

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

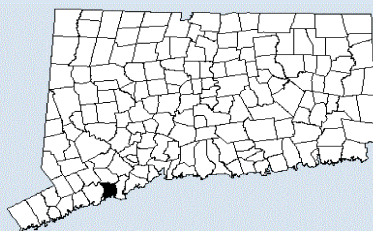


The Bridge Academy District

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

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	279
Per Pupil Expenditures ¹	\$12,978
Total Expenditures ¹	\$3,646,913

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	149	53.4	48.4
Male	130	46.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	150	53.8	12.8
Hispanic or Latino	121	43.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.3
White	*	*	53.6
English Learners	8	2.9	7.2
Eligible for Free or Reduced-Price Meals	223	79.9	36.7
Students with Disabilities ¹	55	19.7	14.8

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	22	15.8	20	14.2
Male	15	12.6	16	13.1
Black or African American	18	12.9	19	13.4
Hispanic or Latino	19	17.1	17	14.9
White	0	*	0	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	31	15.8	29	13.1
Students with Disabilities	10	17.9	10	17.2
District	37	14.3	36	13.7
State		10.7		6.8

Number of students in 2016-17 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	14.3
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	4.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	0.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.7
Counselors, Social Workers and School Psychologists	2.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.5

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	1.1
Black or African American	2	9.5	3.7
Hispanic or Latino	3	14.3	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	16	76.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.5

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	0	0.0	*	*
Hispanic or Latino	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	*	*
Students with Disabilities	0	0.0	0	0.0
District	0	0.0	*	*
State		69.3		80.1

²College-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		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0.0	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	5.2
Other Health Impairment	0	0.0	3.1
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0.0	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,280,785	8,117	9,847
Instructional Supplies and Equipment	161,186	574	287
Improvement of Instruction and Educational Media Services	63,840	227	589
Student Support Services	348,148	1,239	1,120
Administration and Support Services	426,570	1,518	1,905
Plant Operation and Maintenance	195,207	695	1,648
Transportation	12,049	.	904
Costs of Students Tuitioned Out	.	N/A	N/A
Other	159,128	566	208
Total	3,646,913	12,978	16,535

Additional Expenditures

Land, Buildings, and Debt Service	520,996	1,854	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	33.8
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	0	0.0	8.7
Other Expenditures	0	0.0	14.1
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	84.2	86.5
Federal	5.9	6.8
Tuition & Other	9.9	6.7

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	74	54.5	74	44.9
Hispanic or Latino	53	56.1	52	44.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	127	56.1	126	45.6
Eligible for Free or Reduced-Price Meals	103	54.9	102	44.9
Not Eligible for Free or Reduced-Price Meals	27	58.6	27	45.6
Students with Disabilities	19	*	19	*
Students without Disabilities	111	58.2	110	47.0
High Needs	105	54.6	104	44.6
Non-High Needs	25	60.1	25	46.7
District	130	55.7	129	45.0

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	87.2	93.5	93	90.3
Curl Up	N/A	N/A	80.9	80.4	93	80.6
Push Up	N/A	N/A	53.2	73.9	93	63.4
Mile Run/PACER	N/A	N/A	68.1	71.7	93	69.9
All Tests - District	N/A	N/A	42.6	54.3	93	48.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	22	90.9
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	33	90.9
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	*	*
Male	100.0	*	*
Black or African American	97.7	*	*
Hispanic or Latino	*	*	*
White	*	0	*
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.1	6	11.3
Students with Disabilities	*	0	*
District	98.6	8	11.3
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	66.7	*
Hispanic or Latino	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	66.7	55.0
Students with Disabilities	*	*
District	68.8	62.5
State	70.9	88.3

⁵College 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.

⁶College 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.7	75	37.1	50	74.2	67.6
	High Needs Students	54.6	75	36.4	50	72.8	57.5
Math Performance Index	All Students	45.0	75	30.0	50	60.0	62.7
	High Needs Students	44.6	75	29.7	50	59.5	52.0
ELA Academic Growth	All Students	59.7%	100%	59.7	100	59.7	60.7%
	High Needs Students	62.2%	100%	62.2	100	62.2	55.6%
Math Academic Growth	All Students	51.3%	100%	51.3	100	51.3	61.9%
	High Needs Students	53.5%	100%	53.5	100	53.5	55.4%
Chronic Absenteeism	All Students	14.3%	<=5%	31.3	50	62.6	10.7%
	High Needs Students	16.5%	<=5%	27.0	50	54.0	16.6%
Preparation for CCR	% Taking Courses	5.6%	75%	3.8	50	7.5	74.8%
	% Passing Exams	11.3%	75%	7.5	50	15.0	44.8%
On-track to High School Graduation		86.2%	94%	45.9	50	91.7	87.5%
4-year Graduation All Students (2017 Cohort)		90.9%	94%	96.7	100	96.7	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		93.1%	94%	99.0	100	99.0	81.8%
Postsecondary Entrance (Class of 2017)		68.8%	75%	91.7	100	91.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.9% 48.4%	75%	32.3	50	64.5	96.6% 50.1%
Arts Access		78.0%	60%	50.0	50	100.0	51.2%
Accountability Index				845.1	1250	67.6	

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	60.1	54.6	5.5	15.9	
Math Performance Index Gap	46.7	44.6	2.1	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	93.1%	.	12.7%	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	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

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: 51.5

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

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. . . The Bridge Academy's data teams and Looking at Student Work practices also focus on our students with disabilities. The Bridge Academy measures student baseline skills 3 times per academic year and sets goals for all students. Therefore, all students regardless of their abilities are coached and instructed to improve their skills and become more college ready.

The Bridge Academy phones the family of any absent student daily. If truancy problems develop one of the school's two social workers or guidance counselors follow up to offer family assistance. In severe cases, school staff will refer students to the local Juvenile Review Board or court system. The Bridge Academy also communicates with parents frequently on attendance issues to quickly address any concerns.

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. We also routinely send email blasts about important dates and activities through Powerschool. Last year we created an email and text 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 meet with all students to review their "contracts"; requirements necessary for passing and being promoted to the next grade. We hold an Open House every fall, parent meetings for orientation, and parent-teacher conferences at the end of the first and third quarters.

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. Though parents are invited to attend every Board meeting, four times a year we hold a special Governing Board meetings devoted to topics of particular interest to our families.

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. 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 the Chinatown district in New York.

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Equitable Allocation of Resources among District Schools

The Bridge Academy is a one-school district, so this question is not applicable.