

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

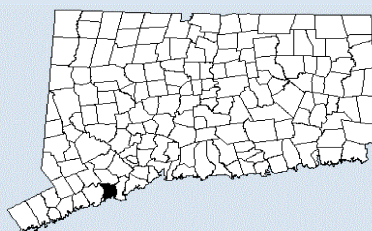


## The Bridge Academy District

203-336-9999

### District Information

|                                     |             |
|-------------------------------------|-------------|
| Grade Range                         | 7-12        |
| Number of Schools/Programs          | 1           |
| Enrollment                          | 275         |
| Per Pupil Expenditures <sup>1</sup> | \$12,443    |
| Total Expenditures <sup>1</sup>     | \$3,446,576 |

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

### Contents

|                                     |   |
|-------------------------------------|---|
| Students.....                       | 1 |
| Educators.....                      | 2 |
| Instruction and Resources.....      | 2 |
| Performance and Accountability..... | 4 |
| Narratives.....                     | 7 |

### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).

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, 2014 Enrollment

|  | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|--|-------|-------------------------------------|----------------------------------|
| Female                                   | 142   | 51.6                                | 48.3                             |
| Male                                     | 133   | 48.4                                | 51.6                             |
| American Indian or Alaska Native         | *     | *                                   | 0.2                              |
| Asian                                    | *     | *                                   | 4.7                              |
| Black or African American                | 162   | 58.9                                | 12.9                             |
| Hispanic or Latino                       | 99    | 36.0                                | 22.1                             |
| Pacific Islander                         | *     | *                                   | 0.0                              |
| Two or More Races                        | *     | *                                   | 2.5                              |
| White                                    | *     | *                                   | 57.2                             |
| English Language Learners                | 7     | 2.5                                 | 6.3                              |
| Eligible for Free or Reduced-Price Meals | 233   | 84.7                                | 37.6                             |
| Students with Disabilities <sup>1</sup>  | 37    | 13.5                                | 13.3                             |

<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<br>Absenteeism <sup>2</sup> | Suspension/<br>Expulsion <sup>3</sup> |
|--|-------------------------------------|---------------------------------------|
|  | Count Rate (%)                      | Count Rate (%)                        |
| Female                                   | 11 7.9                              | 17 12.2                               |
| Male                                     | 9 7.4                               | 32 25.3                               |
| Black or African American                | 7 4.5                               | 31 19.8                               |
| Hispanic or Latino                       | 11 11.7                             | 16 16.8                               |
| White                                    | 0 *                                 | 0 *                                   |
| English Language Learners                | * *                                 | 0 *                                   |
| Eligible for Free or Reduced-Price Meals | 18 8.1                              | 46 20.2                               |
| Students with Disabilities               | 7 16.7                              | 13 30.2                               |
| District                                 | 20 7.7                              | 49 18.4                               |
| State                                    | 10.6                                | 7.2                                   |

Number of students in 2013-14 qualified as truant under state statute: 7

<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 2014-15

## The Bridge Academy District

### Educators

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

|   | FTE  |
|---|------|
| <b>General Education</b>                                  |      |
| Teachers and Instructors                                  | 15.7 |
| Paraprofessional Instructional Assistants                 | 6.6  |
| <b>Special Education</b>                                  |      |
| Teachers and Instructors                                  | 0.0  |
| Paraprofessional Instructional Assistants                 | 2.0  |
| <b>Administrators, Coordinators and Department Chairs</b> |      |
| District Central Office                                   | 0.5  |
| School Level  | 0.8  |
| <b>Library/Media</b>                                      |      |
| Specialists (Certified)                                   | 0.0  |
| Support Staff   | 0.0  |
| Instructional Specialists Who Support Teachers            | 1.5  |
| Counselors, Social Workers and School Psychologists       | 1.8  |
| School Nurses   | 1.0  |
| Other Staff Providing Non-Instructional Services/Support  | 6.2  |

<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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0     | 0.0                                 | 0.1                              |
| Asian                            | 0     | 0.0                                 | 1.0                              |
| Black or African American        | 3     | 14.3                                | 3.5                              |
| Hispanic or Latino               | 1     | 4.8                                 | 3.5                              |
| Pacific Islander                 | 0     | 0.0                                 | 0.0                              |
| Two or More Races                | 0     | 0.0                                 | 0.0                              |
| White                            | 17    | 81.0                                | 91.8                             |

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

|                                     | Percent of Total (%) |
|-------------------------------------|----------------------|
| District                            | 100.0                |
| District Poverty Quartile: High     |                      |
| State High Poverty Quartile Schools | 97.9                 |
| State Low Poverty Quartile Schools  | 99.6                 |

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

#### Classroom Teacher Attendance: 2013-14

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 11.6     | 9.2   |

### 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 Language 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                                    |       | 58.4     |       | 73.8     |

<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                      |       | 69.7     |

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

# District Profile and Performance Report for School Year 2014-15

## The Bridge Academy District

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

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 0        | 0.0      | 1.5      |
| Emotional Disturbance      | 0        | 0.0      | 1.0      |
| Intellectual Disability    | 0        | 0.0      | 0.5      |
| Learning Disability        | 0        | 0.0      | 4.4      |
| Other Health Impairment    | 0        | 0.0      | 2.6      |
| Other Disabilities         | 0        | 0.0      | 1.0      |
| Speech/Language Impairment | 0        | 0.0      | 1.9      |
| All Disabilities           | 0        | 0.0      | 13.0     |

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 0        | 0.0      | 8.1      |
| Private Schools or Other Settings | 0        | 0.0      | 5.4      |

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

|   | Total (\$) | Per Pupil     |            |
|---|------------|---------------|------------|
|   |            | District (\$) | State (\$) |
| Instructional Staff and Services                          | 2,168,121  | 7,827         | 9,134      |
| Instructional Supplies and Equipment                      | 181,413    | 655           | 334        |
| Improvement of Instruction and Educational Media Services | 38,846     | 140           | 498        |
| Student Support Services                                  | 309,522    | 1,117         | 1,001      |
| Administration and Support Services                       | 368,550    | 1,331         | 1,694      |
| Plant Operation and Maintenance                           | 246,809    | 891           | 1,572      |
| Transportation  | 2,574      | .             | 813        |
| Costs of Students Tuitioned Out                           | .          | N/A           | N/A        |
| Other   | 130,741    | 472           | 186        |
| Total   | 3,446,576  | 12,443        | 15,289     |

#### Additional Expenditures

|                                   |         |     |       |
|-----------------------------------|---------|-----|-------|
| Land, Buildings, and Debt Service | 154,044 | 556 | 1,272 |
|-----------------------------------|---------|-----|-------|

<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: 2013-14

|                            | District   |                      | State                |
|----------------------------|------------|----------------------|----------------------|
|                            | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel        | 0          | 0.0                  | 35.1                 |
| Noncertified Personnel     | 0          | 0.0                  | 14.2                 |
| Purchased Services         | 0          | 0.0                  | 5.2                  |
| Tuition to Other Schools   | 0          | 0.0                  | 22.0                 |
| Special Ed. Transportation | 0          | 0.0                  | 8.6                  |
| Other Expenditures         | 0          | 0.0                  | 14.9                 |
| Total Expenditures         | 0          | 0.0                  | 100.0                |

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

|                 | Percent of Total (%)          |                               |
|-----------------|-------------------------------|-------------------------------|
|                 | Including School Construction | Excluding School Construction |
| Local           | 0.3                           | 0.3                           |
| State           | 81.7                          | 85.4                          |
| Federal         | 6.7                           | 7.0                           |
| Tuition & Other | 11.3                          | 7.4                           |

<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 2014-15

## 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             | *                          | *    | *     | *    | N/A     | N/A  |
| Asian  | *                          | *    | *     | *    | N/A     | N/A  |
| Black or African American                    | 75                         | 55.2 | 75    | 44.9 | 53      | 44.4 |
| Hispanic or Latino                           | 49                         | 56.5 | 49    | 48.9 | 34      | 48.7 |
| Native Hawaiian or Other Pacific Islander    | *                          | *    | *     | *    | N/A     | N/A  |
| Two or More Races                            | *                          | *    | *     | *    | *       | *    |
| White  | *                          | *    | *     | *    | *       | *    |
| English Language Learners                    | *                          | *    | *     | *    | *       | *    |
| Non-English Language Learners                | *                          | *    | *     | *    | *       | *    |
| Eligible for Free or Reduced-Price Meals     | 110                        | 54.5 | 110   | 45.7 | 75      | 44.7 |
| Not Eligible for Free or Reduced-Price Meals | 25                         | 60.2 | 25    | 47.0 | 16      | *    |
| Students with Disabilities                   | 22                         | 42.8 | 22    | 34.5 | 13      | *    |
| Students without Disabilities                | 113                        | 58.0 | 113   | 48.1 | 78      | 48.3 |
| High Needs                                   | 114                        | 54.2 | 114   | 45.0 | 78      | 44.7 |
| Non-High Needs                               | 21                         | 62.8 | 21    | 50.7 | 13      | *    |
| District                                     | 135                        | 55.5 | 135   | 45.9 | 91      | 46.6 |

#### 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>     |           |         |           |
| 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  | 88.0 | 88.6 | 94                | 88.3     |
| Curl Up              | N/A   | N/A  | 76.0 | 70.5 | 94                | 73.4     |
| Push Up              | N/A   | N/A  | 70.0 | 77.3 | 94                | 73.4     |
| Mile Run/PACER       | N/A   | N/A  | 50.0 | 43.2 | 94                | 46.8     |
| All Tests - District | N/A   | N/A  | 32.0 | 31.8 | 94                | 31.9     |
| All Tests - State    | 50.8  | 51.0 | 50.3 | 51.9 |                   | 51.0     |

<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 2014-15

## The Bridge Academy District

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

|  | 2013-14                   |          |                         |                 | 2014-15                 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
|  | Cohort Count <sup>2</sup> | Rate (%) | Target <sup>3</sup> (%) | Target Achieved | Target <sup>3</sup> (%) |
| Black or African American                | *                         | *        | .                       |                 | .                       |
| Hispanic or Latino                       | *                         | *        | .                       |                 | .                       |
| English Language Learners                | N/A                       | N/A      | N/A                     | N/A             | N/A                     |
| Eligible for Free or Reduced-Price Meals | *                         | *        | 88.7                    | No              | 89.3                    |
| Students with Disabilities               | *                         | *        | .                       |                 | .                       |
| District                                 | 34                        | 88.2     | 87.7                    | Yes             | 88.4                    |
| State <sup>4</sup>                       |                           | 87.0     |                         |                 |                         |

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 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                                   | 97.5                       | *                 | *        |
| Male                                     | 87.1                       | *                 | *        |
| Black or African American                | 95.0                       | *                 | *        |
| Hispanic or Latino                       | 91.7                       | *                 | *        |
| White                                    | *                          | 0                 | *        |
| English Language Learners                | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 93.3                       | *                 | *        |
| Students with Disabilities               | *                          | 0                 | *        |
| District                                 | 93.0                       | *                 | *        |
| State                                    | 67.2                       |                   | 37.3     |

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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>6</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.

Copyright © 2015 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

### College Entrance and Persistence

|  | Class of 2014         | Class of 2013            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>7</sup> | Persistence <sup>8</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 86.4                  | *                        |
| Male                                     | *                     | *                        |
| Black or African American                | 85.7                  | *                        |
| Hispanic or Latino                       | *                     | *                        |
| White                                    | *                     | *                        |
| English Language Learners                | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 87.5                  | 60.0                     |
| Students with Disabilities               | *                     | *                        |
| District                                 | 87.5                  | 60.0                     |
| State                                    | 72.6                  | 88.8                     |

<sup>7</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>8</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 2014-15

## The Bridge Academy District

### Next Generation Accountability Results

These statistics are the first 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        | 55.5           | 75     | 74.0         | 100         | 74.0        | 67.9          |
|   | High Needs Students | 54.2           | 75     | 72.2         | 100         | 72.2        | 56.7          |
| Math Performance Index                                    | All Students        | 45.9           | 75     | 61.2         | 100         | 61.2        | 59.3          |
|   | High Needs Students | 45.0           | 75     | 60.1         | 100         | 60.1        | 47.8          |
| Science Performance Index                                 | All Students        | 46.6           | 75     | 62.2         | 100         | 62.2        | 56.5          |
|   | High Needs Students | 44.7           | 75     | 59.7         | 100         | 59.7        | 45.9          |
| Chronic Absenteeism                                       | All Students        | 7.7%           | <=5%   | 44.7         | 50          | 89.3        | 10.6%         |
|   | High Needs Students | 7.9%           | <=5%   | 44.3         | 50          | 88.6        | 17.3%         |
| Preparation for CCR                                       | % Taking Courses    | 0.0%           | 75%    | 0.0          | 50          | 0.0         | 66.1%         |
|   | % Passing Exams     | 7.0%           | 75%    | 4.7          | 50          | 9.4         | 37.3%         |
| On-track to High School Graduation                        |                     | 81.4%          | 94%    | 43.3         | 50          | 86.6        | 85.6%         |
| 4-year Graduation All Students (2014 Cohort)              |                     | 88.2%          | 94%    | 93.9         | 100         | 93.9        | 87.0%         |
| 6-year Graduation - High Needs Students (2012 Cohort)     |                     | 80.5%          | 94%    | 85.6         | 100         | 85.6        | 77.6%         |
| Postsecondary Entrance (Class of 2014)                    |                     | 87.5%          | 75%    | 100.0        | 100         | 100.0       | 72.8%         |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 102.2%   31.9% | 75%    | 21.3         | 50          | 42.6        | 87.6%   51.0% |
| Arts Access   |                     | 68.5%          | 60%    | 50.0         | 50          | 100.0       | 45.7%         |
| <b>Accountability Index</b>                               |                     |                |        | <b>877.1</b> | <b>1250</b> | <b>70.2</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     | 62.8                             | 54.2            | 8.6         | 17.3                                  |                                 |
| Math Performance Index Gap    | 50.7                             | 45.0            | 5.7         | 19.6                                  |                                 |
| Science Performance Index Gap | .                                | 44.7            | .           | 17.2                                  |                                 |
| Graduation Rate Gap           | .                                | 80.5%           | .           | 15.2%                                 | N                               |

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

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

### 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: 50.1**

#### 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 2014-15

## The Bridge Academy District

### Narratives

---

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

##### School Improvement

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.

In addition to regular data analysis, we have implemented two school-wide programs intended to increase our students' basic skills in reading and math. To address deficits in reading, we have a half hour block devoted to independent reading each day in school. 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 math skills such as addition, subtraction, multiplication, and division. 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.

The Bridge Academy has a number of initiatives to create a positive, productive school climate. We have implemented RULER, an emotional literacy program from the Center for Emotional Intelligence at Yale University. In addition, we now start each day with an advisory program called Circles of Power and Respect which gives our students daily, structured practice with social skills such as cooperation, empathy, and self-control. In addition, all students are led in daily mindfulness sessions; research has shown that mindful meditation can help improve students' self-control and sense of well-being.

##### Parental Outreach Activities

At Bridge Academy, every teacher is evaluated in part on meeting a parent communication goal. We send weekly emails detailing what students are learning in each class and how parents can support them, quarterly progress reports, and report cards. We also send email blasts and robo-calls about important dates and activities.

We hold an Open House every fall, parent meetings for orientation, and parent-teacher conferences at the end of the first and third quarters.

Our Guidance Counselor meets with every student and his/her family beginning in Junior year to review progress toward college goals and to talk about what college will be the best fit for each student and family.

At least one parent of a current student serves on our Executive Board. In addition, our Governing Committee requires representation from four parents. Four times a year we hold a special Governing Board meeting devoted to a topic of interest to our families. Past topics have included how schools and families can work to build character in our students, how The Bridge Academy can improve its college support process, and how to prepare financially for college. On these dates we also have a free ziti dinner which helps to promote a sense of community among participants.

#### 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 awareness of different cultures. Class curricula in all disciplines showcase the contributions of people from around the world. 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 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 currently host an after school coding and robotics club.

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. All Seniors complete a year-long research project around a subject of their choice. Students present their projects to a panel of community members from Bridgeport and beyond. Past research projects have focused on areas that students are interested in pursuing in college such as genetics, forensics, law, and engineering.

# District Profile and Performance Report for School Year 2014-15

## The Bridge Academy District

### **Equitable Allocation of Resources among District Schools**

The Bridge Academy is its own district and therefore does not need to share resources!

#### **Our Mission**

The Bridge Academy is a small, caring public charter school with a rigorous learning environment. All members of The Bridge Academy community listen to and communicate with each other, are able to respond to diverse needs, and give the consistent effort necessary for personal and academic growth.