

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

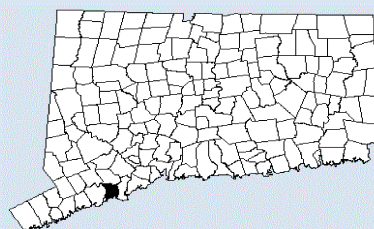


## The Bridge Academy District

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

### District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	281
Per Pupil Expenditures <sup>1</sup>	\$12,760
Total Expenditures <sup>1</sup>	\$3,559,916

<sup>1</sup>Expenditure data reflect the 2015-16 year.

### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	148	52.7	48.4
Male	133	47.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	157	55.9	12.9
Hispanic or Latino	111	39.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	7	2.5	54.8
English Learners	7	2.5	6.8
Eligible for Free or Reduced-Price Meals	237	84.3	35.9
Students with Disabilities <sup>1</sup>	43	15.3	14.3

<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> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	15	11.1	18	12.9
Male	10	8.5	33	26.4
Black or African American	15	10.6	40	26.3
Hispanic or Latino	*	*	*	*
White	*	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	22	10.7	47	20.6
Students with Disabilities	*	*	15	31.9
District	25	9.9	51	19.3
State		9.9		6.7

**Number of students in 2015-16 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

<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 2016-17

## The Bridge Academy District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	14.8
Paraprofessional Instructional Assistants	6.1
<b>Special Education</b>	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	2	9.1	3.6
Hispanic or Latino	2	9.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	81.8	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.1	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0
White	0	0.0	0	0.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	0	0.0	0	0.0
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	0	0.0
State		63.6		77.5

<sup>3</sup>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 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		68.2

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

# District Profile and Performance Report for School Year 2016-17

## The Bridge Academy District

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

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,213,486	7,934	9,663
Instructional Supplies and Equipment	110,179	395	321
Improvement of Instruction and Educational Media Services	31,533	113	578
Student Support Services	408,771	1,465	1,103
Administration and Support Services	424,342	1,521	1,861
Plant Operation and Maintenance	223,692	802	1,637
Transportation	3,567	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	144,346	517	201
<b>Total</b>	<b>3,559,916</b>	<b>12,760</b>	<b>16,236</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	789,730	2,831	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
<b>Total Expenditures</b>	<b>0</b>	<b>0.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	82.0	88.8
Federal	5.8	7.1
Tuition & Other	12.2	4.1

<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 2016-17

## The Bridge Academy District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	67	49.5	67	43.8	49	39.2
Hispanic or Latino	53	52.7	52	51.0	33	40.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	*	*
White	*	*	*	*	*	*
English Learners	8	*	8	*	8	*
Non-English Learners	120	51.4	119	47.1	80	39.5
Eligible for Free or Reduced-Price Meals	106	49.6	105	47.4	74	39.2
Not Eligible for Free or Reduced-Price Meals	22	56.0	22	46.0	14	*
Students with Disabilities	16	*	16	*	16	*
Students without Disabilities	112	53.2	111	49.9	72	40.7
High Needs	108	49.4	107	47.0	78	39.2
Non-High Needs	20	57.5	20	48.1	10	*
District	128	50.7	127	47.2	88	39.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### 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	77.6	95.5	93	86.0
Curl Up	N/A	N/A	83.7	86.4	93	84.9
Push Up	N/A	N/A	55.1	63.6	93	59.1
Mile Run/PACER	N/A	N/A	93.9	56.8	93	76.3
All Tests - District	N/A	N/A	55.1	43.2	93	49.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## The Bridge Academy District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	34	79.4
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	100.0	*	*
Male	100.0	0	0.0
Black or African American	100.0	*	*
Hispanic or Latino	*	*	*
White	*	0	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	0	*
District	100.0	*	*
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	76.2	*
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.4	72.0
Students with Disabilities	*	*
District	75.0	73.1
State	72.0	88.5

<sup>5</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>6</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 2016-17

## The Bridge Academy District

### 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	50.7	75	33.8	50	67.6	67.1
	High Needs Students	49.4	75	32.9	50	65.9	55.9
Math Performance Index	All Students	47.2	75	31.4	50	62.9	62.2
	High Needs Students	47.0	75	31.3	50	62.6	50.5
Science Performance	All Students	39.4	75	26.3	50	52.6	55.3
	High Needs Students	39.2	75	26.1	50	52.3	45.2
ELA Academic Growth	All Students	46.4%	100%	46.4	100	46.4	55.4%
	High Needs Students	47.4%	100%	47.4	100	47.4	49.8%
Math Academic Growth	All Students	63.1%	100%	63.1	100	63.1	61.7%
	High Needs Students	64.1%	100%	64.1	100	64.1	53.7%
Chronic Absenteeism	All Students	9.9%	<=5%	40.2	50	80.5	9.9%
	High Needs Students	10.9%	<=5%	38.2	50	76.4	15.8%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	70.7%
	% Passing Exams	5.6%	75%	3.7	50	7.4	43.5%
On-track to High School Graduation		81.5%	94%	43.4	50	86.7	87.8%
4-year Graduation All Students (2016 Cohort)		79.4%	94%	84.5	100	84.5	87.4%
6-year Graduation - High Needs Students (2014)		93.8%	94%	99.7	100	99.7	82.0%
Postsecondary Entrance (Class of 2016)		75.0%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0%   49.5%	75%	33.0	50	65.9	92.0%   51.6%
Arts Access		99.4%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>895.6</b>	<b>1350</b>	<b>66.3</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	57.5	49.4	8.1	16.7	
Math Performance Index Gap	48.1	47.0	1.1	18.7	
Science Performance Index Gap	.	39.2	.	16.6	
Graduation Rate Gap	.	93.8%	.	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: N/A**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## The Bridge Academy District

### **Narratives**

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

##### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

# District Profile and Performance Report for School Year 2016-17

## The Bridge Academy District

### Equitable Allocation of Resources among District Schools