

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

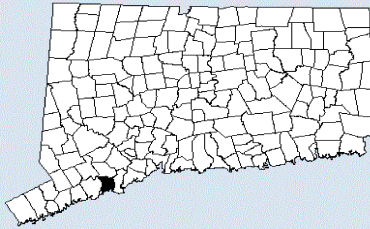


The Bridge Academy District

203-336-9999

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	279
Per Pupil Expenditures ¹	\$12,903
Total Expenditures ¹	\$3,548,282

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	151	54.1	48.3
Male	128	45.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	162	58.1	12.8
Hispanic or Latino	102	36.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.7
White	*	*	55.9
English Learners	8	2.9	6.4
Eligible for Free or Reduced-Price Meals	238	85.3	38.0
Students with Disabilities ¹	47	16.8	13.7

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	14	9.7	20	13.6
Male	9	7.3	30	24.0
Black or African American	13	8.4	35	22.0
Hispanic or Latino	*	*	15	15.2
White	0	*	0	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	8.7	48	20.5
Students with Disabilities	8	18.6	12	26.7
District	23	8.6	50	18.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

²A 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.

³The 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	14.8
Paraprofessional Instructional Assistants	5.6
Special Education	
Teachers and Instructors	0.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.0
Library/Media	
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	6.0

¹In 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	9.5	3.5
Hispanic or Latino	1	4.8	3.5
Pacific Islander	1	4.8	0.0
Two or More Races	0	0.0	0.1
White	17	81.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	94.1
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	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	N/A	N/A	N/A	N/A
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		61.2		73.9

³College-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 Peers⁴

	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		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,281,505	8,296	9,387
Instructional Supplies and Equipment	110,601	402	318
Improvement of Instruction and Educational Media Services	29,340	107	541
Student Support Services	337,878	1,229	1,048
Administration and Support Services	398,495	1,449	1,790
Plant Operation and Maintenance	239,899	872	1,608
Transportation	1,644	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	148,920	542	194
Total	3,548,282	12,903	15,762

Additional Expenditures

Land, Buildings, and Debt Service	207,242	754	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	82.8	86.1
Federal	6.6	7.0
Tuition & Other	10.6	6.9

⁴Revenue 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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	82	45.4	82	42.1	56	39.8
Hispanic or Latino	49	52.4	49	49.1	*	*
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	0	N/A
White	*	*	*	*	0	N/A
English Learners	9	*	9	*	7	*
Non-English Learners	130	48.0	130	45.2	88	41.8
Eligible for Free or Reduced-Price Meals	123	47.8	123	45.2	85	40.6
Not Eligible for Free or Reduced-Price Meals	16	*	16	*	10	*
Students with Disabilities	23	37.9	23	29.1	16	*
Students without Disabilities	116	50.1	116	48.3	79	42.9
High Needs	125	47.7	125	45.0	86	40.6
Non-High Needs	14	*	14	*	9	*
District	139	48.1	139	45.1	95	41.0

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	95.9	100.0	93	97.8
Curl Up	N/A	N/A	89.8	81.8	93	86.0
Push Up	N/A	N/A	73.5	81.8	93	77.4
Mile Run/PACER	N/A	N/A	40.8	31.8	93	36.6
All Tests - District	N/A	N/A	40.8	27.3	93	34.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	32	87.5	.		.
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	*	*
Male	96.7	0	0.0
Black or African American	97.9	*	*
Hispanic or Latino	100.0	*	*
White	*	0	*
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	*	*
Students with Disabilities	*	0	*
District	98.7	*	*
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	89.3	79.2
Students with Disabilities	*	*
District	86.7	81.5
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	48.1	75	32.1	50	64.1	67.7
	High Needs Students	47.7	75	31.8	50	63.5	56.7
Math Performance Index	All Students	45.1	75	30.1	50	60.1	61.4
	High Needs Students	45.0	75	30.0	50	60.0	49.9
Science Performance Index	All Students	41.0	75	27.3	50	54.7	57.5
	High Needs Students	40.6	75	27.0	50	54.1	47.0
ELA Academic Growth	All Students	45.0%	100%	45.0	100	45.0	63.8%
	High Needs Students	45.0%	100%	45.0	100	45.0	58.3%
Math Academic Growth	All Students	70.3%	100%	70.3	100	70.3	65.0%
	High Needs Students	71.5%	100%	71.5	100	71.5	57.4%
Chronic Absenteeism	All Students	8.6%	<=5%	42.8	50	85.7	9.6%
	High Needs Students	9.7%	<=5%	40.5	50	81.0	15.6%
Preparation for CCR	% Taking Courses	0.0%	75%	0.0	50	0.0	67.6%
	% Passing Exams	5.3%	75%	3.6	50	7.1	40.7%
On-track to High School Graduation		90.2%	94%	48.0	50	96.0	85.1%
4-year Graduation All Students (2015 Cohort)		87.5%	94%	93.1	100	93.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		94.1%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		86.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.9% 34.4%	75%	22.9	50	45.9	89.2% 50.5%
Arts Access		43.5%	60%	36.3	50	72.5	47.5%
Accountability Index				897.3	1350	66.5	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	47.7	.	16.5	
Math Performance Index Gap	.	45.0	.	18.9	
Science Performance Index Gap	.	40.6	.	17.2	
Graduation Rate Gap	.	94.1%	.	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	99.2
Math	All Students	99.3
	High Needs Students	99.2
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

School District Improvement Plans. Our staff and administration work continually to improve our climate, curriculum, and community outreach. We use the Data Team Process to improve instruction in all areas and 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 weaknesses. This information is then used to revise and improve instruction. For example, it was recently determined that we need to work on improving our students' vocabulary skills and have begun researching best-practices in vocabulary building. To support this work we have contracted with CES in Trumbull for instructional coaching to support teachers in the important work of improving students' skills.

In addition to regular data analysis, we have implemented two school-wide programs intended to increase our students' basic skills in reading and math. On average, our students come to us reading and doing math two grade levels below their current grade. To address deficits in reading we have a program that requires all students to carry an independent reading book of their choice with them between school and home; we have a half hour block devoted to independent reading each day in school and students read another half hour at home each night. Students who reported reading only one book a year at their previous schools read and pass a computerized test on an average of thirty books each school year at The Bridge Academy. This program is differentiated to ensure that even those students reading on even the first or second grade level get reading practice using appropriate texts. To address the deficit in math skills we have implemented Mathfacts, a computerized program that gives students practice with basic addition, subtraction, multiplication, division, and fractions. Students who struggle with any of these skills are given one-on-one support in that area. Both our reading and Mathfacts programs are "high-stakes", meaning that students who do not meet goal during the school year receive remediation during the summer.

In addition, we now start each day with an advisory program called Circles of Power and Respect (CPR) in which students form a circle to greet each other, share something about themselves and participate in a fun activity. CPR ensures that every student is greeted and "noticed" each day and gives our students daily, structured practice with important social skills such as cooperation, empathy, and self-control. A large number of our staff has also volunteered to learn the practice of mindfulness and are now leading daily mindfulness sessions in every classroom. So often we tell students to "pay attention" and "calm down" but we don't teach them how to do those things; research has shown that practicing mindfulness, or using our breath to anchor our attention, can have a profound effect on people's ability to do both. For more detailed analysis on our academic and behavioral performance please contact the school at 203-336-9999 and request an Annual Report.

Efforts to Reduce Racial, Ethnic and Economic Isolation

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 assembly program that highlights the diversity of cultures in our school.

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.

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 and every year 8th graders spend a night and two days in Boston.

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Equitable Allocation of Resources among District Schools

Not applicable we are one school district as a charter school.

Parental Outreach Activities. As a small school where every teacher knows every student and family, we are able to communicate often with our community. 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 monthly newsletters detailing what students are learning in each class, 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.

There are also formal positions for parents on our Governing Council and Executive Board.