing Non-Instructional Services/Support	921.5

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	35	2.1	1.1
Black or African American	215	12.7	3.7
Hispanic or Latino	182	10.8	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,253	74.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.6	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	181	37.0	294	57.1
Hispanic or Latino	240	45.5	326	64.2
White	92	55.1	122	68.5
English Learners	47	25.8	85	49.4
Eligible for Free or Reduced-Price Meals	321	39.8	481	57.5
Students with Disabilities	79	42.5	143	55.0
District	538	43.8	792	62.4
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	83	24.9
Emotional Disturbance	87	32.6
Intellectual Disability	24	12.5
Learning Disability	1,044	64.2
Other Health Impairment	363	53.5
Other Disabilities	34	22.5
Speech/Language Impairment	211	70.6
District	1,846	52.1
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Bridgeport School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	339	1.5	1.8
Emotional Disturbance	267	1.2	1.1
Intellectual Disability	193	0.8	0.5
Learning Disability	1,632	7.1	5.2
Other Health Impairment	684	3.0	3.1
Other Disabilities	365	1.6	1.1
Speech/Language Impairment	302	1.3	1.8
All Disabilities	3,782	16.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	565	14.9	8.3
Private Schools or Other Settings	118	3.1	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	162,345,581	7,717	9,847
Instructional Supplies and Equipment	6,137,950	292	287
Improvement of Instruction and Educational Media Services	6,514,603	310	589
Student Support Services	22,228,858	1,057	1,120
Administration and Support Services	36,671,249	1,743	1,905
Plant Operation and Maintenance	26,753,034	1,272	1,648
Transportation	20,567,826	966	904
Costs of Students Tuitioned Out	24,574,425	N/A	N/A
Other	780,232	37	208
Total	306,573,758	14,088	16,535

Additional Expenditures

Land, Buildings, and Debt Service	69,058,786	3,283	1,393
-----------------------------------	------------	-------	-------

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

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	24,288,831	29.6	33.8
Noncertified Personnel	11,420,785	13.9	14.5
Purchased Services	2,057,741	2.5	5.5
Tuition to Other Schools	22,912,178	27.9	23.4
Special Ed. Transportation	11,313,892	13.8	8.7
Other Expenditures	10,026,708	12.2	14.1
Total Expenditures	82,020,135	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	26.6	23.0
State	66.0	68.2
Federal	6.5	7.8
Tuition & Other	0.8	1.0

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 2017-18

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	55	63.2	55	53.3
Asian	262	64.4	262	59.8
Black or African American	3400	52.3	3390	43.2
Hispanic or Latino	4879	53.4	4865	45.5
Native Hawaiian or Other Pacific Islander	12	*	12	*
Two or More Races	75	58.3	75	49.8
White	972	62.0	971	54.8
English Learners	1756	49.0	1754	42.4
Non-English Learners	7899	55.5	7876	46.9
Eligible for Free or Reduced-Price Meals	7426	52.6	7405	44.4
Not Eligible for Free or Reduced-Price Meals	2229	60.0	2225	51.6
Students with Disabilities	1735	38.6	1726	31.9
Students without Disabilities	7920	57.7	7904	49.2
High Needs	7999	52.2	7977	44.2
Non-High Needs	1656	64.4	1653	55.4
District	9655	54.3	9630	46.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	77.3	73.1	76.9	86.5	5,763	78.4
Curl Up	86.4	86.6	88.8	83.7	5,763	86.3
Push Up	66.8	66.4	62.9	75.2	5,763	67.9
Mile Run/PACER	75.4	77.2	69.2	64.2	5,763	71.7
All Tests - District	47.7	48.1	45.9	58.0	5,763	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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 2017-18

Bridgeport School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	570	78.1
Hispanic or Latino	579	68.7
English Learners	230	64.8
Eligible for Free or Reduced-Price Meals	1,404	74.5
Students with Disabilities	229	60.3
District	1,404	74.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	229	19.3
Male	94.7	264	20.2
Black or African American	93.9	107	10.7
Hispanic or Latino	96.0	204	19.7
White	95.4	135	39.1
English Learners	95.5	46	13.0
Eligible for Free or Reduced-Price Meals	94.6	229	13.9
Students with Disabilities	81.8	*	*
District	95.2	493	19.7
State	96.3		44.8

³College 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

⁴Participation 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 © 2018 The College Board. www.collegeboard.org

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

Copyright © 2018 ACT, Inc. www.act.org

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

Copyright © International Baccalaureate Organization 2018

College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	65.0	79.8
Male	52.1	71.9
Black or African American	58.7	76.5
Hispanic or Latino	55.2	72.8
White	62.8	76.6
English Learners	45.6	74.6
Eligible for Free or Reduced-Price Meals	58.6	76.4
Students with Disabilities	38.5	50.0
District	58.6	76.4
State	70.9	88.3

⁵College 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.

⁶College 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 2017-18

Bridgeport School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	54.3	75	36.2	50	72.4	67.6
	High Needs Students	52.2	75	34.8	50	69.6	57.5
Math Performance Index	All Students	46.1	75	30.7	50	61.5	62.7
	High Needs Students	44.2	75	29.5	50	58.9	52.0
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	60.7%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.6%
Math Academic Growth	All Students	53.7%	100%	53.7	100	53.7	61.9%
	High Needs Students	53.4%	100%	53.4	100	53.4	55.4%
Chronic Absenteeism	All Students	19.3%	<=5%	21.3	50	42.7	10.7%
	High Needs Students	21.4%	<=5%	17.3	50	34.6	16.6%
Preparation for CCR	% Taking Courses	53.3%	75%	35.5	50	71.0	74.8%
	% Passing Exams	19.7%	75%	13.2	50	26.3	44.8%
On-track to High School Graduation		73.1%	94%	38.9	50	77.7	87.5%
4-year Graduation All Students (2017 Cohort)		74.5%	94%	79.3	100	79.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		70.3%	94%	74.8	100	74.8	81.8%
Postsecondary Entrance (Class of 2017)		58.6%	75%	78.2	100	78.2	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 50.0%	75%	33.3	50	66.6	96.6% 50.1%
Arts Access		38.4%	60%	32.0	50	64.1	51.2%
Accountability Index				780.6	1250	62.4	

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	64.4	52.2	12.2	15.9	
Math Performance Index Gap	55.4	44.2	11.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	70.3%	.	12.7%	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	98.1
	High Needs Students	97.9
Math	All Students	98.0
	High Needs Students	97.8
Science	All Students	97.7
	High Needs Students	97.5

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: 42.1

State: 51.5

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 2017-18

Bridgeport School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The District Strategic Plan supports/provides the goals/objectives for the implementation of the following Foundational Pillars, Student Achievement, Curriculum/Instruction, Family/Community Engagement, Recruitment/Retention. Plan implementation will cover a span of 3 years. The review of special education services begun last year continues to include a focus on the effective/efficient use of resources to ensure the appropriate compliant delivery of instructional/clinical services for students identified under IDEA. The Office of Specialized Instruction has reorganized for the 18-19 school year. Our efforts to facilitate this reorganization included an array of supports designed to enhance school-based decision-making to the development/management of the IEP process. School leaders have assumed/demonstrated an ability to manage the PPT team, the IEP development process. To address these circumstances Supervisor positions have been converted to Coaches of Specialized Instruction, who will report to their Director. Their responsibility will be to support classroom teachers in collaboration with the Director/school leaders. BPS is committed to reducing truancy/chronic absenteeism. The district has implemented multiple approaches to monitor student attendance, analyze data, identify root causes, and provide support to students, families, and schools. These supports include school-based attendance training, district-wide data monitoring, academic supports that examine the link between academic success/attendance, social-emotional education, collaboration with community agencies. The Plan continues to focus on parental engagement through organized parent workshops; parent support during the school-based PPT process, dedicated time for individual parent meetings with staff. Professional development programs designed for all level of school staff, specific to the implementation of the District's Policy-Procedures Manual. Singular foci in the plan include the development of a pilot program designed as alternative to self-contained classes at the high school level. There is a commitment to continue these efforts, with an aggressive approach to resource management/enhance practices; however decreasing availability of fiscal resources represents a significant barrier to addressing the delivery of services to students identified under IDEA. BPS will champion for children by systematically providing vital information to families/community members by cultivating strong partnerships committed to the vision/mission that will empower all children to be successful and culturally sensitive. BPS makes every effort to address the U.S. Department of Education-U.S. Department of Justice guidance for -meeting the rights of parents/guardians who are not English proficient because it is not their primary language.- BPS is committed to implement federal laws/regulations that specifically reference Interpretation/Translations as related to -providing students with non-discriminatory/comparable access to education- . BPS meets the needs of all LEP parents through interpretation/translation services at no cost to parents. The Bilingual Program provides a myriad of language services to meet the needs of students with limited English proficiency. Students that are eligible for the programs, per CSDE bilingual statutes, receive bilingual education, dual language and ESL.

Efforts to Reduce Racial, Ethnic and Economic Isolation

BPS continues to recruit students to our inter-district magnet schools through multimedia strategies. The inter-district magnet schools are thematically designed & aimed at the interest & career path identified by students/families. The lottery application process is available on the BPS website. Our continued efforts to reduce racial, ethnic/economic isolation is further enhanced by grant-funded opportunities utilized at the middle school level. Our goal is to assist in the early creation of a through line that will stimulate interest in the fields of computer sciences. In a field woefully under represented by minorities, this represents an opportunity to teach transferable skills that lends itself to college/career preparedness. Our strategy based on a process that centers upon student teachers, interns, teacher recruitment. There is a concentrated initiative including HBCU's & other Colleges/Universities with broader diversity/urban focus in their Schools of Education. The district's commitment to this process has lent itself to reflection & collectively engaging in foundational work to create the culture/climate that will enhance our ability to retain our diverse talent. BPS has engaged in yearlong programs for cultural competency & continued participation with the CSDE's Talent Office sponsored series -Examining Unconscious Bias in Hiring & Selection.- Additionally, our continued New Teacher Orientation Program aids us in acquiring information to positively impact teacher retention. We have as part of our inclusive recruiting strategy met with N. C. A&T's school of Education, we have contacted Benedict College in Columbia, S. C. In addition we are one of the school districts exploring participating in CSDE's TEACH Connecticut Partnership. A collaborative multi-year initiative designed to build a strong Connecticut educator workforce to ensure that all students have access to great teachers. The District's enhancement of technology continues to reach new heights through a combined effort of reinvestment/upgrading of existing assets through the acquisition of new hardware using state/federal funding. Significant inroads have been met to provide a completely immersive online digital learning environment with Microsoft Office 365.

District Profile and Performance Report for School Year 2017-18

Bridgeport School District

Equitable Allocation of Resources among District Schools

Bridgeport Public Schools 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 Allocation Model, posted to the web, 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 (per capita), designed to enable schools to purchase basic supplies and services and through effective fiscal management, derive discretionary resources. Schools utilize on-line systems in the areas of procurement and payroll. In March/April, the CFO conducts allocation webinars with principals, in order to apply the Allocation Model; and review the school organization and staffing process, in preparation for the new school year. During the webinar, school-specific needs are discussed, and verified data taken into account in applying the allocation formulas, within the context of the equitable model.