

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2021–22**



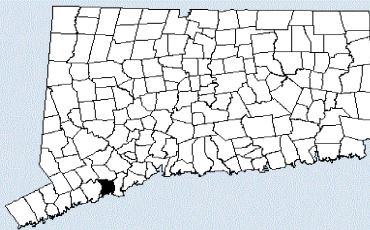
**Bridgeport School District**

Mr. Michael Testani, Superintendent • 203-275-1037 • <https://www.bridgeportedu.net/Domain/8>

**District Information**

|                                     |                      |
|-------------------------------------|----------------------|
| Grade Range                         | <b>PK-12</b>         |
| Number of Schools/Programs          | <b>39</b>            |
| Enrollment                          | <b>19,231</b>        |
| Per Pupil Expenditures <sup>1</sup> | <b>\$16,439</b>      |
| Total Expenditures <sup>1</sup>     | <b>\$334,892,993</b> |

<sup>1</sup> Expenditure data reflect the 2020-21 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

**Contents**

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

**Notes**

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

**Students**

**October 1, 2021 Enrollment<sup>2</sup>**

|   | District |                      | State                |
|---|----------|----------------------|----------------------|
|   | Count    | Percent of Total (%) | Percent of Total (%) |
| Female                                    | *        | *                    | 48.5                 |
| Male                                      | 10,073   | 52.4                 | 51.5                 |
| Non-Binary                                | *        | *                    | 0.1                  |
| American Indian or Alaska Native          | 116      | 0.6                  | 0.3                  |
| Asian                                     | 400      | 2.1                  | 5.1                  |
| Black or African American                 | 5,847    | 30.4                 | 12.6                 |
| Hispanic or Latino of any race            | 10,702   | 55.6                 | 29.0                 |
| Native Hawaiian or Other Pacific Islander | 28       | 0.1                  | 0.1                  |
| Two or More Races                         | 291      | 1.5                  | 4.3                  |
| White                                     | 1,847    | 9.6                  | 48.6                 |
| English Learners/Multilingual Learners    | 4,450    | 23.1                 | 8.8                  |
| Eligible for Free or Reduced-Price Meals  | 12,532   | 65.2                 | 40.6                 |
| Students with Disabilities <sup>3</sup>   | 3,664    | 19.1                 | 16.7                 |

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

<sup>3</sup> Students 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.

**Chronic Absenteeism and Suspension/Expulsion**

|  | Chronic Absenteeism <sup>4</sup> |          | Suspension/Expulsion <sup>5</sup> |          |
|--|----------------------------------|----------|-----------------------------------|----------|
|  | Count                            | Rate (%) | Count                             | Rate (%) |
| Female                                   | 2,387                            | 27.2     | 554                               | 5.6      |
| Male                                     | 2,718                            | 28.3     | 907                               | 8.3      |
| Non-Binary                               | 0                                | *        | 0                                 | *        |
| Black or African American                | 1,521                            | 27.6     | 701                               | 11.1     |
| Hispanic or Latino of any race           | 2,980                            | 28.8     | 634                               | 5.4      |
| White                                    | 430                              | 24.7     | 92                                | 4.7      |
| English Learners/Multilingual Learners   | 1,127                            | 23.3     | 188                               | 3.6      |
| Eligible for Free or Reduced-Price Meals | 4,285                            | 31.0     | 1,199                             | 7.8      |
| Students with Disabilities               | 1,330                            | 37.0     | 427                               | 9.8      |
| District                                 | 5,105                            | 27.8     | 1,461                             | 7.0      |
| State                                    |                                  | 23.7     |                                   | 6.5      |

**Number of students qualified as truant under state statute: 7,537**

**Number of school-based arrests: 6**

<sup>4</sup> A 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.

<sup>5</sup> This 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 2021-22

## Bridgeport School District

### Educators

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

|   | FTE     |
|---|---------|
| <b>General Education</b>                                  |         |
| Teachers and Instructors                                  | 1,175.7 |
| Paraprofessional Instructional Assistants                 | 47.0    |
| <b>Special Education</b>                                  |         |
| Teachers and Instructors                                  | 223.5   |
| Paraprofessional Instructional Assistants                 | 231.0   |
| <b>Administrators, Coordinators and Department Chairs</b> |         |
| District Central Office                                   | 20.0    |
| School Level  | 74.0    |
| <b>Library/Media</b>                                      |         |
| Specialists (Certified)                                   | 16.0    |
| Support Staff   | 0.0     |
| Instructional Specialists Who Support Teachers            | 30.9    |
| Counselors, Social Workers and School Psychologists       | 124.0   |
| School Nurses   | 39.0    |
| Other Staff Providing Non-Instructional Services/Support  | 813.5   |

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

|   | District |                      | State                |
|---|----------|----------------------|----------------------|
|   | Count    | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native          | 11       | 0.7                  | 0.1                  |
| Asian                                     | 44       | 2.6                  | 1.3                  |
| Black or African American                 | 222      | 13.3                 | 4.3                  |
| Hispanic or Latino of any race            | 208      | 12.5                 | 4.6                  |
| Native Hawaiian or Other Pacific Islander | 0        | 0.0                  | 0.1                  |
| Two or More Races                         | 9        | 0.5                  | 0.2                  |
| White                                     | 1,174    | 70.4                 | 89.2                 |

#### Classroom Teacher Attendance: 2020-21

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 16.0     | 10.4  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | 179   | 49.7     | 253   | 70.1     |
| Hispanic or Latino of any race           | 262   | 47.5     | 375   | 71.8     |
| White                                    | 57    | 62.0     | 96    | 81.4     |
| English Learners/Multilingual Learners   | 62    | 35.4     | 120   | 65.9     |
| Eligible for Free or Reduced-Price Meals | 354   | 50.0     | 496   | 71.7     |
| Students with Disabilities               | 82    | 40.8     | 206   | 72.3     |
| District                                 | 537   | 50.9     | 767   | 73.1     |
| State                                    |       | 81.7     |       | 87.7     |

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 96    | 23.5     |
| Emotional Disturbance      | 68    | 32.5     |
| Intellectual Disability    | 27    | 12.4     |
| Learning Disability        | 1,313 | 72.0     |
| Other Health Impairment    | 434   | 59.5     |
| Other Disabilities         | 21    | 15.0     |
| Speech/Language Impairment | 159   | 75.0     |
| District                   | 2,118 | 56.6     |
| State                      |       | 68.4     |

<sup>3</sup> This 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 2021-22

## Bridgeport School District

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

|                            | District     |             | State       |
|----------------------------|--------------|-------------|-------------|
|                            | Count        | Rate (%)    | Rate (%)    |
| Autism                     | 460          | 2.1         | 2.3         |
| Emotional Disturbance      | 209          | 0.9         | 1.1         |
| Intellectual Disability    | 218          | 1.0         | 0.6         |
| Learning Disability        | 1,826        | 8.3         | 6.1         |
| Other Health Impairment    | 737          | 3.3         | 3.3         |
| Other Disabilities         | 287          | 1.3         | 1.1         |
| Speech/Language Impairment | 216          | 1.0         | 1.9         |
| <b>All Disabilities</b>    | <b>3,953</b> | <b>17.9</b> | <b>16.3</b> |

<sup>1</sup> This 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 District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 581      | 14.7     | 8.2      |
| Private Schools or Other Settings | 126      | 3.2      | 4.6      |

<sup>2</sup> This 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<sup>3</sup>: 2020-21

|  | Total (\$)           | Per Pupil       |                 |
|--|----------------------|-----------------|-----------------|
|  |                      | District (\$)   | State (\$)      |
| Instruction                                    | \$227,133,205        | \$11,149        | \$12,000        |
| Support services - students                    | \$16,361,887         | \$832           | \$1,468         |
| Support services - instruction                 | \$5,136,478          | \$261           | \$780           |
| Support services - general administration      | \$1,811,873          | \$92            | \$472           |
| Support services - school based administration | \$16,593,893         | \$844           | \$1,103         |
| Central and other support services             | \$15,783,667         | \$803           | \$703           |
| Operation and maintenance of plant             | \$30,595,873         | \$1,557         | \$1,910         |
| Student transportation services                | \$20,956,042         | \$1,790         | \$1,287         |
| Food services                                  | .                    | .               | \$28            |
| Enterprise operations                          | \$520,076            | \$26            | \$170           |
| <b>Total</b>                                   | <b>\$334,892,993</b> | <b>\$16,439</b> | <b>\$19,134</b> |

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

### Special Education Expenditures: 2020-21

|  | District            |                      | State                |
|--|---------------------|----------------------|----------------------|
|  | Total (\$)          | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries   | \$22,064,354        | 24.5                 | 29.7                 |
| Instructional Aide Salaries                              | \$10,411,219        | 11.6                 | 10.8                 |
| Other Salaries   | \$3,152,044         | 3.5                  | 9.8                  |
| Employee Benefits  | \$11,075,338        | 12.3                 | 13.8                 |
| Purchased Services Other Than Transportation             | \$3,943,352         | 4.4                  | 5.7                  |
| Special Education Tuition                                | \$27,066,202        | 30.0                 | 22.6                 |
| Supplies   | \$90,772            | 0.1                  | 0.6                  |
| Property Services  | \$219,417           | 0.2                  | 0.4                  |
| Purchased Services For Transportation                    | \$12,084,682        | 13.4                 | 6.3                  |
| Equipment  | \$5,176             | 0.0                  | 0.2                  |
| All Other Expenditures                                   | .                   | .                    | 0.1                  |
| <b>Total</b>   | <b>\$90,112,557</b> | <b>100.0</b>         | <b>100.0</b>         |
| Percent of Total Expenditures Used for Special Education |                     | 26.9                 | 24.5                 |

### Expenditures by Revenue Source<sup>4</sup>: 2020-21

|                 | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local           | 21.0   |
| State           | 66.5   |
| Federal         | 11.2   |
| Tuition & Other | 1.4  |

<sup>4</sup> Revenue 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 2021-22

## 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               | 74                          | 55.3 | 74    | 50.0 | *       | *    |
| Asian  | 198                         | 62.6 | 198   | 57.8 | 94      | 58.7 |
| Black or African American                      | 2,808                       | 49.0 | 2,799 | 39.9 | 1,142   | 43.8 |
| Hispanic or Latino of any race                 | 4,686                       | 48.7 | 4,674 | 41.1 | 1,853   | 44.8 |
| Native Hawaiian or Other Pacific Islander      | 14                          | *    | 14    | *    | *       | *    |
| Two or More Races                              | 116                         | 52.5 | 116   | 43.3 | 49      | 48.8 |
| White  | 998                         | 56.0 | 997   | 48.8 | 371     | 51.1 |
| English Learners/Multilingual Learners         | 2,275                       | 44.0 | 2,272 | 38.7 | 789     | 41.5 |
| Non-English Learners/Non-Multilingual Learners | 6,619                       | 52.2 | 6,600 | 43.3 | 2,749   | 46.7 |
| Eligible for Free or Reduced-Price Meals       | 6,637                       | 48.9 | 6,616 | 40.8 | 2,552   | 44.5 |
| Not Eligible for Free or Reduced-Price Meals   | 2,257                       | 53.5 | 2,256 | 45.9 | 986     | 48.4 |
| Students with Disabilities                     | 1,780                       | 36.4 | 1,772 | 28.9 | 689     | 35.8 |
| Students without Disabilities                  | 7,114                       | 53.5 | 7,100 | 45.4 | 2,849   | 47.9 |
| High Needs                                     | 7,493                       | 48.2 | 7,472 | 40.4 | 2,886   | 43.9 |
| Non-High Needs                                 | 1,401                       | 60.3 | 1,400 | 51.3 | 652     | 52.7 |
| District                                       | 8,894                       | 50.1 | 8,872 | 42.1 | 3,538   | 45.5 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2022 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 35        | 35      | 50        |
| National Public | 32        | 29      | 36        |
| <b>MATH</b>     |           |         |           |
| Connecticut     | 37        | 30      | 32        |
| National Public | 35        | 26      | 25        |

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | HS   | Count             | Rate (%) |
| Sit & Reach          | 78.4  | 73.2 | 79.9 | 78.0 | 6,115             | 77.4     |
| Curl Up              | 87.3  | 87.4 | 84.8 | 85.3 | 6,115             | 86.2     |
| Push Up              | 65.1  | 65.7 | 62.9 | 74.0 | 6,115             | 67.2     |
| Mile Run/PACER       | 70.5  | 70.2 | 65.4 | 71.7 | 6,115             | 69.7     |
| All Tests - District | 46.4  | 49.2 | 48.6 | 64.8 | 6,115             | 52.5     |
| All Tests - State    | 48.9  | 46.7 | 44.3 | 43.3 |                   | 45.8     |

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2021-22

## Bridgeport School District

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

|  | 2020-21                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | 450                       | 77.3     |
| Hispanic or Latino of any race           | 662                       | 72.8     |
| White                                    | 146                       | 79.5     |
| English Learners/Multilingual Learners   | 239                       | 65.7     |
| Eligible for Free or Reduced-Price Meals | 973                       | 75.1     |
| Students with Disabilities               | 251                       | 59.0     |
| District                                 | 1,308                     | 76.0     |
| State                                    |                           | 89.6     |

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

|   | Participation <sup>4</sup><br>Rate (%) | Meeting Benchmark |          |
|---|--|-------------------|----------|
|   |  | Count             | Rate (%) |
| Female                                      | 93.5                                   | 324               | 32.3     |
| Male  | 88.9                                   | 202               | 18.4     |
| Non-Binary                                  | N/A                                    | N/A               | N/A      |
| Black or African American                   | 89.6                                   | 140               | 19.4     |
| Hispanic or Latino                          | 91.8                                   | 249               | 23.2     |
| White                                       | 91.4                                   | 89                | 42.4     |
| English Learners/<br>Multilingual Learners  | 88.8                                   | 52                | 14.6     |
| Eligible for Free or<br>Reduced-Price Meals | 91.4                                   | 301               | 21.5     |
| Students with Disabilities                  | 72.8                                   | 12                | 2.5      |
| District                                    | 91.1                                   | 526               | 25.0     |
| State                                       | 95.0                                   |                   | 43.5     |

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</sup> Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a 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 2021                     | Class of 2020                        |
|---|-----------------------------------|--------------------------------------|
|   | Entrance <sup>5</sup><br>Rate (%) | Persistence <sup>6</sup><br>Rate (%) |
| Female                                      | 53.3                              | 69.0                                 |
| Male  | 37.8                              | 65.3                                 |
| Non-Binary                                  | N/A                               | N/A                                  |
| Black or African American                   | 53.0                              | 64.0                                 |
| Hispanic or Latino of any race              | 37.0                              | 66.1                                 |
| White                                       | 46.5                              | 77.0                                 |
| English Learners/<br>Multilingual Learners  | 21.5                              | 63.9                                 |
| Eligible for Free or<br>Reduced-Price Meals | 44.1                              | 68.1                                 |
| Students with Disabilities                  | 27.1                              | 58.0                                 |
| District                                    | 45.6                              | 67.4                                 |
| State                                       | 66.1                              | 84.9                                 |

<sup>5</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2021-22

## 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        | 50.1           | 75     | 33.4          | 50          | 66.8            | 64.2                     |
|   | High Needs Students | 48.2           | 75     | 32.1          | 50          | 64.2            | 54.2                     |
| Math Performance Index                                    | All Students        | 42.1           | 75     | 28.1          | 50          | 56.1            | 58.6                     |
|   | High Needs Students | 40.4           | 75     | 26.9          | 50          | 53.8            | 47.7                     |
| Science Performance Index                                 | All Students        | 45.5           | 75     | 30.4          | 50          | 60.7            | 61.4                     |
|   | High Needs Students | 43.9           | 75     | 29.3          | 50          | 58.6            | 51.3                     |
| ELA Academic Growth                                       | All Students        | 60.5%          | 100%   | 60.5          | 100         | 60.5            | 60.4%                    |
|   | High Needs Students | 59.5%          | 100%   | 59.5          | 100         | 59.5            | 56.2%                    |
| Math Academic Growth                                      | All Students        | 56.6%          | 100%   | 56.6          | 100         | 56.6            | 65.2%                    |
|   | High Needs Students | 55.1%          | 100%   | 55.1          | 100         | 55.1            | 59.1%                    |
| Progress Toward English Proficiency                       | Literacy            | 63.6%          | 100%   | 31.8          | 50          | 63.6            | 64.9%                    |
|   | Oral                | 53.2%          | 100%   | 26.6          | 50          | 53.2            | 57.4%                    |
| Chronic Absenteeism                                       | All Students        | 27.8%          | <=5%   | 4.5           | 50          | 9.0             | 23.7%                    |
|   | High Needs Students | 29.8%          | <=5%   | 0.5           | 50          | 1.0             | 34.0%                    |
| Preparation for CCR                                       | % Taking Courses    | 62.0%          | 75%    | 41.3          | 50          | 82.7            | 84.8%                    |
|   | % Meeting Benchmark | 25.0%          | 75%    | 16.7          | 50          | 33.3            | 43.5%                    |
| On-track to High School Graduation                        |                     | 73.2%          | 94%    | 39.0          | 50          | 77.9            | 82.7%                    |
| 4-year Graduation All Students (2021 Cohort)              |                     | 76.0%          | 94%    | 80.8          | 100         | 80.8            | 89.6%                    |
| 6-year Graduation - High Needs Students (2019 Cohort)     |                     | 79.9%          | 94%    | 85.0          | 100         | 85.0            | 85.2%                    |
| Postsecondary Entrance (Class of 2021)                    |                     | 45.6%          | 75%    | 60.8          | 100         | 60.8            | 66.1%                    |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 100.0%   52.5% | 75%    | 35.0          | 50          | 70.1            | 94.0%   45.8%            |
| Arts Access   |                     | 39.8%          | 60%    | 33.2          | 50          | 66.3            | 52.4%                    |
| <b>Accountability Index</b>                               |                     |                |        | <b>866.9</b>  | <b>1450</b> | <b>59.8</b>     |                          |

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 <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                      | N                               |
| ELA Performance Index Gap     | 60.3                             | 48.2            | 12.2        | 16.6                                 |                                 |
| Math Performance Index Gap    | 51.3                             | 40.4            | 10.9        | 18.2                                 |                                 |
| Science Performance Index Gap | 52.7                             | 43.9            | 8.8         | 17.4                                 |                                 |
| Graduation Rate Gap           | 91.3%                            | 79.9%           | 11.4%       | 10.2%                                | Y                               |

<sup>1</sup>If 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.

<sup>2</sup>If 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. Gap calculations are based on unrounded rates.

| Subject/Student Group | Participation Rate (%) <sup>3</sup> |      |
|-----------------------|-------------------------------------|------|
| ELA                   | All Students                        | 98.5 |
|                       | High Needs Students                 | 98.4 |
| Math                  | All Students                        | 98.3 |
|                       | High Needs Students                 | 98.2 |
| Science               | All Students                        | 97.0 |
|                       | High Needs Students                 | 96.8 |

<sup>3</sup>Minimum 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: 41.1**

**State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2021-22

## Bridgeport School District

### Narratives

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

Bridgeport Public Schools (BPS) provides equitable educational opportunities for students of all abilities.

The Office of Specialized Instruction provides specially designed instruction and related services determined by the student's Individualized Education Plan (IEP) and is based on an assessment of the student's disability and needs. The district's Planning and Placement Team (PPT) and the student's IEP determine related services to support the educational program. Additional associated services such as Psychological, Speech and Language, Occupational Therapy, Physical Therapy, Health, Social Work, Hearing Impaired, Autism Consultation, Behavioral Consultation, Assistive Technology Consultation, Vocational, and Transportation may be delivered in the general education classroom or related services room.

BPS is committed to reducing chronic absenteeism across all schools throughout the district. To do so, BPS focuses on enhancing data collection systems and procedures to monitor student participation and attendance during the school year. BPS remains focused on Tier 2 intervention strategies developed by the District Attendance Team. The team meets every three (3) weeks to review and analyze data, identify areas of improvement, and develop a multi-tiered system of support to provide targeted interventions for students identified as having low attendance or high chronic absenteeism rates. BPS works to continuously involve all stakeholders, improve student engagement, and create regular attendance habits that ensure students benefit from all learning opportunities. BPS is committed to providing support to students, families, and schools so all students have a healthy educational environment where students feel accepted, welcome, and safe at school. These supports include school-based attendance interventions, district-wide data progress monitoring, social-emotional learning, and restorative practice programs.

BPS continues to focus on professional development designed for school staff at all levels. BPS is committed to offering consistent, innovative PD, with an aggressive approach to resource management, program enhancement, and the parent or guardian engagement. It is critical that school staff and families are engaged with one another to ensure that each student is receiving the quality education and support they need to thrive. Additionally, BPS provides 1:1 devices and directions to provide access to viable and ongoing internet services for students and families. We have worked to ensure our students can access academic, social-emotional, and experiential resources online, deepening their connection to education.

The multi-lingual student population at BPS continues to grow. BPS offers comprehensive language services for multi-language learners, including its Newcomers Arrival Center where the needs of our immigrant families who require interpretation, assistance, and resources within the educational system are addressed. Additionally, BPS offers Transitional Bilingual Education, English as a Second Language, Native Language Support, Language Transition Support Services, and Tutoring Support. The district provides a language academy for students aged 14-18 who are arriving from their native country with limited exposure to English. Students attend this academy for one (1) year before matriculating into their designated school.

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

BPS continues to recruit students to our inter-district magnet schools via multi-media strategies. The thematically designed inter-district magnet schools are targeted to engage the interest(s) and career path(s) pre-identified by students and families. The lottery application process is available via the BPS website. Our ongoing efforts to reduce racial, ethnic, and economic isolation are further strengthened by funding opportunities at the intermediate school level, which provide additional resources for culturally relevant student participation. Our goal is to stimulate early interest in STEAM fields. The district has sustained a summer and year-long program to introduce students to the language of coding, engineering, and the arts. In an area woefully underrepresented by minorities, this represents an opportunity to teach transferable college and career preparedness skills.

The district is committed to recruiting and retaining diverse educators, administrators, and school staff. Our strategy is based upon a process that centers around student teachers, interns, and teacher recruitment. The district's process has lent itself to reflection and collectively engaging in foundational work to create the culture and climate that will enhance our ability to retain our diverse talent. BPS is committed to continuing cultural competency programming. The district continues its year-long training in social-emotional learning for students, teachers, administrators, and families. We have continued the New Teacher Orientation Program and are utilizing data from the previous year's session. This aided us in acquiring information to continue to impact teacher retention positively.

# District Profile and Performance Report for School Year 2021-22

## 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, 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 online systems in the areas of procurement and payroll. In March/April, the CFO conducts allocation webinars with principals to apply the Allocation Model; and review the school organization and staffing process in preparation for the new school year. During the online seminar, school-specific needs are discussed, and verified data are considered in applying the allocation formulas within the equitable model context.