

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



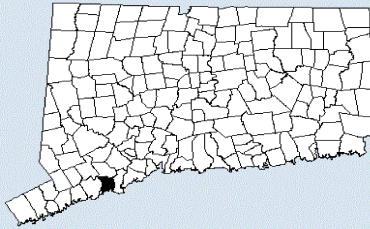
Bridgeport School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	39
Enrollment	20,572
Per Pupil Expenditures ¹	\$14,051
Total Expenditures ¹	\$305,935,999

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT 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 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,824	47.8	48.4
Male	10,748	52.2	51.6
American Indian or Alaska Native	157	0.8	0.3
Asian	537	2.6	5.2
Black or African American	6,952	33.8	12.8
Hispanic or Latino of any race	9,949	48.4	25.8
Native Hawaiian or Other Pacific Islander	30	0.1	0.1
Two or More Races	219	1.1	3.6
White	2,728	13.3	52.4
English Learners	3,630	17.6	7.6
Eligible for Free or Reduced-Price Meals	15,107	73.4	42.1
Students with Disabilities ³	3,602	17.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	1,756	18.7	987	9.4
Male	1,933	19.0	1,676	14.5
Black or African American	1,234	18.5	1,288	17.2
Hispanic or Latino of any race	1,956	20.7	1,128	10.6
White	418	16.3	191	6.5
English Learners	680	17.5	261	6.2
Eligible for Free or Reduced-Price Meals	2,960	21.4	2,241	13.3
Students with Disabilities	1,001	27.1	674	15.4
District	3,689	18.8	2,663	12.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 7,386

Number of school-based arrests: 12

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

Bridgeport School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,197.7
Paraprofessional Instructional Assistants	68.0
Special Education	
Teachers and Instructors	224.0
Paraprofessional Instructional Assistants	253.0
Administrators, Coordinators and Department Chairs	
District Central Office	12.0
School Level	72.0
Library/Media	
Specialists (Certified)	13.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	39.0
Counselors, Social Workers and School Psychologists	109.2
School Nurses	42.0
Other Staff Providing Non-Instructional Services/Support	878.0

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	8	0.5	0.1
Asian	37	2.2	1.1
Black or African American	211	12.6	3.8
Hispanic or Latino of any race	184	11.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	1,231	73.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.9	10.0

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	182	42.7	305	58.5
Hispanic or Latino of any race	236	46.2	345	63.7
White	76	55.5	103	64.0
English Learners	52	29.5	77	47.0
Eligible for Free or Reduced-Price Meals	300	43.5	437	59.5
Students with Disabilities	73	39.0	158	63.2
District	531	46.9	783	61.7
State		74.5		85.2

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	74	22.3
Emotional Disturbance	84	30.3
Intellectual Disability	24	12.3
Learning Disability	1,138	65.3
Other Health Impairment	357	50.6
Other Disabilities	33	21.2
Speech/Language Impairment	188	68.6
District	1,898	51.6
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Bridgeport School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	342	1.5	1.9
Emotional Disturbance	277	1.2	1.1
Intellectual Disability	196	0.9	0.5
Learning Disability	1,752	7.6	5.5
Other Health Impairment	713	3.1	3.2
Other Disabilities	376	1.6	1.1
Speech/Language Impairment	281	1.2	1.8
All Disabilities	3,937	17.2	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	610	15.5	8.2
Private Schools or Other Settings	143	3.6	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$189,737,973	\$8,714	\$10,545
Support services - students	\$18,063,607	\$858	\$1,373
Support services - instruction	\$4,077,906	\$194	\$644
Support services - general administration	\$3,946,372	\$188	\$462
Support services - school based administration	\$18,225,331	\$866	\$1,007
Central and other support services	\$16,140,742	\$767	\$671
Operation and maintenance of plant	\$31,646,542	\$1,504	\$1,629
Student transportation services	\$21,368,279	\$1,835	\$1,231
Food services	.	.	\$13
Enterprise operations	\$840,068	\$40	\$157
Minor school construction	\$1,889,179	\$90	\$65
Total	\$305,935,999	\$14,051	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$22,932,194	26.4	29.7
Instructional Aide Salaries	\$10,831,666	12.5	9.6
Other Salaries	\$3,188,836	3.7	10.4
Employee Benefits	\$10,846,498	12.5	13.0
Purchased Services Other Than Transportation	\$2,724,286	3.1	5.5
Special Education Tuition	\$24,303,947	28.0	22.6
Supplies	\$110,429	0.1	0.6
Property Services	\$155,251	0.2	0.4
Purchased Services For Transportation	\$11,766,029	13.5	8.0
Equipment	\$350	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$86,859,486	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.4	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	20.5
State	70.8
Federal	7.7
Tuition & Other	1.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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	82	61.0	82	54.1	27	57.7
Asian	248	65.0	248	60.6	115	62.0
Black or African American	3,368	52.5	3,356	43.6	1,349	45.6
Hispanic or Latino of any race	4,877	53.3	4,872	45.5	1,851	48.0
Native Hawaiian or Other Pacific Islander	15	*	15	*	8	*
Two or More Races	91	60.4	91	53.1	38	58.1
White	1,080	60.9	1,079	54.6	414	56.3
English Learners	1,989	48.2	1,987	42.9	747	45.4
Non-English Learners	7,772	55.9	7,756	47.3	3,055	49.5
Eligible for Free or Reduced-Price Meals	7,140	53.0	7,126	45.0	2,675	47.2
Not Eligible for Free or Reduced-Price Meals	2,621	58.0	2,617	50.3	1,127	52.1
Students with Disabilities	1,849	39.0	1,847	31.7	679	38.6
Students without Disabilities	7,912	57.9	7,896	49.8	3,123	50.9
High Needs	8,009	52.3	7,994	44.6	3,025	46.9
Non-High Needs	1,752	63.4	1,749	54.8	777	55.5
District	9,761	54.3	9,743	46.4	3,802	48.7

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	32
National Public	34	32	36	
MATH				
Connecticut	45	39	40	33
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 performance on NAEP by student group, [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	78.5	73.5	79.6	79.6	5,969	77.8
Curl Up	87.4	87.5	84.8	84.3	5,969	86.0
Push Up	65.2	65.6	63.9	76.7	5,969	68.1
Mile Run/PACER	70.6	70.3	66.7	69.8	5,969	69.5
All Tests - District	46.5	49.2	49.9	63.2	5,969	52.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

Bridgeport School District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	561	77.2
Hispanic or Latino of any race	619	70.0
English Learners	215	64.2
Eligible for Free or Reduced-Price Meals	1,022	68.9
Students with Disabilities	260	55.4
District	1,446	75.1
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.8	206	18.0
Male	93.5	201	16.0
Black or African American	93.0	75	7.9
Hispanic or Latino of any race	95.6	186	17.7
White	94.6	102	34.2
English Learners	93.5	32	9.4
Eligible for Free or Reduced-Price Meals	94.5	158	11.1
Students with Disabilities	80.1	9	2.1
District	94.6	407	17.0
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	67.3	78.2
Male	53.6	74.6
Black or African American	59.9	78.0
Hispanic or Latino of any race	53.9	70.5
White	72.8	82.4
English Learners	49.2	75.4
Eligible for Free or Reduced-Price Meals	*	76.6
Students with Disabilities	34.3	68.9
District	60.4	76.6
State	71.0	87.8

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 2018-19

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.

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	67.7
	High Needs Students	52.3	75	34.9	50	69.8	58.1
Math Performance Index	All Students	46.4	75	30.9	50	61.9	63.1
	High Needs Students	44.6	75	29.7	50	59.4	52.7
Science Performance Index	All Students	48.7	75	32.4	50	64.9	63.8
	High Needs Students	46.9	75	31.3	50	62.5	54.2
ELA Academic Growth	All Students	53.4%	100%	53.4	100	53.4	59.9%
	High Needs Students	52.4%	100%	52.4	100	52.4	55.1%
Math Academic Growth	All Students	52.6%	100%	52.6	100	52.6	62.5%
	High Needs Students	51.8%	100%	51.8	100	51.8	55.2%
Progress Toward English Proficiency	Literacy	53.9%	100%	26.9	50	53.9	60.0%
	Oral	46.0%	100%	23.0	50	46.0	52.1%
Chronic Absenteeism	All Students	18.8%	<=5%	22.3	50	44.6	10.4%
	High Needs Students	20.8%	<=5%	18.4	50	36.7	16.1%
Preparation for CCR	% Taking Courses	54.7%	75%	36.5	50	73.0	80.0%
	% Passing Exams	17.0%	75%	11.3	50	22.6	42.6%
On-track to High School Graduation		71.3%	94%	37.9	50	75.9	88.0%
4-year Graduation All Students (2018 Cohort)		75.1%	94%	79.9	100	79.9	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		73.1%	94%	77.8	100	77.8	83.3%
Postsecondary Entrance (Class of 2018)		60.4%	75%	80.6	100	80.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.2% 52.3%	75%	34.9	50	69.7	96.4% 52.9%
Arts Access		38.5%	60%	32.1	50	64.2	51.9%
Accountability Index				887.3	1450	61.2	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	63.4	52.3	11.1	15.4	
Math Performance Index Gap	54.8	44.6	10.3	17.6	
Science Performance Index Gap	55.5	46.9	8.6	16.1	
Graduation Rate Gap	.	73.1%	.	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.6
Math	All Students	98.6
	High Needs Students	98.5
Science	All Students	97.5
	High Needs Students	97.2

³Minimum participation standard is 95%.

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

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: 42.6 State: 51.5

District Profile and Performance Report for School Year 2018-19

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 reorganization of the Office of Specialized Instruction planned during the 2017-2018 school year was implemented at the beginning of the 2018-2019 School Year. A Director was assigned to the Office, and the Coaching positions established under the reorganization plan were staffed. The newly assigned Director organized and implemented a plan to deploy Coaching staff based upon an array of school data and information. The focus of these efforts is direct support to school and class-based practice. Efforts continued to enhance the capacity of School Leaders in the management of the Planning and Placement and IEP development process. In this regard, a Central Office team, under the leadership of Assistant Superintendents, and composed of Clinical Directors, and the Special Education Director was established Using a case review process, in a collegial and supportive format, this team provides direct support to school based PPTs. The district continues to be challenged by an increase in the number of students placed in Out of District programs. In addition to a careful review of Tiered Supports at the school level, a new self-contained special education program for secondary level students, will be organized for the 2018-2019 school year.

BPS is committed to reducing chronic absenteeism across all schools throughout the district. The district is using a multi-pronged approach to identify students that require Tier 1 and Tier 2 attendance intervention. The District Attendance Team has supported schools in using data to monitor student attendance and identify the root causes by various subgroups. BPS is committed to providing support to students, families, and schools to ensure that all students have a healthy educational environment where students feel accepted, welcome and safe at school. These supports include school-based attendance intervention, district-wide data progress monitoring, social emotional learning and restorative practice programs. BPS is also committed to building and maintaining relationships with all our community partners in this work.

The Plan continues to focus on professional development programs designed for all level of school staff, specific to the implementation of the District's Policy-Procedures Manual. The plan includes the development of a pilot program designed as an 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.

The Bridgeport Public School's English learner population has been steadily increasing since 2015. The district offers a variety of comprehensive language services for English Learners that include Transitional Bilingual Education, English as a Second, Native Language Support, Language Transition Support Services and Tutoring Support. The English Learner programs help English Learners attain English proficiency and develop high I

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. The district has initiated and sustained a summer and year-long program to introduce students to the language of coding. 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 is based upon 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 Connecticut State Department of Education's Talent Office sponsored series "Examining Unconscious Bias in Hiring & Selection." In addition to the aforementioned training, this year we've held year-long trainings in social emotional learning that also lent itself to training student ambassadors. We have continued the New Teacher Orientation Program, and utilizing data from the previous year session, this aided us in acquiring information to continue to positively impact teacher retention.

This past school year has been focused upon New Teacher Orientation, recognizing its impact on retention. This year saw the district not lose one teacher to a 90-day non-renewal and a review of non-tenured teachers found the newly hired teachers performing and, in some cases, exceeding expectations.

District Profile and Performance Report for School Year 2018-19

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. A School-based Budgeting Model, grounded in accountability and empowerment at the school level, is 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.