

STRATEGIC SCHOOL PROFILE 2012-13**The Bridge Academy District**

Timothy J. Dutton, Director

Telephone: (203) 336-9999

Location: 510 Barnum Avenue
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
 Town Population in 2000: N/A
 1990-2000 Population Growth: N/A
 Number of Public Schools: 1

Per Capita Income in 2000: N/A
 Percent of Adults without a High School Diploma in 2000*: N/A
 Percent of Adults Who Were Not Fluent in English in 2000*: N/A
 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, 2012 276
 5-Year Enrollment Change 6.2%

DISTRICT GRADE RANGE

Grade Range 7 - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	223	80.8	N/A	36.7
K-12 Students Who Are Not Fluent in English	1	0.4	N/A	5.8
Students Identified as Gifted and/or Talented	0	0.0	N/A	3.8
PK-12 Students Receiving Special Education Services in District	40	14.5	N/A	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Homeless	1	0.4	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	8	10.5	N/A	12.7

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	2	0.7
Black	148	53.6
Hispanic	104	37.7
Pacific Islander	3	1.1
White	2	0.7
Two or more races	16	5.8
Total Minority	274	99.3

Percent of Minority Professional Staff: 19.0%

Non-English Home Language:

15.2% 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 4.

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. Despite the fact that the school cannot provide out of district transportation, The Bridge Academy will continue to encourage students to enter from outside of 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 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. 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, % 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	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.
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	For more detailed CMT results, go to www.ctreports.com .
Writing	N/A	N/A	N/A	
Mathematics	N/A	N/A	N/A	
Grade 7 Reading	47.8	78.9	3.2	To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."
Writing	52.1	64.9	13.9	
Mathematics	28.3	65.4	3.2	
Grade 8 Reading	50.0	76.2	4.4	
Writing	36.7	67.2	3.8	
Mathematics	25.5	65.0	2.5	
Science	22.4	60.4	1.9	

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 scorable 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	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."
Reading Across the Disciplines	9.8	48.5	2.3	
Writing Across the Disciplines	35.6	62.1	7.6	
Mathematics	17.1	52.4	5.3	
Science	11.4	48.8	5.3	

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
	19.1	51.1	5.2

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		100.0	78.5	
Average Score	Mathematics	405	503	5.3
	Critical Reading	370	499	1.5
	Writing	384	504	2.3

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, Adjusted Cohort Rate 2012	76.2	84.8	16.2
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.1	82.6
% Employed (Civilian Employment and in Armed Services)	5.6	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	16.50
Paraprofessional Instructional Assistants	3.00
Special Education	
Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.80
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.40

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	10.0	N/A	13.9
% with Master's Degree or Above	70.6	N/A	79.8

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	20.2
High School	22.2	N/A	18.8

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	905	N/A	1,027

*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	1.1	N/A	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$1,969	\$7,136	\$8,821	N/A	\$8,570
Instructional Supplies and Equipment	\$68	\$248	\$279	N/A	\$257
Improvement of Instruction and Educational Media Services	\$20	\$73	\$425	N/A	\$471
Student Support Services	\$239	\$866	\$860	N/A	\$950
Administration and Support Services	\$312	\$1,132	\$2,002	N/A	\$1,547
Plant Operation and Maintenance	\$241	\$874	\$1,635	N/A	\$1,459
Transportation	\$12	N/A	\$861	N/A	\$765
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$94	\$340	\$362	N/A	\$170
Total	\$2,957	\$10,712	\$15,744	N/A	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$130	\$471	\$1,882	N/A	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	N/A	N/A	N/A	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	0.0	84.0	7.6	8.4
Excluding School Construction	0.0	87.7	7.9	4.5

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.

The Bridge Academy is a one school district, so there is no sharing of resources.

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 2011-12 with a Standard Diploma	60.0	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

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	48.9	69.2
	Writing	N/A	N/A	44.3	64.4
	Mathematics	N/A	N/A	26.9	65.5
	Science	N/A	N/A	22.4	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	9.8	48.5
	Writing Across the Disciplines	N/A	N/A	35.6	62.1
	Mathematics	N/A	N/A	17.1	52.4
	Science	N/A	N/A	11.4	48.8

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	27.3
	% With Accommodations	72.7
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		0.0

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.

•The school is committed to using the Data Team Process to improve instruction in all areas. The school has recently formed school-wide literacy and math data teams. •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. •All curricula now include interim assessments to determine student progress and evaluate learning activities. •The Bridge Academy is implementing research-based interventions to improve retention and learning in all curriculum areas. 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. In the area of truancy prevention the school has developed a number of strategies. First, the school calls the parent or guardian of every student on a day that they are absent. Second, the school social workers and administrators will meet with families of children whose absences become excessive. Finally, the school will refer students to the court system in cases where earlier truancy prevention methods have not been effective. 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.
