

STRATEGIC SCHOOL PROFILE 2007-08**Bridgeport School District**

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Location: 45 Lyon Terrace
Bridgeport,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: \$16,306
Town Population in 2000: 139,529	Percent of Adults without a High School Diploma in 2000*: 35.0%
1990-2000 Population Growth: -1.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 11.7%
Number of Public Schools: 33	District Enrollment as % of Estimated. Student Population: 87.9%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 20,821
5-Year Enrollment Change -9.6%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	N/A	>95.0	81.7	28.7
K-12 Students Who Are Not Fluent in English	2,835	14.0	15.0	5.4
Students Identified as Gifted and/or Talented*	177	0.9	2.0	4.0
PK-12 Students Receiving Special Education Services in District	2,504	12.0	12.6	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,341	72.8	61.5	79.2
Homeless	35	0.2	0.5	0.2
Juniors and Seniors Working 16 or More Hours Per Week	283	16.0	16.0	20.2

*97.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	38	0.2
Asian American	608	2.9
Black	8,654	41.6
Hispanic	9,651	46.4
White	1,870	9.0
Total Minority	18,951	91.0

Percent of Minority Professional Staff: 27.0%

Non-English Home Language: 40.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 71.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Bridgeport Public Schools continues to provide many opportunities for students and staff to interact with students from other backgrounds. Those opportunities include: Inter-district Magnet School Programs -More than 220 of Bridgeport's students are enrolled in inter-district magnet schools. Inter-district Cooperative Grant Programs - More than 700 students participate in programs with students from Fairfield, Milford, Monroe, Stratford, Shelton, and Trumbull. Inter-district Open Choice Programs -More than 170 students are enrolled in school choice programs. Interdistrict programs funded locally – More than 350 students from Bridgeport collaborated with suburban communities in projects designed to reduce isolation. Vocational Agriculture Schools – 181 Bridgeport students attend the Trumbull Agriscience program. Bridgeport receives 230 students from other districts to participate in our Aquaculture program. Charter Schools - More than 550 Bridgeport students attend charter schools in the area. Intra-district Magnet School Programs –Close to 2,000 students are enrolled in intra-district magnet schools: High Horizons Magnet, Multicultural Magnet, Park City Magnet, and Central High School Magnet Program. Intra-district Themed School Choice Programs -The Bassick Business Magnet, the Harding Health Careers Magnet, The Harding International Baccalaureate Program, Classical Studies Academy and the Talented and Gifted Programs serve over 1,500 students. Individual schools in Bridgeport conduct outstanding cultural programs for our staff and students to increase awareness of the diversity of individuals and cultures. In addition, the district has teamed up with the National Urban Alliance, a professional development program focused on learning and teaching to build high intellectual performance through students' culture, language and cognition. Bridgeport continues to make progress over time toward reducing isolation. New and more effective programs are offered today that weren't offered 10 years ago. Bridgeport is still planning for the construction of two new inter-district host magnet schools. Students from Bridgeport, Easton, Monroe, Fairfield, Milford, Redding, Shelton, Stratford and Trumbull will attend.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	21.0	52.0	3.7
Writing	34.3	63.4	3.7
Mathematics	28.0	60.0	4.3
Grade 4 Reading	24.2	55.9	2.5
Writing	31.0	62.9	1.9
Mathematics	28.7	60.3	4.4
Grade 5 Reading	26.9	62.2	1.9
Writing	34.5	64.5	3.7
Mathematics	32.8	65.9	2.5
Science	17.4	54.9	3.1
Grade 6 Reading	32.8	66.3	3.6
Writing	36.1	61.9	6.0
Mathematics	35.7	66.4	6.5
Grade 7 Reading	40.9	71.1	5.8
Writing	33.5	62.0	7.7
Mathematics	28.9	63.0	5.8
Grade 8 Reading	32.0	64.8	4.4
Writing	31.5	63.4	3.8
Mathematics	23.6	60.8	3.8
Science	17.8	58.6	3.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	11.9	45.5	3.8
Writing Across the Disciplines	16.0	57.9	2.3
Mathematics	10.3	50.1	2.3
Science	8.3	46.3	1.5

For more detailed CAPT results, go to www.ctreports.com.

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Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	34.2	36.1	38.5

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		55.3	77.6	
Average Score	Mathematics	397	504	4.6
	Critical Reading	399	502	3.1
	Writing	405	503	5.4

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	71.2	92.6	2.3
Cumulative Four-Year Dropout Rate for Class of 2007	23.4	6.2	2.3
2006-07 Annual Dropout Rate for Grade 9 through 12	7.6	1.7	2.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	71.1	83.4
% Employed (Civilian Employment and in Armed Services)	18.6	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	1185.20
Paraprofessional Instructional Assistants	135.00
Special Education	
Teachers and Instructors	221.50
Paraprofessional Instructional Assistants	178.00
Library/Media Specialists and Assistants	40.00
Staff Devoted to Adult Education	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	32.00
School Level	70.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	65.50
Counselors, Social Workers, and School Psychologists	119.40
School Nurses	30.00
Other Staff Providing Non-Instructional Services and Support	860.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.1	12.5	13.6
% with Master's Degree or Above	84.5	73.0	75.6

Average Class Size	District	DRG	State
Grade K	21.9	20.3	18.1
Grade 2	22.9	20.5	19.3
Grade 5	23.3	22.3	20.9
Grade 7	22.8	22.2	20.5
High School	17.5	14.9	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	989	986	987
Middle School	N/A	N/A	N/A
High School	989	994	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.1	3.4
Middle School	N/A	N/A	N/A
High School	3.0	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$154,421	\$7,275	\$7,153	\$7,692	\$7,159
Instructional Supplies and Equipment	\$5,146	\$242	\$262	\$299	\$266
Improvement of Instruction and Educational Media Services	\$4,597	\$217	\$443	\$567	\$429
Student Support Services	\$13,175	\$621	\$764	\$752	\$761
Administration and Support Services	\$22,093	\$1,041	\$1,256	\$1,315	\$1,271
Plant Operation and Maintenance	\$27,336	\$1,288	\$1,329	\$1,392	\$1,322
Transportation	\$12,692	\$551	\$605	\$723	\$601
Costs for Students Tuitioned Out	\$16,768	N/A	N/A	N/A	N/A
Other	\$2,471	\$116	\$147	\$154	\$145
Total	\$258,698	\$11,855	\$12,203	\$13,260	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$40,747	\$1,920	\$1,875	\$2,960	\$1,882

Special Education Expenditures	
Total Expenditures	\$51,250,223
Percent of Total PK-12 Expenditures Used for Special Education	19.8%

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	18.0	73.0	8.5	0.5
Excluding School Construction	23.8	65.9	9.8	0.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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Bridgeport Board of Education policy regarding distribution of district resources ensures that each school within the district receives a base level of material and financial resources. The base level of support that each school receives is determined, in part, by the approved school board budget for the year. Once this amount is established, the funds that are budgeted for instruction are distributed equitably among the elementary schools and high schools. Central office staff, department heads, and principals conduct annual assessments to determine the overall need of each school. These assessments take into account such factors as the student population served, the age of school facilities, student performance on local and state testing programs, and school staffing. Based upon these assessments, additional resources are allocated to particular schools in order to insure equity and to address needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,611
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	93	0.4	0.6	0.7
Learning Disability	1,022	4.7	5.0	4.0
Intellectual Disability	122	0.6	0.8	0.5
Emotional Disturbance	265	1.2	1.6	1.0
Speech Impairment	456	2.1	2.4	2.4
Other Health Impairment*	346	1.6	1.9	2.1
Other Disabilities**	307	1.4	1.1	0.9
Total	2,611	12.0	13.5	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	61.5	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	6.4	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	5.0	20.4	29.4	62.1
	Writing	4.8	19.3	33.5	63.0
	Mathematics	7.0	22.6	29.6	62.7
	Science	4.2	22.2	17.6	56.8
CAPT	Reading Across the Disciplines	0.0	11.4	11.9	45.5
	Writing Across the Disciplines	0.0	16.3	16.0	57.9
	Mathematics	0.9	14.7	10.3	50.1
	Science	0.0	14.4	8.3	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	20.9
	% With Accommodations	79.1
CAPT	% Without Accommodations	20.9
	% With Accommodations	79.1
% Assessed Using Skills Checklist		9.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	60	2.3
Private Schools or Other Settings	229	8.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	1,466	56.1	67.7	71.6
40.1 to 79.0 Percent of Time	702	26.9	16.5	16.6
0.0 to 40.0 Percent of Time	443	17.0	15.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Results for the March 2008 Connecticut Mastery Test (4th Generation) are as followed:

Administered to nearly 11,000 students in grades 3 through 8, "in goal range" results for grade 3 were: reading (21%), writing (28%), and mathematics (35%), Grade 4 results were: reading (24%), writing (31%), and mathematics (29%). Grade 5 results in reading (27%), writing (35%), and mathematics (33%). Grade 6 results were: reading (33%), writing (36%), and mathematics (36%). Grade 7 results were: reading (41%), writing (34%), and mathematics (29%). Grade 8 results were: reading (32%), writing (32%), and mathematics (24%). Results "at or above the proficient" level also showed the following results: For grade 3, the percent of students at or above level 3 were: reading (39%), writing (60%), and mathematics (55%). For grade 4, results were: reading (40%), writing (64%), and mathematics (56%). For grade 5, results were: reading (42%), writing (65%), and mathematics (58%). For grade 6, results were: reading (50%), writing (66%), and math (64%). For grade 7, results were: reading (55%), writing (57%), and mathematics (56%). For grade 8, results were: reading (47%), writing (59%), and math (50%). Collaborations with various educational, community, and business organizations are in place. Implementation of Data Driven Decision Making continues to be a primary focus. Data Teams are utilized on the grade, school, and district level. The National Urban Alliance is working in individual buildings to enhance teachers' and students' abilities through culturally relevant teaching strategies. Programs introduced by the language arts and mathematics departments during the school year are expected to facilitate increased student achievements in 2007-2008. Science is implementing kits for engaging students with hands-on activities. Before-and-after-school tutoring sponsored by schools, the Summer Reading and Mathematics Program, the Gear-up Program, and the after-school and summer Lighthouse Programs are all expected to show dividends in improved student outcomes.

The Third Generation of the Connecticut Academic Performance Test (CAPT-3) assesses grade ten students in four academic areas: Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Over 1,400 students were tested, of which, 10% were within goal in mathematics, 8% in science, 12% in reading, and 16% in writing. Students scoring at or above proficiency were as follows; 37% scored at or above level 3 in mathematics, 32% in science, 45% in reading, and 58% in writing.
