

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

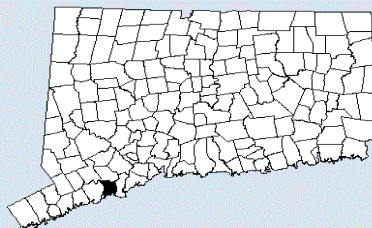


The Bridge Academy District

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

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	281
Per Pupil Expenditures ¹	\$13,059
Total Expenditures ¹	\$3,643,560

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	142	50.5	48.4
Male	139	49.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	160	56.9	12.8
Hispanic or Latino of any race	113	40.2	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	3.6
White	*	*	52.4
English Learners	8	2.8	7.6
Eligible for Free or Reduced-Price Meals	201	71.5	42.1
Students with Disabilities ³	55	19.6	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	23	17.7	18	12.3
Male	23	18.0	11	7.6
Black or African American	24	16.3	19	11.4
Hispanic or Latino of any race	*	*	7	6.1
White	0	*	*	*
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	37	17.7	25	10.9
Students with Disabilities	13	23.6	*	*
District	46	17.8	29	10.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 7

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays 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 2018-19

The Bridge Academy District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	14.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	9.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	3.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
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	3	13.0	3.8
Hispanic or Latino of any race	2	8.7	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	18	78.3	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.0	10.0

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	*	*	*
Hispanic or Latino of any race	*	*	0	*
White	N/A	N/A	N/A	N/A
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	*	0	*
District	*	*	*	*
State		74.5		85.2

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		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

The Bridge Academy District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	N/A	N/A	1.9
Emotional Disturbance	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.5
Learning Disability	N/A	N/A	5.5
Other Health Impairment	N/A	N/A	3.2
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	1.8
All Disabilities	N/A	N/A	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$1,795,633	\$6,436	\$10,545
Support services - students	\$1,118,466	\$4,009	\$1,373
Support services - instruction	\$37,040	\$133	\$644
Support services - general administration	\$56,410	\$202	\$462
Support services - school based administration	\$453,874	\$1,627	\$1,007
Central and other support services	\$5,200	\$19	\$671
Operation and maintenance of plant	\$163,435	\$586	\$1,629
Student transportation services	\$13,502	\$48	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$3,643,560	\$13,059	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$447,976	88.5	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$58,010	11.5	13.0
Purchased Services Other Than Transportation	.	.	5.5
Special Education Tuition	.	.	22.6
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$505,986	100.0	100.0
Percent of Total Expenditures Used for Special Education		13.9	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	13.9
State	80.0
Federal	4.1
Tuition & Other	2.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	68	53.1	67	43.0	43	45.8
Hispanic or Latino of any race	57	53.7	57	46.3	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A	0	N/A
White	*	*	*	*	0	N/A
English Learners	7	*	7	*	*	*
Non-English Learners	121	53.3	120	44.6	*	*
Eligible for Free or Reduced-Price Meals	101	51.9	100	43.9	61	47.3
Not Eligible for Free or Reduced-Price Meals	27	57.8	27	45.7	18	*
Students with Disabilities	23	39.6	23	32.1	15	*
Students without Disabilities	105	56.1	104	46.9	64	49.5
High Needs	103	51.5	102	43.5	63	46.7
Non-High Needs	25	60.0	25	47.1	16	*
District	128	53.1	127	44.2	79	47.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	54.5	91	71.4
Curl Up	N/A	N/A	80.9	65.9	91	73.6
Push Up	N/A	N/A	51.1	47.7	91	49.5
Mile Run/PACER	N/A	N/A	68.1	63.6	91	65.9
All Tests - District	N/A	N/A	40.4	27.3	91	34.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

District Profile and Performance Report for School Year 2018-19

The Bridge Academy District

Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	23	73.9
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	31	77.4
Students with Disabilities	*	*
District	41	78.0
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.5	*	*
Male	100.0	*	*
Black or African American	97.5	*	*
Hispanic or Latino of any race	*	*	*
White	N/A	N/A	N/A
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.5	*	*
Students with Disabilities	*	0	*
District	97.1	*	*
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.0	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.0	95.5
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

The Bridge Academy District

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.1	75	35.4	50	70.8	67.7
	High Needs Students	51.5	75	34.3	50	68.6	58.1
Math Performance Index	All Students	44.2	75	29.5	50	59.0	63.1
	High Needs Students	43.5	75	29.0	50	58.1	52.7
Science Performance Index	All Students	47.6	75	31.7	50	63.4	63.8
	High Needs Students	46.7	75	31.1	50	62.3	54.2
ELA Academic Growth	All Students	51.9%	100%	51.9	100	51.9	59.9%
	High Needs Students	49.8%	100%	49.8	100	49.8	55.1%
Math Academic Growth	All Students	54.5%	100%	54.5	100	54.5	62.5%
	High Needs Students	55.5%	100%	55.5	100	55.5	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	17.8%	<=5%	24.3	50	48.7	10.4%
	High Needs Students	19.1%	<=5%	21.9	50	43.7	16.1%
Preparation for CCR	% Taking Courses	5.8%	75%	3.9	50	7.7	80.0%
	% Passing Exams	5.8%	75%	3.9	50	7.7	42.6%
On-track to High School Graduation		87.9%	94%	46.7	50	93.5	88.0%
4-year Graduation All Students (2018 Cohort)		78.0%	94%	83.0	100	83.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		87.1%	94%	92.7	100	92.7	83.3%
Postsecondary Entrance (Class of 2018)		80.0%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		105.8% 34.1%	75%	22.7	50	45.4	96.4% 52.9%
Arts Access		2.4%	60%	2.0	50	4.1	51.9%
Accountability Index				803.8	1350	59.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	60.0	51.5	8.6	15.4	
Math Performance Index Gap	47.1	43.5	3.6	17.6	
Science Performance Index Gap	.	46.7	.	16.1	
Graduation Rate Gap	.	87.1%	.	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		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 Result (SIMR) for Children with Disabilities

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

District Profile and Performance Report for School Year 2018-19

The Bridge Academy District

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 students daily. If truancy problems develop one of the school's two social workers or guidance counselors follow up to offer a 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 in an effort to quickly fix any attendance issues.

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 and community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Bridge Academy is an inter-district charter high school located in Bridgeport, Connecticut. Though we do not provide out of district transportation, we will continue to encourage students from outside of Bridgeport to enroll, with the goal of creating a diverse student body.

We are also committed to recruiting and hiring a diverse group of teachers and staff. Currently our staff consists of more than 30% people of color.

Our school's curriculum is designed to increase an awareness of different cultures. Class curricula in all disciplines showcase the contributions of diverse world leaders. In addition, our school's Juniors and Seniors visit mentors that are chosen not only by their vocation but also as an illustration of the power of diversity in the workplace. We also have a yearly multi-cultural day and assembly program that highlights the diversity of cultures in our school.

We partner with several community organizations in order to give our students access to a range of experiences. For example, every year several middle school students are chosen to attend a mentoring program at Sacred Heart University. We also have students going to the Beardsley Zoo every month to participate in their Trout in the Classroom program.

We encourage and support field trips that expose our students to the diverse history and culture of different ethnic and religious groups. For example, our students have visited the Holocaust Museum, the Native American Museum and the Chinatown district in New York.

District Profile and Performance Report for School Year 2018-19

The Bridge Academy District

Equitable Allocation of Resources among District Schools

Since we are a one school "district", this question is not-applicable.