

STRATEGIC SCHOOL PROFILE 2011-12**Bridgeport School District**

JOHN J. RAMOS, Superintendent

Location: 45 Lyon Terrace

Telephone: (203) 275-1001

Bridgeport,
ConnecticutWebsite: www.bridgeportedu.com/

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

Town Population in 2000: 139,529

1990-2000 Population Growth: -1.5%

Number of Public Schools: 32

Per Capita Income in 2000: \$16,306

Percent of Adults without a High School Diploma in 2000*: 35.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 11.7%

District Enrollment as % of Estimated. Student Population: 88.7%

*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, 2011 20,125
5-Year Enrollment Change -4.5%

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	19,945	99.1	83.8	35.2
K-12 Students Who Are Not Fluent in English	2,536	13.1	15.1	5.6
Students Identified as Gifted and/or Talented*	230	1.1	1.6	4.0
PK-12 Students Receiving Special Education Services in District	2,452	12.2	13.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,246	65.0	65.9	79.8
Homeless	33	0.2	0.8	0.3
Juniors and Seniors Working 16 or More Hours Per Week	213	11.0	10.9	13.0

*100.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	171	0.8
Asian American	595	3.0
Black	7,812	38.8
Hispanic	9,790	48.6
Pacific Islander	14	0.1
White	1,699	8.4
Two or more races	44	0.2
Total Minority	18,426	91.6

Percent of Minority Professional Staff: 25.6%

Non-English Home Language:

40.7% 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 72.

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 640 of Bridgeport's students are enrolled in inter-district magnet schools. The Interdistrict Discovery Magnet School opened in 2010 and has been expanded to include grades Pre-K – 7 this year. This Bridgeport Host Magnet School housed 460 students from Bridgeport, Easton, Monroe, Fairfield, Milford, Shelton, Stratford and Trumbull. Construction is near completion on the Interdistrict Magnet High School scheduled to open fall of 2013. 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 400 students collaborated with suburban communities in projects designed to reduce isolation. Vocational Agriculture Schools – 45 Bridgeport students attend the Trumbull Agriscience program. Bridgeport receives 280 students from other districts to participate in our Aquaculture program. Charter Schools - More than 600 Bridgeport students attend charter schools in the area. Intra-district Magnet School Programs –over 2,000 students are enrolled in intra-district magnet schools: High Horizons Magnet, Multicultural Magnet, Park City Magnet, Central High School Magnet Program and Classical Studies Academy. Individual schools in Bridgeport conduct outstanding cultural programs for our staff and students to increase awareness of the diversity of individuals and cultures. 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	23.3	59.2	1.9
Writing	30.9	62.7	1.3
Mathematics	33.0	66.5	1.9
Grade 4 Reading	28.4	64.1	1.3
Writing	33.4	65.3	1.3
Mathematics	32.5	68.0	1.9
Grade 5 Reading	32.3	67.6	1.8
Writing	37.8	68.1	1.8
Mathematics	40.0	71.6	2.4
Science	25.8	63.9	1.8
Grade 6 Reading	44.4	74.1	3.6
Writing	38.4	67.4	6.0
Mathematics	40.2	69.3	7.2
Grade 7 Reading	49.3	79.8	1.9
Writing	31.3	65.6	2.5
Mathematics	35.9	68.1	4.4
Grade 8 Reading	44.5	76.8	2.5
Writing	32.3	68.3	3.1
Mathematics	34.6	67.2	6.3
Science	27.3	61.9	5.0

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 scorable 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	8.3	47.5	1.5
Writing Across the Disciplines	21.4	63.0	2.2
Mathematics	10.2	49.2	3.0
Science	10.5	47.1	3.7

For more detailed 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."

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
	46.2	50.6	34.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		66.2	77.3	
Average Score	Mathematics	397	505	3.8
	Critical Reading	405	502	3.1
	Writing	402	506	3.8

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, Adjusted Cohort Rate 2011	60.5	82.7	5.3
2010-11 Annual Dropout Rate for Grade 9 through 12	7.8	2.6	3.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	69.2	84.5
% Employed (Civilian Employment and in Armed Services)	12.3	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,098.70
Paraprofessional Instructional Assistants	150.00
Special Education	
Teachers and Instructors	225.00
Paraprofessional Instructional Assistants	239.00
Library/Media Specialists and/or Assistants	31.00
Staff Devoted to Adult Education	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	22.00
School Level	70.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	67.10
Counselors, Social Workers, and School Psychologists	115.60
School Nurses	25.90
Other Staff Providing Non-Instructional Services and Support	868.70

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	13.0	12.9	13.9
% with Master's Degree or Above	86.1	74.0	79.6

Average Class Size	District	DRG	State
Grade K	21.4	20.9	18.5
Grade 2	22.8	21.5	19.7
Grade 5	22.1	22.7	21.6
Grade 7	21.6	21.2	20.3
High School	19.3	20.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	990	1,018	993
Middle School	N/A	N/A	N/A
High School	982	1,053	1,024

*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*	2.3	2.4	2.8
Middle School	N/A	N/A	N/A
High School	2.1	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$177,853	\$8,816	\$8,464	\$8,966	\$8,469
Instructional Supplies and Equipment	\$4,053	\$201	\$267	\$328	\$271
Improvement of Instruction and Educational Media Services	\$5,080	\$252	\$487	\$626	\$482
Student Support Services	\$17,806	\$883	\$901	\$788	\$901
Administration and Support Services	\$22,877	\$1,134	\$1,468	\$1,574	\$1,490
Plant Operation and Maintenance	\$24,759	\$1,227	\$1,471	\$1,514	\$1,463
Transportation	\$15,117	\$682	\$735	\$921	\$724
Costs for Students Tuitioned Out	\$21,052	N/A	N/A	N/A	N/A
Other	\$978	\$48	\$165	\$181	\$165
Total	\$289,575	\$13,795	\$14,238	\$15,277	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$40,547	\$2,010	\$1,290	\$1,974	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$63,573,120	22.0	22.8	21.7

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	20.2	59.9	19.3	0.7
Excluding School Construction	18.7	58.6	22.0	0.8

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.

The Bridgeport Board of Education is committed to the equitable distribution of fiscal resources across all schools. FY 2012-13, a new School-based Budgeting Model was introduced, within the context of leadership, empowerment and accountability at the school level. The Budgeting Model consists of two (2) parts: (1) a position allocation, comprised of equitable, uniform staffing formulas by position, built on student registers and student needs; and (2) a discretionary operating allocation, designed to enable schools to purchase basic supplies and services and, through effective fiscal management at the school level, derive discretionary resources. Concurrently with introduction of the new Model, the district launched school-based on-line processing for budget transfers and procurement. In spring 2012, allocation conferences were held at schools with principals, in order to apply the Allocation Model; and review the process for school organization and staffing, in preparation for 2012-13. The conferences were led by the Chief Financial Officer and attended by the District Allocation Team representing Special Education, Bilingual Education and Student Support Services. During these conferences, the principal was afforded the opportunity to discuss school-specific needs and, these needs were taken into account, in a manner consistent with the principle of equity. The Allocation Model has been posted to the web site, in the interest of openness and transparency in reporting to the public.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,735
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

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	188	0.9	1.1	1.2
Learning Disability	967	4.5	5.1	3.9
Intellectual Disability	125	0.6	0.8	0.4
Emotional Disturbance	257	1.2	1.4	1.0
Speech Impairment	431	2.0	2.3	2.1
Other Health Impairment*	402	1.9	2.5	2.2
Other Disabilities**	365	1.7	1.3	1.0
Total	2,735	12.7	14.4	11.7

*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 2010-11 with a Standard Diploma	36.4	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	7.1	5.1

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	11.2	36.0	36.5	70.4
	Writing	3.5	21.5	34.0	66.3
	Mathematics	9.8	31.8	35.9	68.4
	Science	3.7	23.0	26.6	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	8.3	47.5
	Writing Across the Disciplines	N/A	N/A	21.4	63.0
	Mathematics	N/A	N/A	10.2	49.2
	Science	1.8	13.6	10.5	47.1

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	31.0
	% With Accommodations	69.0
CAPT	% Without Accommodations	37.4
	% With Accommodations	62.6
% Assessed Using Skills Checklist		11.0

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	148	5.4
Private Schools or Other Settings	306	11.2

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	1319	48.2	67.1	72.1
40.1 to 79.0 Percent of Time	940	34.4	17.2	16.3
0.0 to 40.0 Percent of Time	476	17.4	15.7	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our objective is to present an academic plan that supports the highest level of achievement for all students while creating a system of great schools. The children and families of Bridgeport deserve nothing less! We will build upon existing successful practices and add additional components that will ensure a quality education for all children, no matter which school they attend. Our students must have a firm academic foundation that guarantees they will be ready to enter college or the career of their choice when they graduate. The academic plan supports the realization of this vision. We will accomplish this comprehensive plan to institutionalize proven best practice school improvement models by; creating conditions for instructional rigor in the following areas; improve the quality and use of instructional time; provide opportunities for academic interventions and advancements; increase the use of data to make educational decisions and to inform instruction; support teachers and administrators with professional development and resources to succeed; develop a system-wide framework for the implementation of positive behavior interventions and supports (PBIS); create a system of accountability for success through an aligned teacher and administrator evaluation process; partner with families and the community to support student learning; All Pre-K – 12th grade schools will implement benchmarked SRBI programs in all grades and schools to provide supplemental education services based on student needs and to the extend supports to teachers based on their needs; implement extended day and extended year programs for at-risk students; enrichment programs for accelerated students; offer school based continuous professional development; offer executive leadership training for administrators, principals and local school leadership. All Pre-K – Grade 2 schools will Develop cradle to Classroom education; provide early literacy and early mathematics programs; offer universal screening to identify areas of difficulty; early intervention with tiers of increasing intensity to address academic and behavioral difficulties; uniform models of instruction for English language learners; All schools in grades 3-8 will have uniform literacy and mathematics instructional programs; frequent progress monitoring of academic improvement; enhancement of Gifted and Talented education; formative assessments aligned to the CMT and CAPT; increased emphasis and expansion of science education; increased use of educational technology to support learning; training and expertise for all staff in supporting students with disabilities; programs to ensure academic success for English language learners; opportunities for arts education through school day and extended day programs; All high schools will have 9THGrade Prep Program; Junior Grade Academy for 9th and 10thgrade students; Senior Academy with multiple pathways to graduation; aggressive year round credit recovery programs; Work Study job training electives; college course dual enrollment/dual electives program; apprentice and pre-apprentice electives; formative assessments aligned to the CAPTs; expanding programs such as Advanced Placement (AP) and the international baccalaureate program. Attendance Support Centers have been established in each of the three high schools for the 2012/2013 school year with a goal of increasing student attendance and reducing truancy. The Attendance Support Centers utilize a case management approach attempting to help families resolve the root cause of the truancy and addressing the student and families' needs.
