

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2022-23**



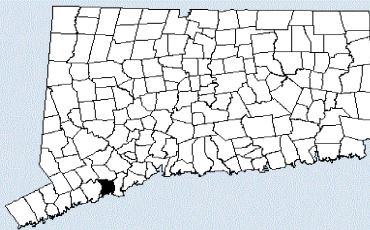
Bridgeport School District

Ms. Alyshia Perrin, Superintendent - Interim • 203-275-1037 • <https://www.bridgeportedu.net/Domain/8>

District Information

Grade Range	PK-12
Number of Schools/Programs	39
Enrollment	19,337
Per Pupil Expenditures ¹	\$18,223
Total Expenditures ¹	\$366,966,294

¹ Expenditure data reflect the 2021-22 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>

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Notes

Unless otherwise noted, all data are for 2022-23 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, 2022 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	10,110	52.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	99	0.5	0.3
Asian	386	2.0	5.2
Black or African American	5,628	29.1	12.5
Hispanic or Latino of any race	11,106	57.4	30.0
Native Hawaiian or Other Pacific Islander	21	0.1	0.1
Two or More Races	372	1.9	4.5
White	1,725	8.9	47.5
English Learners/Multilingual Learners	5,083	26.3	9.7
Eligible for Free or Reduced-Price Meals	15,594	80.6	42.4
Students with Disabilities ³	3,770	19.5	17.1

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	579	5.8
Male	2,791	29.0	943	8.5
Non-Binary	*	*	0	*
Black or African American	1,531	29.0	655	10.8
Hispanic or Latino of any race	3,149	29.2	721	5.9
White	419	26.2	103	5.6
English Learners/Multilingual Learners	1,349	25.4	269	4.7
Eligible for Free or Reduced-Price Meals	4,684	30.6	1,326	7.6
Students with Disabilities	1,398	37.8	422	9.3
District	5,295	28.6	1,522	7.2
State		20.0		7

Number of students qualified as truant under state statute: 6,815

Number of school-based arrests: 6

⁴ 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.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,169.8
Paraprofessional Instructional Assistants	47.5
Special Education	
Teachers and Instructors	235.5
Paraprofessional Instructional Assistants	254.0
Administrators, Coordinators and Department Chairs	
District Central Office	20.0
School Level	79.0
Library/Media	
Specialists (Certified)	13.5
Support Staff	0.0
Instructional Specialists Who Support Teachers	27.6
Counselors, Social Workers and School Psychologists	123.1
School Nurses	38.0
Other Staff Providing Non-Instructional Services/Support	856.5

¹ 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	8	0.5	0.1
Asian	46	2.8	1.3
Black or African American	238	14.2	4.6
Hispanic or Latino of any race	205	12.2	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	11	0.7	0.2
White	1,167	69.7	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.5	13.2

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	236	62.3	360	87.2
Hispanic or Latino of any race	353	55.8	491	84.4
White	69	72.6	88	88.9
English Learners/Multilingual Learners	91	38.6	133	73.1
Eligible for Free or Reduced-Price Meals	538	59.6	777	86.6
Students with Disabilities	133	55.0	257	86.5
District	703	60.6	989	86.1
State		86.5		94.2

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

Students Who Spend 80% or Greater Time with Nondisabled Peers³

	Count	Rate (%)
Autism	109	24.3
Emotional Disability	57	28.6
Intellectual Disability	31	14.2
Learning Disability	1,321	71.2
Other Health Impairment	431	60.6
Other Disabilities	24	16.4
Speech/Language Impairment	161	74.2
District	2,134	56.2
State		68.6

³ 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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	481	2.2	2.4
Emotional Disability	199	0.9	1.0
Intellectual Disability	218	1.0	0.6
Learning Disability	1,858	8.4	6.3
Other Health Impairment	718	3.3	3.4
Other Disabilities	333	1.5	1.1
Speech/Language Impairment	224	1.0	1.9
All Disabilities	4,031	18.3	16.7

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	610	15.1	8.1
Private Schools or Other Settings	133	3.3	4.7

² 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 Expenditures³: 2021-22

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$250,167,033	\$12,423	\$12,671
Support services - students	\$19,447,645	\$1,001	\$1,558
Support services - instruction	\$5,611,878	\$289	\$837
Support services - general administration	\$2,076,005	\$107	\$463
Support services - school based administration	\$17,416,162	\$896	\$1,133
Central and other support services	\$15,846,899	\$815	\$716
Operation and maintenance of plant	\$31,453,308	\$1,618	\$1,893
Student transportation services	\$24,164,461	\$1,818	\$1,464
Food services	.	.	\$5
Enterprise operations	\$782,904	\$40	\$186
Total	\$366,966,294	\$18,223	\$20,165

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

Special Education Expenditures: 2021-22

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$23,109,990	24.1	29.0
Instructional Aide Salaries	\$10,015,478	10.5	10.6
Other Salaries	\$5,314,653	5.5	10.1
Employee Benefits	\$11,975,401	12.5	13.1
Purchased Services Other Than Transportation	\$3,818,151	4.0	5.9
Special Education Tuition	\$26,399,309	27.6	21.8
Supplies	\$359,789	0.4	0.7
Property Services	\$306,648	0.3	0.4
Purchased Services For Transportation	\$14,508,591	15.1	8.1
Equipment	\$2,973	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$95,810,983	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.1	24.9

Expenditures by Revenue Source⁴: 2021-22

	Percent of Total (%) Excluding School Construction
Local	18.3
State	61.6
Federal	19.2
Tuition & Other	0.9

⁴ 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).

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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	66	54.7	66	46.2	*	*
Asian	171	61.7	171	56.1	79	59.8
Black or African American	2,668	48.9	2,658	39.9	1,136	43.7
Hispanic or Latino of any race	4,687	48.1	4,680	41.1	1,932	44.1
Native Hawaiian or Other Pacific Islander	14	*	14	*	*	*
Two or More Races	145	51.9	145	43.1	54	52.4
White	976	54.8	975	47.6	393	52.5
English Learners/Multilingual Learners	2,346	43.3	2,344	38.5	907	39.7
Non-English Learners/Non-Multilingual Learners	6,381	51.7	6,365	43.1	2,715	47.3
Eligible for Free or Reduced-Price Meals	7,272	48.3	7,256	40.7	2,942	44.0
Not Eligible for Free or Reduced-Price Meals	1,455	55.3	1,453	47.6	680	51.7
Students with Disabilities	1,875	37.1	1,869	30.1	776	35.3
Students without Disabilities	6,852	52.8	6,840	45.0	2,846	48.2
High Needs	7,775	48.0	7,759	40.6	3,169	43.8
Non-High Needs	952	61.5	950	52.3	453	56.5
District	8,727	49.5	8,709	41.8	3,622	45.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	84.2	76.1	87.5	77.1	5,360	81.3
Curl Up	82.3	76.2	77.6	86.6	5,311	80.7
Push Up	63.8	53.8	62.4	75.2	5,322	63.9
Mile Run/PACER	70.8	62.3	60.8	54.1	5,336	62.1
All Tests - District	44.1	32.4	40.0	42.0	5,105	39.7
All Tests - State	51.5	46.0	44.1	41.1		45.5

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.

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Cohort Graduation: Four-Year¹

	2021-22	
	Cohort Count ²	Rate (%)
Black or African American	430	76.5
Hispanic or Latino of any race	699	73.0
White	157	72.0
English Learners/Multilingual Learners	292	63.7
Eligible for Free or Reduced-Price Meals	1,015	73.4
Students with Disabilities	303	57.1
District	1,347	74.2
State		88.9

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

² Cohort count includes all students in the cohort as of the end of the 2021-22 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	366	32.6
Male	89.1	*	*
Non-Binary	*	*	*
Black or African American	90.0	159	20.1
Hispanic or Latino	91.0	291	24.0
White	92.8	89	45.9
English Learners/ Multilingual Learners	87.3	69	16.5
Eligible for Free or Reduced-Price Meals	90.2	404	22.4
Students with Disabilities	73.1	26	4.8
District	91.0	592	25.6
State	95.2		44.3

³ 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.

⁴ 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 2022	Class of 2021
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	52.7	79.9
Male	40.4	75.8
Non-Binary	N/A	N/A
Black or African American	50.8	76.0
Hispanic or Latino of any race	40.0	73.4
White	51.3	95.0
English Learners/ Multilingual Learners	27.6	79.5
Eligible for Free or Reduced-Price Meals	44.0	76.8
Students with Disabilities	24.6	65.2
District	46.4	78.2
State	66.1	87.7

⁵ 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.

⁶ 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

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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	49.5	75	33.0	50	66.0	63.9
	High Needs Students	48.0	75	32.0	50	64.0	54.1
Math Performance Index	All Students	41.8	75	27.9	50	55.8	59.7
	High Needs Students	40.6	75	27.0	50	54.1	48.9
Science Performance Index	All Students	45.4	75	30.3	50	60.6	61.6
	High Needs Students	43.8	75	29.2	50	58.5	51.1
ELA Academic Growth	All Students	49.5%	100%	49.5	100	49.5	57.2%
	High Needs Students	48.9%	100%	48.9	100	48.9	52.5%
Math Academic Growth	All Students	50.3%	100%	50.3	100	50.3	61.8%
	High Needs Students	49.9%	100%	49.9	100	49.9	55.5%
Progress Toward English Proficiency	Literacy	48.9%	100%	24.5	50	48.9	55.3%
	Oral	50.5%	100%	25.2	50	50.5	56.1%
Chronic Absenteeism	All Students	28.6%	<=5%	2.7	50	5.4	20.0%
	High Needs Students	30.0%	<=5%	0.0	50	0.0	28.5%
Preparation for CCR	% Taking Courses	73.3%	75%	48.9	50	97.7	90.4%
	% Meeting Benchmark	25.6%	75%	17.1	50	34.2	44.3%
On-track to High School Graduation		74.8%	94%	39.8	50	79.5	82.4%
4-year Graduation All Students (2022 Cohort)		74.2%	94%	78.9	100	78.9	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		78.9%	94%	83.9	100	83.9	85.6%
Postsecondary Entrance (Class of 2022)		46.4%	75%	61.9	100	61.9	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		91.9% 39.7%	75%	26.5	50	53.0	93.0% 45.5%
Arts Access		41.3%	60%	34.4	50	68.9	54.5%
Accountability Index				821.7	1450	56.7	

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	61.5	48.0	13.5	16.6	
Math Performance Index Gap	52.3	40.6	11.7	18.0	
Science Performance Index Gap	56.5	43.8	12.6	17.8	
Graduation Rate Gap	89.5%	78.9%	10.6%	8.7%	Y

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	98.1
Math	All Students	98.0
	High Needs Students	97.9
Science	All Students	96.3
	High Needs Students	96.1

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: 42.8

State: 49.6

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

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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 & the student's IEP determine related services to support the educational program. Additional services such as Psychological, Speech & 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 service rooms.

BPS is committed to reducing chronic absenteeism (CA) through the support of a District Attendance Team that meets every 3 weeks to review & analyze data, identify trends, highlight, & investigate bright spots, and develop a multi-tiered system of support to provide intentional interventions. Strategies to reduce CA include the enhancement of data collection systems & procedures to monitor student participation/attendance during the school year; continuous development of tiered interventions that are shared with building administrators & school-based attendance teams; implementation of Social and Emotional Learning (SEL) initiatives; & development of an Attendance Process Guide. The district's Learner Engagement and Attendance Program home visiting model has increased the outreach and data collection of students identified as chronically absent. District priorities including diversity, equity, inclusion and belonging training, SEL surveys, Restorative Practices, and a school counseling curriculum with monthly SEL themes, support BPS' commitment to creating an inclusive school climate/culture where students feel a strong sense of belonging and are able to develop pathways to reach their goals. Recognizing the importance of all stakeholders in reducing CA, BPS works to strengthen community partnerships to meet the evolving needs of our students and families.

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

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. BPS offers Transitional Bilingual Education, English as a Second Language, Native Language 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 the academy for 1 year before matriculating into their schools.

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 Science, Technology, Engineering, Arts & Mathematics (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. The district has also implemented a diversity committee for the interview process. The committee participates in the interview cycle, further strengthening the diversity and equity in the hiring process for potential BPS staff. 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 2022-23

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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 use online systems in 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.