

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

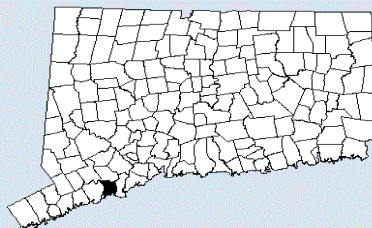


The Bridge Academy District

203-336-9999 • <http://www.bridgeacademy.org>

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	281
Per Pupil Expenditures ¹	\$13,544
Total Expenditures ¹	\$3,805,800

¹ Expenditure data reflect the 2018-19 school year.

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2019-20 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 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, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	137	48.8	48.4
Male	144	51.2	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	129	45.9	12.7
Hispanic or Latino of any race	122	43.4	26.9
Native Hawaiian or Other Pacific Islander	24	8.5	0.1
Two or More Races	0	0.0	3.8
White	*	*	51.1
English Learners	12	4.3	8.3
Eligible for Free or Reduced-Price Meals	211	75.1	43.3
Students with Disabilities ³	60	21.4	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

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	26	19.5	*	*
Male	21	15.4	*	*
Black or African American	29	19.7	*	*
Hispanic or Latino of any race	*	*	*	*
White	0	*	0	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	41	19.3	7	3.0
Students with Disabilities	13	22.8	*	*
District	47	17.5	7	2.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 8

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

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	13.5
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	6.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	2.2
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	2.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	3	13.0	4.0
Hispanic or Latino of any race	2	8.7	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	18	78.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.4

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	*	*	*	*
Hispanic or Latino of any race	0	*	*	*
White	N/A	N/A	N/A	N/A
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	0	*
District	*	*	*	*
State		75.8		84.8

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		67.8

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	N/A	N/A	2.0
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.7
Other Health Impairment	N/A	N/A	3.3
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.6

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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,796,848	\$6,394	\$10,923
Support services - students	\$1,057,587	\$3,764	\$1,277
Support services - instruction	\$66,047	\$235	\$682
Support services - general administration	\$48,854	\$174	\$467
Support services - school based administration	\$635,118	\$2,260	\$1,021
Central and other support services	\$9,734	\$35	\$679
Operation and maintenance of plant	\$179,896	\$640	\$1,718
Student transportation services	\$11,716	\$42	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$3,805,800	\$13,544	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$517,951	93.6	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$35,200	6.4	13.0
Purchased Services Other Than Transportation	.	.	5.7
Special Education Tuition	.	.	22.5
Supplies	.	.	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$553,151	100.0	100.0
Percent of Total Expenditures Used for Special Education		14.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	14.5
State	78.0
Federal	4.0
Tuition & Other	3.4

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	20	90.0
Hispanic or Latino of any race	15	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	32	*
Students with Disabilities	*	*
District	35	74.3
State		88.5

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 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	76.2	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	82.8	82.1
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	17.5%	<=5%	12.2%
	High Needs Students	19.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	6.6%	75%	80.4%
On-track to High School Graduation		96.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		74.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		100.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		82.7%	75%	71.5%
Arts Access		75.0%	60%	51.8%

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
Graduation Rate Gap	.	100.0%	.	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Our staff and administration work continually to improve our climate, curriculum, and community outreach.

We use Restorative Practices to create a positive, productive school environment. In focusing on skill and relationship building rather than punishments, we were able to lower our suspension rates from 19% in the 2016-2017 school year to 2.5% in the 2019-2020 school year.

The Bridge Academy's measures student skills using the NWEA MAP assessment three times a year. Grade-level teams and Looking at Student Work practices allow staff to communicate about student needs and create a plan for improvement for all students. During bi-weekly vertical team literacy and math data meetings teachers and administrators analyze student work and assessment data to identify our students' strengths and challenges. This information is then used to revise and improve instruction and to determine if a student needs specialized reading or resource room support. All middle school students receive one hour of small group guided reading instruction daily; our goal is for all students to be testing at grade level by the end of their 8th grade year.

Students with special education needs follow an inclusion model in which they are educated for the majority of their day with the general education population. Teachers update their progress toward IEP goals bi-weekly. In this way, all students are supported in improving their skills and becoming college-ready.

To address important social/emotional learning, we begin each day with Circles of Power and Respect (CPR) during which students get to know each other through greetings, shares and activities. CPR teaches students valuable social skills such as cooperation and empathy while offering them a "soft landing" for the start of the day. We also expose all of our students to the practice of mindfulness which supports their ability to focus and regulate their emotions. To support good attendance and a positive climate, we work to ensure that students feel connected to school by creating a year-long activities calendar that includes field trips, assemblies, spirit weeks, activity days, dances and movies nights to give students an incentive to be in school and while at the same time giving them opportunities for safe, structured socialization. We also have a robust after school program with over twenty sports and clubs offered including Anime Club, Homework Club, wrestling, basketball, flag football, Art Club, Young Men and Women's Development Programs, and free violin and swim lessons.

We have created a Tiered Intervention Plan to address and mitigate barriers to attendance. We phone and/or text the families of all absent students daily. If attendance problems develop, the school's Attendance Committee, made up of teachers, social workers, the school counselor and administrators, develops an individualized plan to support attendance improvement.

Parent Outreach Activities. We make communication with families a priority. Every teacher is evaluated in part on meeting a parent communication goal that they create each fall. Teachers call and email homes often. We also frequently meet as a staff with the parents of struggling students. We also fully utilize our staff of social workers and our school counselor to give struggling students the support they need outside of s

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bridge Academy is an inter-district charter high school located in Bridgeport, Connecticut. Though we do not provide out-of-district transportation, we will continue to encourage students from outside of Bridgeport to enroll with the goal of creating a diverse student body.

We are also committed to recruiting and hiring a diverse group of teachers and staff. Currently our staff consists of more than 30% people of color.

Our school's curriculum is designed to increase awareness of different cultures. Class curricula in all disciplines showcase the contributions of diverse world historical and modern-day leaders and people of interest. We have a yearly multi-cultural day and assembly program that highlights the diversity of cultures in our school; staff and students are encouraged to wear something that represents their native country or ancestry on this day. Our after school programs include such clubs as the Korean Club and an American Sign Language Club.

We partner with several community organizations in order to give our students access to a range of experiences. For example, every year several middle school students are chosen to attend a mentoring program at Sacred Heart University. We also have students going to the Beardsley Zoo every month to participate in their Trout in the Classroom program. Our Juniors participate in the ConnectUs Business Leadership program and many Juniors and Seniors take classes at Housatonic Community College as part of our college-preparation program.

We encourage and support field trips that expose our students to the diverse history and culture of different ethnic and religious groups. For example, our students have visited multiple art galleries and museums as well as the Holocaust Museum, the Native American Museum, the Tenement Museum and the Chinatown district in New York City.

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Equitable Allocation of Resources among District Schools

Not Applicable: We are a single-school district