

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

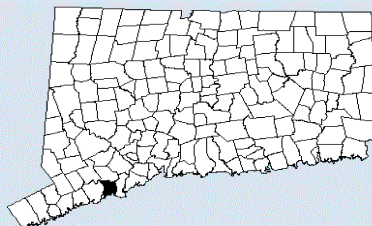


## The Bridge Academy District

203-336-9999

### District Information

Grade Range	7-12
Number of Schools	1
Enrollment	277
Per Pupil Expenditures <sup>1</sup>	\$11,745
Total Expenditures <sup>1</sup>	\$3,241,720

<sup>1</sup>Expenditure data reflect the 2012-13 year.

### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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 ensure student confidentiality.

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

## Students

### October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	143	51.6	48.3
Male	134	48.4	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	153	55.2	12.9
Hispanic or Latino	102	36.8	21.2
Pacific Islander	*	*	0.0
White	*	*	58.4
Two or More Races	12	4.3	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	215	77.6	37.3
Students with Disabilities <sup>1</sup>	36	13.0	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	15	10.9	8	5.7
Male	7	5.6	31	24.0
Black or African American	9	6.2	22	14.7
Hispanic or Latino	13	13.5	13	13.0
White	0	*	*	*
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	19	9.5	30	14.0
Students with Disabilities	6	16.2	9	21.9
District	22	8.4	39	14.5
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 2**

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	17.3
Paraprofessional Instructional Assistants	6.6
<b>Special Education</b>	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.3
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.2

<sup>1</sup>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 (%)
Asian	1	4.5	1.0
Black or African American	2	9.1	3.5
Hispanic	1	4.5	3.6
Native American	0	0	0.1
White	18	81.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	92.8
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	0	0	0	0
District	0	0	0	0
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	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		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,039,435	7,389	8,769
Instructional Supplies and Equipment	118,979	431	275
Improvement of Instruction and Educational Media Services	33,304	121	487
Student Support Services	297,596	1,078	965
Administration and Support Services	377,976	1,369	1,600
Plant Operation and Maintenance	250,846	909	1,472
Transportation	7,660	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	115,924	420	178
Total	3,241,720	11,745	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	154,044	558	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0
PK-12 Expenditures Used for Special Education	.		21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	1.4	1.5
State	82.8	86.8
Federal	6.8	7.2
Tuition & Other	8.9	4.6

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.2	62.8	60.6	64.6	54	62.9	67.0	No	
Hispanic or Latino	57.4	59.7	61.6	66.1	38	63.7	64.3	No	
English Language Learners	.	.	.	.	<20	.	.	n/a	
Eligible for Free or Reduced-Price Meals	62.3	62.9	62.8	66.6	74	61.8	66.8	No	
Students with Disabilities	.	.	.	.	<20	.	.	n/a	
High Needs	61.5	59.6	60.5	65.9	75	61.7	65.1	No	
District	62.9	60.4	61.4	65.2	97	62.6	65.9	No	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	53.7	45.4	57.4	57.3	25	42.4	58.1	No	
Hispanic or Latino	.	.	.	.	<20	.	.		
English Language Learners	.	.	.	.	<20	.	.		
Eligible for Free or Reduced-Price Meals	52.1	51.2	56.4	61.1	39	47.0	59.0	No	
Students with Disabilities	.	.	.	.	<20	.	.		
High Needs	50.7	51.5	57.5	61.5	41	45.5	59.0	No	
District	52.9	51.0	60.1	60.1	49	45.0	60.2	No	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	79.6	75.0	97	77.3
Curl Up	N/A	N/A	51.0	75.0	97	62.9
Push Up	N/A	N/A	55.1	58.3	97	56.7
Mile Run/PACER	N/A	N/A	32.7	41.7	97	37.1
All Tests - District	N/A	N/A	26.5	31.3	97	28.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	88.1	Yes	88.7
Students with Disabilities	*	*	.		.
District	36	88.9	87.0	Yes	87.7
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	*	*
Male	92.3	*	*
Black or African American	97.4	*	*
Hispanic or Latino	92.0	*	*
White	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	96.3	*	*
Students with Disabilities	*	0	*
District	95.7	*	*
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>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 percent.

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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	75.8	78.3
Students with Disabilities	*	*
District	75.8	79.2
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

We use the Data Team Process to improve instruction in all areas. School-wide literacy and math data teams meet bi-weekly as do subject area-vertical teams.

We have implemented a school-wide reading program; as a result of this program, which includes a half hour of independent reading every day, students who reported reading only one book at their previous school read and pass a computerized test on an average of thirty books each school year.

The school has a number of initiatives to improve school climate. We have fully implemented RULER, an emotional literacy program from Yale University. In addition, we now start each day with an advisory program called Circles of Power and Respect which encourages positive cooperation and kindness among students. In addition, we have been working this year with a coach who emphasizes Responsive Classroom behavior management skills and strategies for teachers. These programs have helped us reduce suspensions by 34% over two years ago.

The statistics clearly show The Bridge Academy as a school that continuously improves. For more detailed statistics on our academic performance please contact the school at 203-336-9999 and request an Annual Report

#### Home and School Communication and Support

We emphasize school-home communication. Every teacher is evaluated in part on meeting a parent communication goal that they create each September. Teachers call homes every week and we often meet as a staff with the parents of struggling students. We also fully utilize our staff of social workers and our guidance counselor to get struggling students the support they need outside of school, often arranging for counseling and other programs.

We also send frequent written communications home. These include quarterly progress reports and report cards in addition to a quarterly report on reading and math facts progress. PowerSchool allows parents to check student grades on-line in real time and to communicate with teachers through email. We also routinely send email blasts about important dates through Powerschool. This year we created an email and text robo-call communication system to remind families of such things as parent-teacher conferences, snow days, Board meetings, etc.

In addition, at the end of the second and third quarter we give all students a detailed "contract" that indicates the requirements necessary for passing and being promoted to the next grade. We hold parent meetings for orientation, and at the end of the first and third quarters.

Our Guidance Counselor meets individually with every student at least twice a year to review progress toward academic and personal goals. She also begins meeting with all students in 10th grade to review their progress toward post-secondary goals, including a PSAT and SAT review meetings. She meets with every family beginning in Junior year to review progress toward college goals.

Finally, there is a formal position for parents on the school's Executive Board and Governing Committee. The Bridge Academy Executive Board has at least one parent of a current student. In addition, the Governing Committee, which oversees school policy, requires representation from four parents.

Elections for the Governing Committee are held during our Open House each September.

#### 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 an awareness of different cultures. Class curricula in all disciplines showcase the contributions of diverse world leaders. In addition, our school's Juniors and Seniors visit mentors that are chosen not only by their vocation but also as an illustration of the power of diversity in the workplace. We also have a yearly multi-cultural day and an assembly program that highlights the diversity of cultures in our school.

Finally, 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 the Holocaust Museum, the Native American Museum and Chinatown.

# District Profile and Performance Report for School Year 2013-14

## The Bridge Academy District

### **Equitable Allocation of Resources among District Schools**

The Bridge Academy is a one school district. Therefore, there is automatically an equitable allocation of resources.

#### School Mission

The Bridge Academy is a small, caring, public charter school with a rigorous learning environment.

All members of The Bridge Academy community listen to and communicate with each other, are able to respond to diverse needs and give the consistent effort necessary for personal and academic growth.