

STRATEGIC SCHOOL PROFILE 2007-08**The Bridge Academy District**

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Location: 401 Kossuth Street
Bridgeport,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2007	260
5-Year Enrollment Change	48.6%

DISTRICT GRADE RANGE

Grade Range	7-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	199	76.5	N/A	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	27	10.4	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	2	0.8	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	23	37.7	N/A	20.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	178	68.5
Hispanic	76	29.2
White	6	2.3
Total Minority	254	97.7

Percent of Minority Professional Staff: 13.6%

Non-English Home Language: 14.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Bridge Academy is an inter-district charter high school located in Bridgeport, Connecticut. Currently 93% of our student body resides in Bridgeport with the remaining 7% residing in Stratford. The Bridge Academy will continue to encourage students to enter from outside Bridgeport. We believe in using our enrollment to try to create a diverse student body.

The Bridge Academy is also committed to recruiting and hiring a diverse group of teachers and staff. Currently our staff consists of more than 30% people of color. We believe that our diverse group of role models shows an example of the power of diversity to our students. Each day our students see a diverse faculty cooperating and planning in harmony.

Our school's curriculum is designed to increase an awareness of the power of our diverse culture. Class curriculums in all disciplines showcase the contributions of all Americans. 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. The school also has a yearly assembly program that highlights the contributions of a diverse culture. Finally, the school encourages and supports 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. Teachers also illustrate the powers of diversity through curriculum and classroom projects, as well as hallway and classroom décor.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	34.0	71.1	3.2
Writing	17.8	62.0	0.6
Mathematics	23.9	63.0	1.9
Grade 8 Reading	17.0	64.8	0.6
Writing	43.5	63.4	11.3
Mathematics	31.9	60.8	6.9
Science	8.5	58.6	0.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	8.9	45.5	2.3
Writing Across the Disciplines	39.5	57.9	13.8
Mathematics	15.6	50.1	8.5
Science	13.3	46.3	4.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	5.6	36.1	0.5

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	77.6	
Average Score	Mathematics	372	504	2.3
	Critical Reading	370	502	1.5
	Writing	391	503	1.5

SAT[®] I. The lowest possible score on each SAT[®] I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	90.6	92.6	17.7
Cumulative Four-Year Dropout Rate for Class of 2007	6.8	6.2	22.6
2006-07 Annual Dropout Rate for Grade 9 through 12	0.6	1.7	74.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	100.0	83.4
% Employed (Civilian Employment and in Armed Services)	0.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	16.10
Paraprofessional Instructional Assistants	4.50
Special Education	
Teachers and Instructors	0.40
Paraprofessional Instructional Assistants	1.00
Library/Media Specialists and Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	5.20

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	9.9	N/A	13.6
% with Master's Degree or Above	80.0	N/A	75.6

Average Class Size	District	DRG	State
Grade K	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 7	25.0	N/A	20.5
High School	22.9	N/A	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	972	N/A	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	1.7	N/A	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	DRG	State
Instructional Staff and Services	\$1,499	\$5,972	\$7,517	N/A	\$7,159
Instructional Supplies and Equipment	\$103	\$412	\$337	N/A	\$266
Improvement of Instruction and Educational Media Services	\$4	\$15	\$380	N/A	\$429
Student Support Services	\$166	\$663	\$674	N/A	\$761
Administration and Support Services	\$284	\$1,132	\$1,722	N/A	\$1,271
Plant Operation and Maintenance	\$211	\$842	\$1,521	N/A	\$1,322
Transportation	\$20	N/A	\$728	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$84	\$335	\$310	N/A	\$145
Total	\$2,372	\$9,452	\$13,655	N/A	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$350	\$1,396	\$2,722	N/A	\$1,882

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.8	80.0	5.0	14.1
Excluding School Construction	0.9	84.7	5.7	8.6

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

School Mission

The Bridge Academy provides a college preparatory education designed to overcome the problems presently found in the inner city. This charter school is small, and run by a caring group of teachers, parents, teacher aides, and dedicated community leaders. Our program includes intense classes in Reading, Writing, and Math to counter the learning deficits currently illustrated by Bridgeport Mastery and CAPT scores. The college preparatory curriculum focuses on continually increasing standards for students and teachers. Small, focused schools have proven more successful in urban America, and our school is a leader in this new educational movement in Connecticut. The traditional high schools are large and complex, thus our school's small size and simplicity is unique to the community. Juniors and Seniors in the high school meet once a month with mentors in the business community. The mentors and school personnel push the students to reach a level of maturity and learning needed for success in the working world. The Bridge Academy seeks to end the racial isolation of our students. This is done through recruitment of students outside of Bridgeport, field trips, community events, and inter-district projects that foster cooperation between diverse groups of people. In addition, the school provides the students with as many excursions into the adult community as possible, through community service, field trips, Internet conversations, and guest lectures. Therefore, upon graduation our students have the maturity, the academic training and the exposure to successful adults, which is necessary to make successful choices in their future lives.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	N/A	N/A	25.5	62.1
	Writing	N/A	N/A	30.8	63.0
	Mathematics	N/A	N/A	28.0	62.7
	Science	N/A	N/A	8.5	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	8.9	45.5
	Writing Across the Disciplines	N/A	N/A	39.5	57.9
	Mathematics	N/A	N/A	15.6	50.1
	Science	N/A	N/A	13.3	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	12.5
	% With Accommodations	87.5
% Assessed Using Skills Checklist		N/A

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

? We have implemented a school-wide reading program resulting in our students reading over 2,500 books. Students must pass a short computerized comprehension test on a book in order to be included in the count.

? Our math curriculum now includes interim assessments to determine student progress and evaluate learning activities.

? All teachers are currently part of curriculum based data teams. After having received rigorous training teachers form teams to evaluate and improve student achievement.

? In 2008-2009 all Bridge Academy teachers will receive training in effective teaching strategies.

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.

We owe a great deal of thanks to our hard-working dedicated staff. Our high level of staff retention means that our school has a group of strong role models that work with our students over their entire four-year career. In our mind there is no stronger reason for our success. We work hard to create a “family” among our faculty which leads to a strong loyalty to our school’s mission, even when working with difficult students.
