

**STRATEGIC SCHOOL PROFILE 2008-09****Bridgeport School District**

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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](http://www.sde.ct.gov).

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**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: 31	District Enrollment as % of Estimated. Student Population: 88.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008 20,448  
5-Year Enrollment Change -8.7%

**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	82.7	30.3
K-12 Students Who Are Not Fluent in English	2,649	13.4	13.9	5.2
Students Identified as Gifted and/or Talented*	351	1.7	2.1	4.0
PK-12 Students Receiving Special Education Services in District	2,427	11.9	12.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,187	66.9	62.1	79.7
Homeless	27	0.1	0.7	0.2
Juniors and Seniors Working 16 or More Hours Per Week	273	15.7	16.5	19.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	31	0.2
Asian American	564	2.8
Black	8,384	41.0
Hispanic	9,663	47.3
White	1,806	8.8
Total Minority	18,642	91.2

**Percent of Minority Professional Staff:** 26.7%

**Non-English Home Language:** 40.1% 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 69.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 600 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 been working 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. Construction of the new inter-district host magnet schools will begin this month. Students from Bridgeport, Easton, Monroe, Fairfield, Milford, Redding, Shelton, Stratford and Trumbull will attend. The district is also exploring the possibility of expanding the inter-district magnet school concept to existing programs.

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## 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	21.3	54.6	3.1
Writing	33.9	62.5	2.5
Mathematics	28.5	62.8	3.8
Grade 4 Reading	24.7	60.7	2.5
Writing	33.7	64.2	1.8
Mathematics	28.4	63.6	3.7
Grade 5 Reading	31.3	66.0	4.3
Writing	38.5	66.5	3.7
Mathematics	39.5	68.8	6.2
Science	23.5	58.1	6.2
Grade 6 Reading	36.1	68.9	5.5
Writing	33.7	62.2	5.5
Mathematics	40.3	68.8	7.4
Grade 7 Reading	43.6	74.9	2.5
Writing	30.1	62.9	3.2
Mathematics	29.8	66.0	3.8
Grade 8 Reading	31.8	68.4	3.9
Writing	35.1	66.5	4.5
Mathematics	27.2	64.5	4.5
Science	19.1	60.6	3.9

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	13.5	47.4	6.8
Writing Across the Disciplines	17.9	55.0	4.6
Mathematics	9.4	47.8	3.1
Science	7.5	42.8	3.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	35.0	36.2	44.2

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		55.8	74.5	
Average Score	Mathematics	392	507	5.4
	Critical Reading	407	503	5.4
	Writing	399	506	5.4

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	69.8	92.1	2.3
Cumulative Four-Year Dropout Rate for Class of 2008	23.3	6.6	2.9
2007-08 Annual Dropout Rate for Grade 9 through 12	6.9	2.5	2.9

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	69.7	84.1
% Employed (Civilian Employment and in Armed Services)	16.7	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	1202.10
Paraprofessional Instructional Assistants	147.00
Special Education	
Teachers and Instructors	221.50
Paraprofessional Instructional Assistants	195.00
Library/Media Specialists and/or Assistants	48.00
Staff Devoted to Adult Education	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	29.00
School Level	67.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	61.50
Counselors, Social Workers, and School Psychologists	125.20
School Nurses	28.80
Other Staff Providing Non-Instructional Services and Support	879.90

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.2	12.5	13.6
% with Master's Degree or Above	84.8	72.7	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	21.0	20.5	18.3
Grade 2	22.2	21.0	19.3
Grade 5	22.9	22.0	21.0
Grade 7	21.6	21.7	20.5
High School	16.8	18.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	989	988
Middle School	N/A	N/A	N/A
High School	989	1,005	1,007

\*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*	2.4	2.9	3.3
Middle School	N/A	N/A	N/A
High School	2.6	2.3	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$158,193	\$7,599	\$7,521	\$8,050	\$7,522
Instructional Supplies and Equipment	\$6,471	\$311	\$267	\$320	\$271
Improvement of Instruction and Educational Media Services	\$6,217	\$299	\$461	\$541	\$446
Student Support Services	\$13,913	\$668	\$808	\$743	\$806
Administration and Support Services	\$23,453	\$1,127	\$1,351	\$1,465	\$1,369
Plant Operation and Maintenance	\$27,488	\$1,320	\$1,382	\$1,456	\$1,377
Transportation	\$13,078	\$576	\$649	\$787	\$644
Costs for Students Tuitioned Out	\$17,274	N/A	N/A	N/A	N/A
Other	\$2,335	\$112	\$152	\$153	\$151
<b>Total</b>	\$268,421	\$12,510	\$12,869	\$13,885	\$12,805
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$76,826	\$3,690	\$1,791	\$3,166	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$52806344	19.7	21.6	20.5

**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	12.9	79.0	7.7	0.4
Excluding School Construction	21.5	68.2	9.9	0.5

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

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.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,576
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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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	119	0.6	0.8	0.8
Learning Disability	990	4.6	5.0	3.9
Intellectual Disability	120	0.6	0.8	0.5
Emotional Disturbance	238	1.1	1.6	1.0
Speech Impairment	479	2.2	2.4	2.3
Other Health Impairment*	341	1.6	2.0	2.1
Other Disabilities**	289	1.4	1.1	0.9
Total	2,576	12.1	13.7	11.6

\*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 2007-08 with a Standard Diploma	67.1	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	5.8	3.5

## 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	6.5	30.2	31.1	65.7
	Writing	5.2	19.5	34.2	64.1
	Mathematics	8.2	30.7	32.2	65.7
	Science	4.8	23.8	21.4	59.4
CAPT	Reading Across the Disciplines	0.0	14.1	13.5	47.4
	Writing Across the Disciplines	0.0	13.6	17.9	55.0
	Mathematics	0.0	15.4	9.4	47.8
	Science	0.0	10.6	7.5	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	16.6
	% With Accommodations	83.4
CAPT	% Without Accommodations	41.0
	% With Accommodations	59.0
% Assessed Using Skills Checklist		11.8

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	84	3.3
Private Schools or Other Settings	211	8.2

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	1,348	52.3	67.4	72.7
40.1 to 79.0 Percent of Time	806	31.3	16.9	16.1
0.0 to 40.0 Percent of Time	422	16.4	15.7	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Results for the March 2009 Connecticut Mastery Test (4th Generation) are as followed:

Administered to nearly 10,000 students in grades 3 through 8, "in goal range" results for grade 3 were: reading (21%), writing (34%), and mathematics (29%). Grade 4 results were: reading (25%), writing (34%), and mathematics (29%). Grade 5 results in reading (31%), writing (39%), and mathematics (40%). Grade 6 results were: reading (36%), writing (34%), and mathematics (41%). Grade 7 results were: reading (44%), writing (30%), and mathematics (30%). Grade 8 results were: reading (32%), writing (35%), and mathematics (28%). 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 (40%), writing (57%), and mathematics (55%). For grade 4, results were: reading (40%), writing (65%), and mathematics (59%). For grade 5, results were: reading (46%), writing (69%), and mathematics (63%). For grade 6, results were: reading (54%), writing (67%), and math (65%). For grade 7, results were: reading (57%), writing (58%), and mathematics (61%). For grade 8, results were: reading (47%), writing (64%), and math (55%). Collaborations with various educational, community, and business organizations are in place. Implementation of Data Driven Decision Making/Data Teams 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 achievement. Science has implemented 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 implementation of the science modules in grades one through five reflect a significant impact upon upon our fifth grade CMT results, with a growth of 10% in at/above proficiency and 6.1% in at/above goal. In addition, our eighth grade students also continue to show improvement.

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 1,500 students were tested, of which, 10% were within goal in mathematics, 8% in science, 14% in reading, and 18% in writing. Students scoring at or above proficiency were as follows; 36% scored at or above level 3 in mathematics, 32% in science, 44% in reading, and 57% in writing. With the implementation of a new curriculum, e-map, and further professional development, the hope is to see growth in this area over the next two years.

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