



**THE
BRIDGE ACADEMY**

Annual Report

2013/2014

The Bridge Academy Charter School
Name of School

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Phone

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Mission Statement

The Bridge Academy

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.



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A letter from the Director of the School and Governing Board Chairperson

Dear Friends, August 1, 2014

This was the 17th graduating class of The Bridge Academy Charter School. Faculty, Administration and the Board continue to dedicate themselves to our mission of preparing our students for life after high school. This year we had two students receive full scholarships to Fairfield University and another student a full scholarship to the University of Connecticut.

The Bridge Academy is entering an exciting stage of renewal. We have refined our mission and have created a much greater focus not only on academics but on school climate as well. With this emphasis on school climate we implemented the RULER social emotional learning program and managed to cut suspension by one third! By dropping the number of disciplinary issues, we were also to focus our teacher training on more active engaging lessons. These lessons have led to greater student success and fewer class failures.

The Bridge Academy is committed to serving all students. Thirteen percent of our student population receives some form of Special Education Services. The Bridge Academy also does all it can to make sure that students who start the year at The Bridge Academy complete the year at The Bridge Academy. This year 261 out of 275 students who started completed the year. We are happy to provide our students with an environment that is not only challenging but comfortable. We want our entire community to embrace the mission and goals of The Bridge Academy; not just the brightest or hardest working.

The Bridge Academy, along with the entire state, has embraced the new SEED teacher evaluation program. Last summer two of our administrators received training on school evaluations so that all teachers could be evaluated using this program during this school year. While the program has had some growing pains, we are pleased to have made the transition to this evaluation system and expect to reap its benefits for years to come.

The Bridge Academy now collects data for every student to be used to diagnose and remediate learning deficits. The entire staff has received training from the Connecticut Accountability for Learning Initiative. We have received training in: “Data Teams”, “Data-Driven Decision Making”, “Effective Teaching Strategies”, and “Making Standards Work”. During the next school year we will continue implementing this training into our classrooms. We have weekly math and reading data team, grade level, and subject-area meetings to analyze data and discuss student progress. We have instituted a Response to Intervention (RTI) program that allows us to use data to carefully measure student progress and provide targeted support to struggling students. The high school now has a scheduled half-hour RTI period every school day; the middle school has been using a push-in RTI model in all English, reading, and math classes. We are confident that our focus on addressing specific student needs through the creation of a strong data culture will lead to better student achievement.

The Bridge Academy's test scores are listed in this annual report. During the 2013-14 school year The Bridge Academy took all the scheduled CAPT and CMT assessments as well as the new online Smarter Balanced Assessments.

A sign of our success is the great interest shown in our admissions lottery. We have strong demand for entrance to our school. We have a waitlist at each grade level and believe that families are attracted to our school because we are known to be a safe environment that stresses responsibility, accountability and rigor.

An area of great concern to The Bridge Academy is our funding security. With our funding still significantly lower than the local public schools. State budgeting is always uncertain, and therefore, we cannot predict a per-pupil increase. We are actively working to have the state putting public charter schools on parity with the other public schools in Connecticut. This will give us a greater ability to predict our revenue streams.

The Bridge Academy continues to work hard at diversifying its sources of revenue. We have successfully applied to People United Community Foundation and the Universal Service Fund. A great frustration is that grants rarely provide money for much needed operating income, which explains our heavy reliance on state money. In the future, we will continue to seek income from private funding sources, such as the Westport Sunrise Rotary, the Peoples Community Foundation, and Near and Far Aid. Interested donors are asked to call Tim Dutton at (203) 336-9999 or e-mail him at BridgeAcademy@yahoo.com.

The Bridge Academy has a dedicated Faculty, Administration and Board who are dedicated to ensuring that each child will achieve their highest possible potential. We welcome the participation of members of the community who would like to help us to improve the lives of our students. Please contact us at 203-336-9999. We welcome all comments and suggestions.

Sincerely,

Timothy J. Dutton
Director, The Bridge Academy

Sandy Lefkowitz
President, The Bridge Academy Board of Directors

School Program

Description of Admissions Process including Deadlines

The Bridge Academy accepted students in late January for the seventh grade class entering in September 2013. The lottery was open to all students who filled out a simple application, which consisted of contact information and a parent signature. We held a lottery and offered admission to the first 40 applicants selected. The rest of the names in the lottery were then drawn and placed in order on a wait list. Applications that arrived after the January deadline were placed on the wait list after the lottery was held. We maintain the wait list until the class graduates from The Bridge Academy.

During the summer of each year, the wait lists are used to fill the few spaces of students who have left in grades 8, 9, 10 and 11. With the exception of siblings, The Bridge Academy does not accept new students in grades 12. In this manner, total enrollment is kept at 275 with approximately 45 students in each grade.

Siblings of current or accepted students are automatically enrolled in The Bridge Academy. This is because we do not want to split families between schools.

Recruitment Methods

The Bridge Academy recruits through school counselors at the local schools. In the fall of each year, we send applications to all the school counselors in Bridgeport and Stratford.

Transportation

The City of Bridgeport provided six buses to transport our students to school. This indicates the large geographical distribution of our students throughout Bridgeport.

Student Information

total number of applications received, by grade, for the 2013-14 school year lottery;

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
0	0	0	0	0	61

total number of applicants, by grade, that received a seat through the 2013-14 school year lottery

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
0*	6*	12*	4*	3*	50

* = New student for the 2013-14 school year

number of students on waiting list, by grade, after the 2013-14 school year lottery.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
112	54	31	178	40	32

2014-15 School Year

total number of applications received, by grade, for the 2014-15 school year lottery;

Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
0	0	0	0	0	37

total number of applicants, by grade, that received a seat through the 2014-15 school year lottery

Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
0*	0*	5*	3*	4*	49

* = New student for the 2014-15 school year

number of students on waiting list, by grade, after the 2014-15 school year lottery.

Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020
8	26	171	135	48	5

School Goals

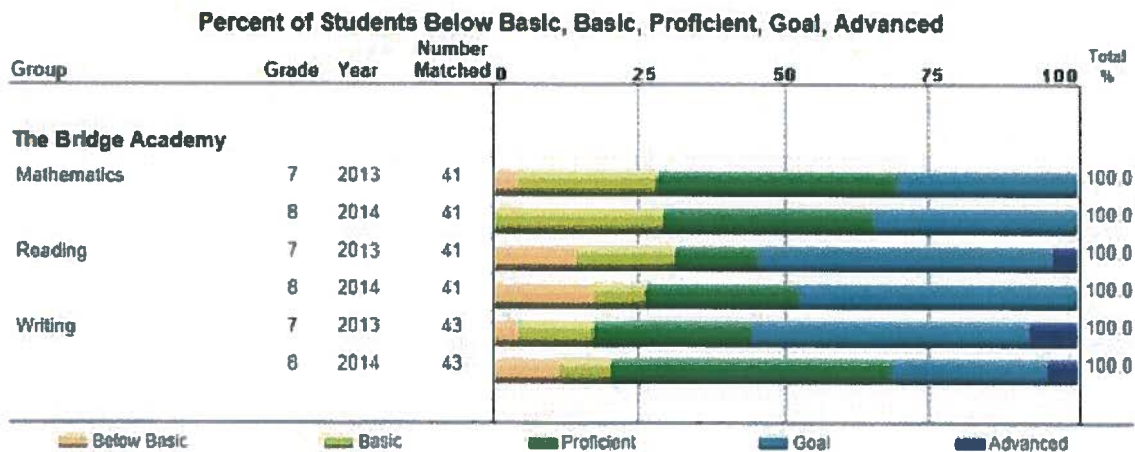
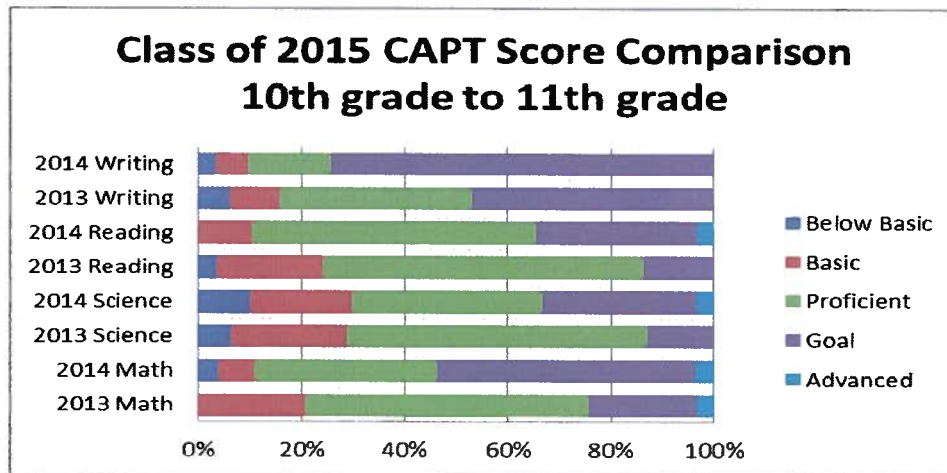
1. Educational Progress of Students

Goal # 1 - Students will perform at grade level or above in reading, writing, mathematics and science.

◆ Measurable Objective #1

The number of students scoring proficient or higher will increase upon the second administration of the CAPT.

• Progress Indicator



• Measurement Tool

Connecticut Academic Performance Test (CAPT), Connecticut Mastery Test (CMT)

• Progress In Meeting the Goal

In general, median score bands are above Proficiency level. Test comparisons over two years show improvement in all subjects in both the middle and high school. We are pleased that our students score better as they stay at The Bridge Academy.

The Bridge Academy can only obtain re-take CAPT scores (Grade 11) for The Bridge Academy. Therefore, we are unable to compare our score growth against other schools and districts in the state. CMT growth scores are comparable, and at this point our data indicates that The Bridge Academy needs to continue to work to improve student scores.

Improvements Needed

The Bridge Academy continues to modify its curriculum in order to improve student learning. We anticipate that the school investment in CALI training, data analysis, and Response to Intervention will lead to improved scores.

- **Modification to Objective for next school year**

With the phase out of CAPT and CMT testing The Bridge Academy will need different measure to measure student growth. Ideally, the school will use the new SBAC tests to show year to year improvement among our students. However, this data may not be available next year so the school will utilize its internal STAR tests to measure student academic growth. Specifically we will use Student Growth Percentiles. Baseline data is listed below.

Reading 2014 -2015

Grade	SGP
7	51
8	48
9	50
10	47
11	61
12	44

Math 2014-15

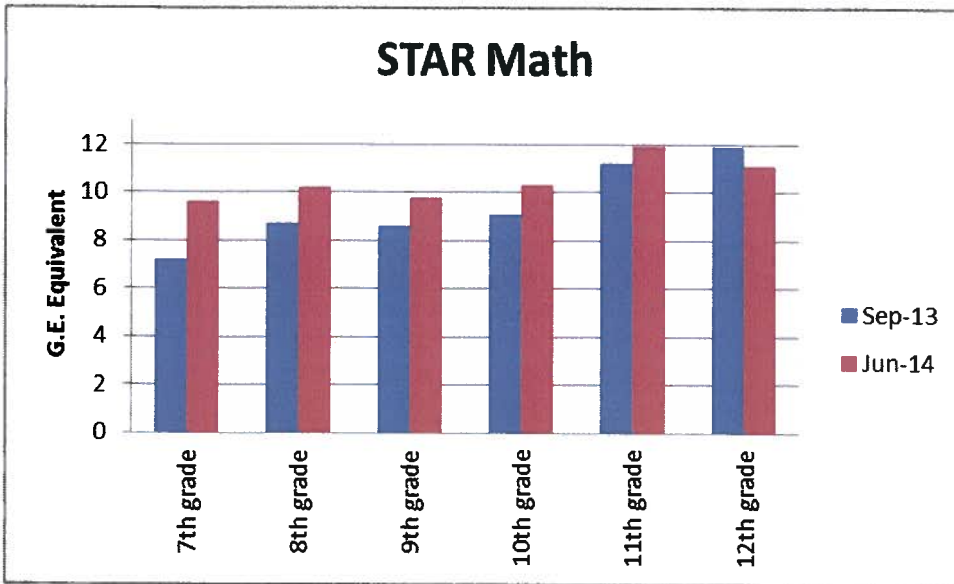
Grade	SGP
7	55
8	51
9	58
10	45
11	61
12	41

- **Measurable Objective #2**

Students will show a full grade level increase on STAR Reading and Math tests.

- **Progress Indicator**





- Measurement Tool**

STAR Reading and Math tests designed by Renaissance Learning, Inc.

- Progress In Meeting the Goal**

All grade levels except 12th grade showed improvement in reading. Also, the data shows that reading levels increase while students attend The Bridge Academy. We believe that these tests show that students make academic progress while attending The Bridge Academy.

- Improvements Needed**

The Bridge Academy will continue to use STAR reading and math tests. We believe our goal is appropriate and will continue with the same goal next year. High school math curriculum will be revised this summer.

- Modification to Objective for next school year**

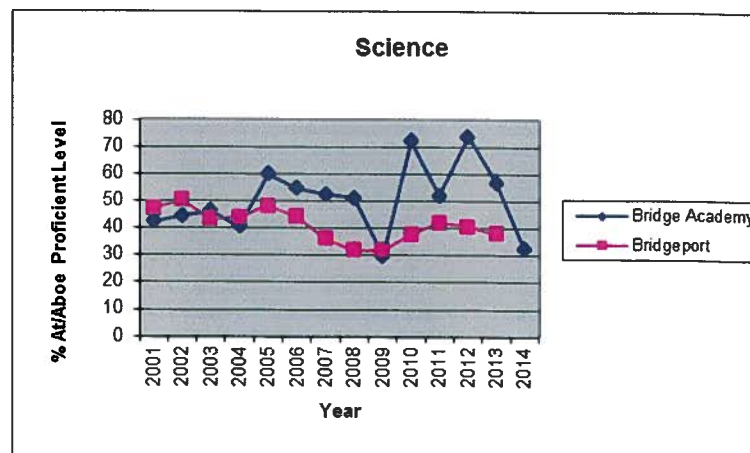
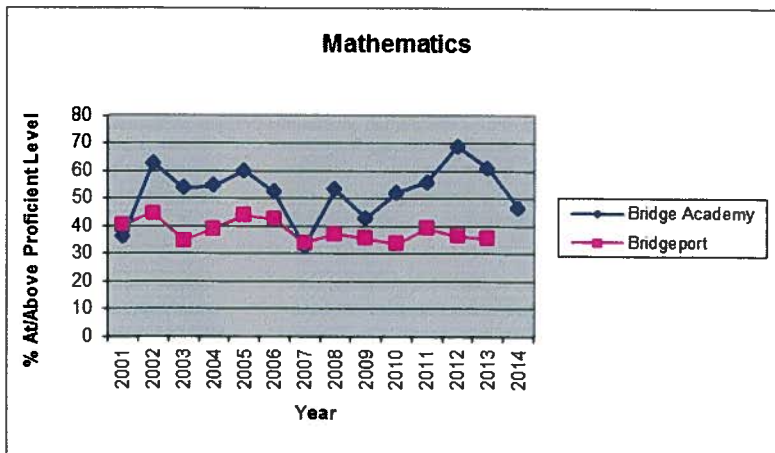
None needed.

- Measurable Objective #3**

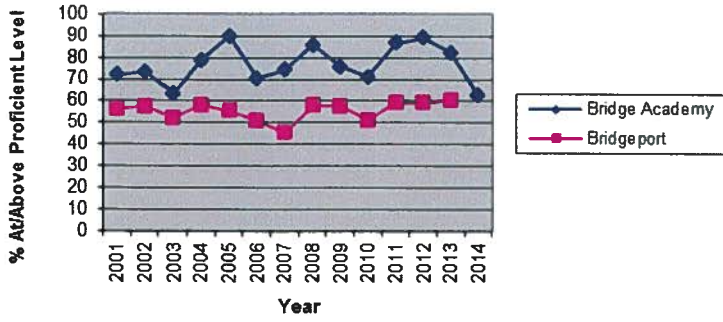
“% Proficient” scores in each section of the CAPT and CMT will rise 3 score points annually.

Progress Indicator

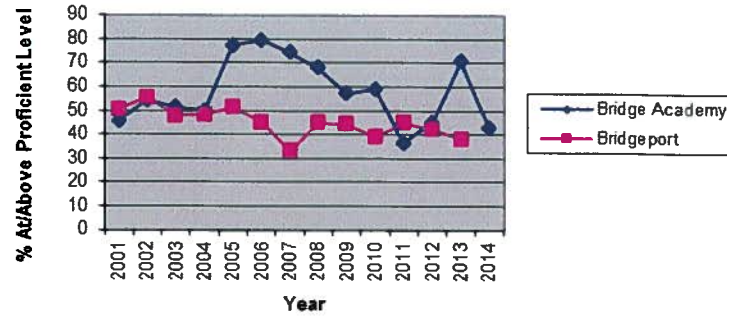
Grade 10 CAPT



Writing Across the Disciplines



Reading Across the Disciplines

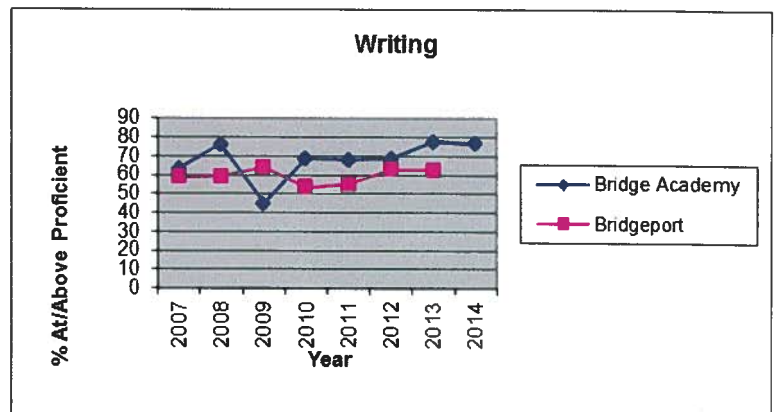
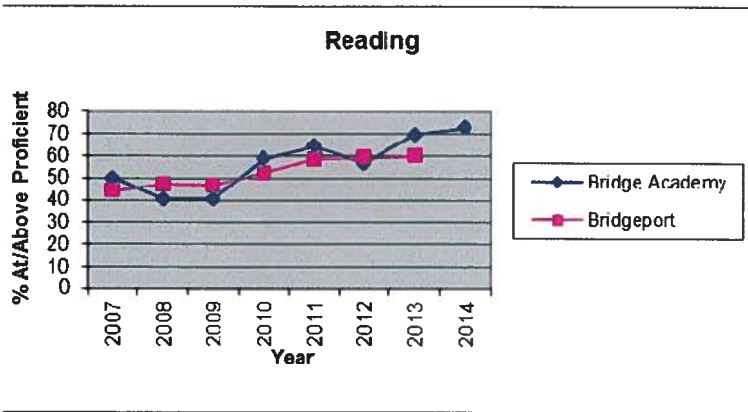
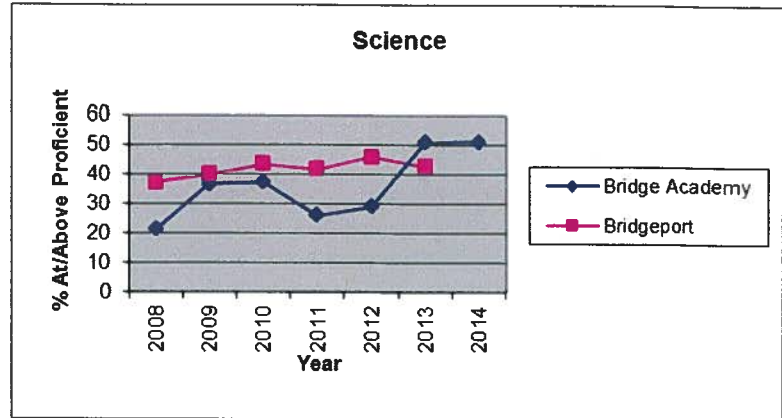
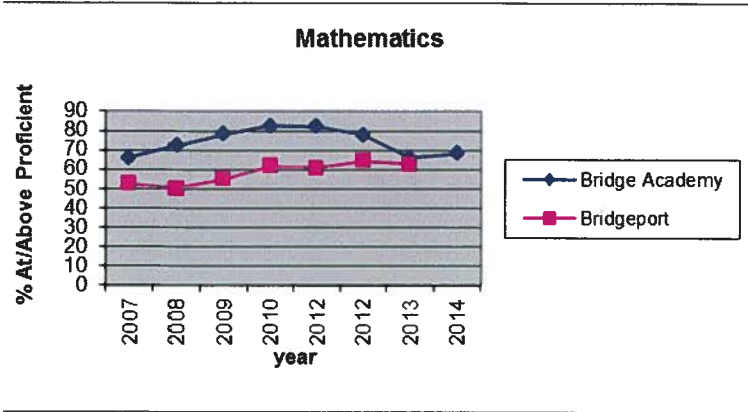


Grade 10 CAPT

CAPT	Math		Reading Across the Disciplines		Science		Writing Across the Disciplines	
	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools
2001 Scale Scores	209	208	219	219	205	210	224	216
2002 Scale Scores	224	211	221	223	204	213	228	219
2003 Scale Scores	217.5	197.9	227.3	218.1	210.7	207.5	222.4	213.9
2004 Scale Scores	218.7	204.8	217.2	211.9	212	207.1	226.6	218.4
2005 Scale Scores	225.1	211.7	235.7	211.2	214.2	209.5	239.6	215
2006 Scale Scores	218.9	211.7	227.8	212.2	214.1	207.1	228.3	211.3
2007 Scale Scores	199.0	200.5	217.4	192.4	213.1	206.7	229.4	205.6
2008 Scale Scores	218	202.6	214.3	198.8	221.6	202.0	238	216.4
2009 Scale Scores	211.7	200.4	211.5	200.5	202.9	201.3	226.1	218.6
2010 Scale Scores	221.1	199	209.3	195.8	227.7	207.9	238.7	214.8
2011 Scale Scores	224.1	204	197.8	201.4	220.7	211.6	231.8	221.2
2012 Scale Scores	233.2	202.8	204.9	198.5	226.3	209.5	234.6	219.7
2013 Scale Scores	229.3	201.4	218.7	196.7	224.4	208.8	235.4	219.7
2013 Scale Scores	214.3		197.3		207.1		220.2	

CAPT	Math				Reading Across the Disciplines				Science				Writing Across the Disciplines			
	% at each score band				% at each score band				% at each score band				% at each score band			
	1	2	3	4 +5	1	2	3	4+5	1	2	3	4+5	1	2	3	4+5
Bridge Academy 2014	18.6	34.9	34.9	11.6	23.8	33.3	38.1	4.8	28.6	38.8	32.7	0	14.6	22.9	45.8	16.7
Bridgeport 2014																
Bridge Academy 2013	12.2	26.8	43.9	17	2.4	26.8	61	9.8	11.4	31.8	45.5	11.4	4.4	13.3	46.7	35.6
Bridgeport 2013	41.2	23.3	24.2	11.3	28.3	33.8	29.3	8.7	34.1	27.7	28.5	9.6	15.7	24	39.6	20.7
Bridge Academy 2012	2.4	28.6	59.5	9.6	11.9	42.9	35.7	9.5	10.9	15.2	65.2	8.7	2.2	8.7	58.7	30.4
Bridgeport 2012	38.9	24.6	26.2	10.3	25.2	32.8	33.8	8.2	37.9	21.4	30.2	10.6	15.7	25.2	37.7	21.4
Bridge Academy 2011	14	30	42	14	16	48	30	7	24	24	41	11	2	11	62	25
Bridgeport 2011	36	25	29	10	24	31	34	10	33	25	32	11	17	24	38	21
Bridge Academy 2010	17	30	41	11	11	30	50	9	21	15	49	15	4	24	31	40
Bridgeport 2010	45	21	23	10	27	34	29	10	35	27	29	9	24	26	30	21
Bridge Academy 2009	26	31	34	9	6	37	49	9	27	43	30	0	5	19	62	14
Bridgeport 2009	36	28	26	10	28	27	31	14	48	20	24	8	17	26	39	18
Bridge Academy 2008	13	33	38	16	13	18	60	9	13	36	38	13	7	7	47	40
Bridgeport 2008	33	30	27	10	29	26	33	12	43	25	24	8	17	26	42	16
Bridge Academy 2007	30	37	33	0	10	15	62	13	35	13	48	5	15	10	36	39
Bridgeport 2007	40	27	25	10	30	37	26	7	33	31	29	7	26	28	32	13
Bridge Academy 2006	14	34	48	5	7	14	68	11	21	24	48	7	2	27	43	27
Bridgeport 2006	26	31	31	12	24	31	30	15	31	25	36	9	22	27	31	20
Bridge Academy 2005	8	33	48	13	3	20	48	31	15	25	58	3	0	10	48	43
Bridgeport 2005	28	28	29	15	22	27	34	17	29	23	39	9	20	24	33	23
Bridge Academy 2004	17	28	43	11	7	42	40	11	22	37	37	4	7	16	62	16
Bridgeport 2004	31	30	30	9	25	27	32	16	16	26	37	21	32	24	34	10
Bridge Academy 2003	13	33	44	10	5	43	32	19	15	39	41	5	11	27	37	26
Bridgeport 2003	39	26	24	10	18	34	30	18	28	29	33	10	22	26	31	21
Bridge Academy 2002	17	20	57	6	9	37	49	6	25	31	42	3	3	24	44	29
Bridgeport 2002	30	25	33	12	17	28	34	22	26	24	36	14	16	26	32	25
Bridge Academy 2001	30	33	36	0	3	52	39	6	18	39	39	3	6	22	59	13
Bridgeport 2001	36	24	29	12	18	31	35	15	26	26	38	10	18	25	39	17

Grade 8 CMT



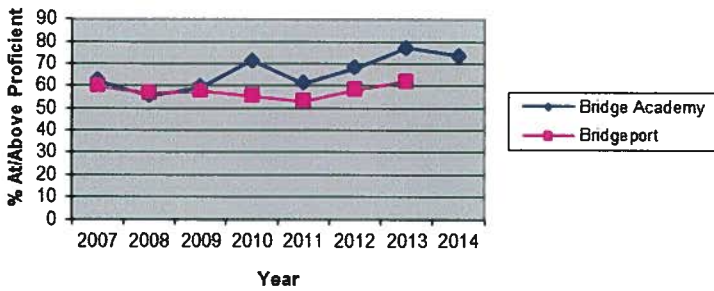
CMT Grade 8	Mathematics		Reading		Writing		Science	
	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools
2007 Scale Scores	224	217.4	215.5	213.4	219.6	219.5		
2008 Scale Scores	229.8	217.3	211.9	214.9	231.1	220.1	198.6	209.4
2009 Scale Scores	234.0	222.0	213.5	217.5	209.8	222.8	207.5	211.0
2010 Scale Scores	243.4	228	226.5	222.3	222.2	216.4	213	216.5
2011 Scale Scores	235.3	227.1	225.9	225.6	229	216	206.7	215.6
2012 Scale Scores	229	230.8	230.1	229.2	224.1	221.9	205.8	217.7
2013 Scale Scores	226.7	228.1	232.6	228.4	227.6	221.5	218.5	214.3
2014 Scale Scores	229.9		226.4		223.4		220.0	

CMT Grade 8	Math					Reading					Writing					Science				
	% at each score band					% at each score band					% at each score band					% at each score band				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Bridge Academy 2007	15.8	18.4	42.1	15.8	7.9	42.1	7.9	23.7	23.7	2.6	10.5	26.3	39.5	23.7	0					
Bridgeport 2007	26	21.7	27.9	19.8	4.6	42	13.9	13.2	27.5	3.4	16.5	24.6	30	25.7	3.1					
Bridge Academy 2008	10.6	17	40.4	25.5	6.4	42.6	17	23.4	10.6	6.4	10.9	13	32.6	37	6.5	63.8	14.9	12.8	8.5	0
Bridgeport 2008	26.3	23.7	26.2	19.1	4.8	40.2	12.7	15.1	28.9	3.1	19.6	21.1	27.8	27.2	4.3	42.9	19.9	19.2	16.6	1.3

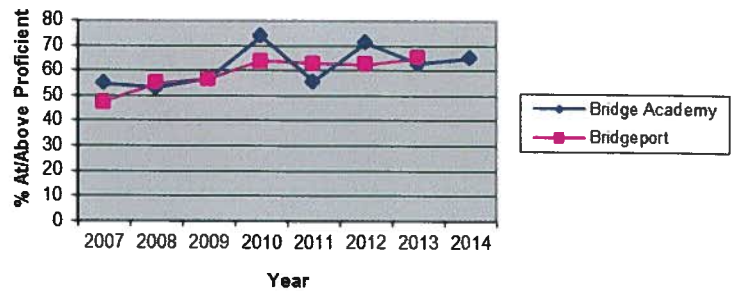
Bridge Academy 2009	0	21.7	47.8	28.3	2.2	34	25.5	21.3	17	2.1	18.4	36.7	28.6	16.3	0	42.9	20.4	26.5	10.2	0
Bridgeport 2009	21.6	23.3	27.6	21.5	6	36.7	16.8	14.6	28.4	3.5	16.5	19.5	28.9	29	6.2	41.9	18	20.7	17.4	1.9
Bridge Academy 2010	2.2	15.2	32.6	43.5	6.5	23.9	17.4	8.7	47.8	2.2	10.4	20.8	41.7	25	2.1	31.3	31.3	20.8	16.7	0
Bridgeport 2010	14.9	23.5	31	23.5	7.1	33.6	14.1	13.6	33.3	5.3	22.5	23.9	25.4	24.6	3.6	38.3	18.2	17.9	24.3	1.2
Bridge Academy 2011	2.2	15.6	51.1	22.2	8.9	22.2	13.3	20	42.2	2.2	10	22	14	50	4	42	32	10	16	0
Bridgeport 2011	18	21.4	29.6	24.4	6.6	28.8	12.8	15.2	37.4	5.7	21.3	23.5	26.1	26.3	2.8	39.4	18.8	16.3	23.7	1.9
Bridge Academy 2012	2.2	20	60	17.8	0	20.5	22.7	9.1	43.2	4.5	4.2	27.1	41.7	20.8	6.3	43.8	27.1	18.8	10.4	0
Bridgeport 2012	15.1	20.7	29.3	25.4	9.5	25.6	15.1	14.8	36.4	8.1	15.2	21.6	30.9	27.7	4.6	38.9	15.1	18.4	25.4	2.2
Bridge Academy 2013	8.5	25.5	40.4	21.3	4.3	17.4	13	19.6	43.5	6.5	6.1	16.3	40.8	32.7	4.1	22.4	26.5	28.6	22.4	0
Bridgeport 2013	16.7	20.5	29.1	26.1	7.6	26.9	13.3	14.4	37.9	7.4	16.5	20.7	30	29.6	3.1	40.9	16.5	19.5	21.4	1.8
Bridge Academy 2014	2.3	29.5	34.1	34.1	0	18.2	9.1	25	47.7	0	10.6	12.8	48.9	25.5	2.1	25.5	23.4	29.8	21.3	0
Bridgeport 2014																				

Grade 7 CMT

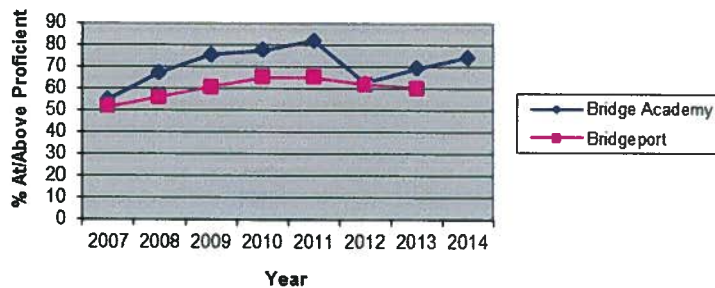
Writing



Reading Across the Disciplines



Mathematics



CMT Grade 7	Mathematics		Reading		Writing		Science	
	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools	Bridge Academy	Bpt. Public Schools
2007 Scale Scores	229.1	218.6	209.6	204.4	222.5	218.5		
2008 Scale Scores	218.8	202.6	214.3	198.8	238	216.4		
2009 Scale Scores	235.9	227.5	215.4	214.3	217.6	218.1		
2010 Scale Scores	233.5	233.6	227.7	218.8	230.2	216.6		
2011 Scale Scores	235.9	237.9	220.5	213.9	215.5	222.8		

2012 Scale Scores	232.6	231.7	228.4	221.9	224.6	218.9		
2013 Scale Scores	234	229	220.1	222.6	232.9	222.7		
2014 Scale Scores	231.4		223.1		221.8			

CMT Grade 7	Math					Reading					Writing				
	% at each score band					% at each score band					% at each score band				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Bridge Academy 2007	15	30	22.5	25	7.5	32.5	12.5	20	32.5	2.5	12.5	25	27.5	35	0
Bridgeport 2007	25.7	22.6	26.5	21.4	3.8	38.2	14.2	14.2	29.7	3.7	17.1	22.7	32.1	23.6	4.5
Bridge Academy 2008	10.9	21.7	43.5	17.4	6.5	23.4	23.4	19.1	29.8	4.3	13.3	31.1	37.8	17.8	0
Bridgeport 2008	21.7	22.1	26.9	23.5	5.9	32.6	12.5	13.9	34.4	6.7	21.6	21.8	23	27.8	5.8
Bridge Academy 2009	6.1	18.4	40.8	30.6	4.1	36.7	6.1	12.2	42.9	2	13.5	26.9	28.8	28.8	1.9
Bridgeport 2009	19.1	20.1	30.4	24.1	6.3	30.4	12.9	12.9	37.1	6.7	19.2	22.8	27.7	24.8	5.4
Bridge Academy 2010	6.7	15.6	48.9	24.4	4.4	17.4	8.7	10.9	54.3	8.7	10.2	18.4	26.5	34.7	10.2
Bridgeport 2010	13.4	21.2	28.2	28.7	8.4	25.6	10.5	17.1	13.4	8.4	20.7	23.8	28.4	21.7	5.4
Bridge Academy 2011	2.2	15.6	46.7	33.3	2.2	26.7	17.8	22.2	28.9	4.4	4.1	34.7	36.7	20.4	4.1
Bridgeport 2011	13.1	21.6	26.8	27.5	10.9	25.3	11.7	13.3	39.3	10.4	23.1	23.6	27.9	20.3	5.1
Bridge Academy 2012	7	30.2	27.9	27.9	7	11.9	16.7	9.5	54.8	7.1	9.1	22.7	29.5	38.6	0
Bridgeport 2012	15.5	22.3	26	27	9.3	24.7	12.8	13.2	40.2	9.1	19.3	22.4	27	25.9	5.4
Bridge Academy 2013	4.3	26.1	41.3	28.3	0	17.4	19.6	15.2	45.7	2.2	4.2	18.8	25	47.9	4.2
Bridgeport 2013	19.1	20.7	26.8	24.4	9.1	23.1	11.8	14.1	41.6	9.3	15.9	22	25.9	30.2	6
Bridge Academy 2014	14.9	10.6	42.6	25.5	6.4	15.2	19.6	17.4	45.7	2.2	4.1	22.4	53.1	20.4	0
Bridgeport 2014															

- **Measurement Tool**

Connecticut Academic Performance Test (CAPT)

- **Progress In Meeting the Goal**

Comparison of scores from year to year is difficult due to the relatively small number of students taking the test at the Bridge Academy. Bridge Academy CAPT scores are higher than Bridgeport Public Schools' scores in 2010, which is similar to previous years.

- **Improvements Needed**

We believe that this information varies widely due to our small sample size and does not add significant information to this report. This information is available on the school's Strategic Profile, which is attached to this document.

- **Modification to Objective for next school year**

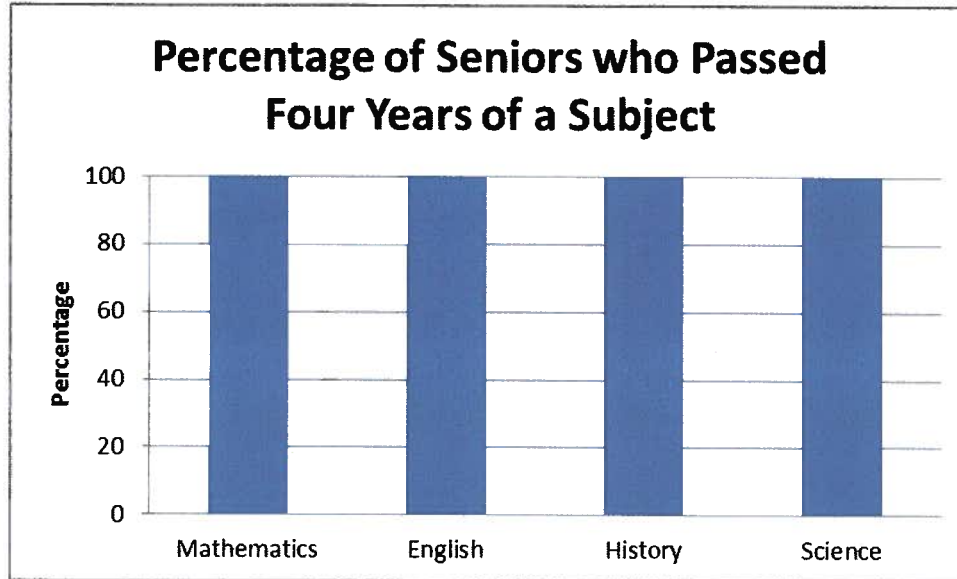
Next year we will replace this information with information from the new SBAC tests.

Goal #2 Students will fully prepare for college by surpassing state graduation requirements, and passing 4 years of English, History, Science and Math.

- Measurable Objective #1

88% of our seniors will pass a fourth year of each major subject

- Progress Indicator



- Measurement Tool

School Records

- Progress in Meeting the Goal

The Bridge Academy has met this important goal for every subject. Because our students come to us with significant learning deficits according to tests administered upon admission, we feel it is important that they take more math, science, and history than the state requires. In addition, in our effort to improve standards, the school's Governing Board approved a policy that requires students to pass all their classes to be promoted to the next grade or to graduate. Requiring that students take more than the state minimum will ensure that we continue to reach this goal.

Percentages are calculated by dividing the number of students who passed by the number of students enrolled in a grade.

- Improvements Needed

There are no improvements needed at this time.

- Modification to Objective for next school year

Next year the goal will be set to 88%.

Accomplishment of Mission, Purpose and Specialized Focus

Goal #1 - Upon graduation, students from The Bridge Academy will plan to attend college, or begin training for employment

◆ **Measurable Objective #1**

90% of our graduates will enter a two or four-year college.

● **Progress Indicator**
Percent attending college

Graduating Class	Bridgeport Public Schools		Bridge Academy	
	% 2 year college	% 4 year college	% 2 year college	% 4 year college
2014			50	44
2013	63.4		86.1	
2012	69.2		86.2	
2011	69.8		100	
2010	30	37	44	53
2009	40	30	50	38
2008	29	35	45	55
2007	34	32	65	28
2006	36	34	34	56
2005	30	36	49	33
2004	35	38	31	42
2003	34	44	36	61
2002	34	39	33	67
2001	33	44	35	54
2000	32	40	35	35

● **Measurement Tool**

2000-2013 data from State CEDAR website, 2014 data from school records.

● **Progress In Meeting the Goal**

Due to recent changes in the economy, many of our families can no longer afford to send their children to college. However, we recognize that the preferences and finances of the graduate may dictate a plan different from attending college; some will enroll in job-training programs instead of college, for example. We are committed to supporting our students' post-graduation goals and helping them overcome any obstacles to attending college in the fall.

● **Improvements Needed**

There are no improvements needed at this time.

● **Modification to Objective for next school year**

There are no modifications necessary.

◆ **Measurable Objective #2**

80% of students responding to a mentor survey will indicate that they learned valuable career information.

● **Bench mark/Progress Indicator**

The Bridge Academy had 81 professional mentors for our Juniors and Seniors. All of the mentors participated through the United Way's Wi mentor program. This mentor program used computers to arrange regular weekly contact. The school did not run a mentor survey this year but will do so next year.

● **Measurement Tool**

School records and survey

- **Progress in Meeting the Goal**

The Bridge Academy believes it met this important goal, but recognizes it needs to improve its data to better support this claim.

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- **Improvements Needed**

The Bridge Academy mentor program will undergo a transition period next as the United Way will no longer be offering the Wi-mentor program. However, we plan on running our own program for our Junior class of approximately 40 students.

- **Modification to Objective for next school year**

There will be no other changes to the program.

Goal #2 The Bridge Academy will have a small, caring community that will foster school attendance and performance.

- ◆ **Measurable Objective #1**

Improved attendance will lead to greater academic and career success, therefore the goal for The Bridge Academy will be to have an attendance average above 90%.

- **Progress Indicator**

Year	Attendance Rate
2013-2014	95.2%
2012-2013	95.7%
2011-2012	96.7%
2010-2011	96%
2009-2010	92.6%
2008-2009	94.0%
2007-2008	93.5%
2006-2007	96.4%
2005-2006	94.6%
2004-2005	95%
2003-2004	92%
2002-2003	95%
2001-2002	94%
2000-2001	91.3%
1999-2000	90.9%
1998-1999	89.9%

Table below from 2004-2005

GPA	Average Days Absent
A	2.6
B	6.4
C	7.4
D	10.4
F	32.2

- **Measurement Tool**

School Attendance data

- **Progress In Meeting the Goal**

We believe the attendance percentage will continue to be above 90% next year. The second chart shows a correlation between grades and attendance.

- **Improvements Needed**

There are no improvements needed.

- **Modification to Objective for next school year**

There are no modifications necessary.

- ◆ **Measurable Objective #2**

There will be a yearly detailed survey of parents, students and teachers that will identify at least three areas of policy strength and three areas of policies needing improvement.

- **Progress Indicator**

The Bridge Academy surveyed parents, teachers, and students this year using a survey we designed and analyzed a survey last year. Results are attached to this document.

- **Measurement Tool**

Bridge Academy designed survey.

- **Progress In Meeting the Goal**

Surveys have been finished and evaluated. They indicate the following strengths:

87% of parents agree or strongly agree that "My child feels generally safe"

- 80% of agree or strongly agree that the school provides guidance and counseling when needed
- 84% of students say they have made friends at the school.

The survey also indicated the following weaknesses:

- Only 63% of parents agree or strongly agree that they can speak to administrators about problems with their children.
- Only 49% of students agree or strongly agree that "they feel generally safe"
- 30% of students disagree or strongly disagree that "threats among students are rare".

- **Improvements Needed**

The Bridge Academy will work on all areas in need of improvement. We continue to modify and update our school climate plan which addresses these issues.

- **Modification to Objective for next school year**

Next year we will use the new SEED recommended surveys for parent and student feedback to identify new areas in need of improvement. We will also use next year's survey to identify change in areas that were in need improvement during this year's survey. Therefore, the surveys will be used to help create a culture of continuous improvement.

IV. Efforts to Reduce Racial, Ethnic and Economic Isolation and to Increase the Racial and Ethnic Diversity of the Student Body

Goal #1 – The Bridge Academy will seek to expose students to adults of different races and ethnicities.

◆ **Measurable Objective #1**

The school will employ a staff with at least 50% persons of color.

• **Progress Indicator**

25 % of the certified teachers are people of color. 30% of the entire staff are people of color.

• **Measurement Tool**

School employment records and the Strategic School Profile.

• **Progress In Meeting the Goal**

The Bridge Academy currently has a high percentage of minority staff members. However, we still need a considerable increase to reach our goal of 50% minority staff. The school has entered a period of relatively low staff turnover. However, when possible we will recruit and hire minority teachers as role models for our students.

• **Improvements Needed**

There are no improvements needed.

• **Modification to Objective for next school year**

There are no modifications necessary.

◆ **Measurable Objective #2**

The school's mentor program will reflect a diversity of college educated professionals, with 50% of the mentors being people of color.

• **Progress Indicator**

Asian	African American	Hispanic	Other
3	28	5	35

• **Measurement Tool**

School mentor records.

• **Progress In Meeting the Goal**

We did achieve our goal this year. This was mainly accomplished through the work of Rick Davis of the Wi Mentor program. The Bridge Academy still seeks new mentors from varied careers and from diverse backgrounds. Next year we will continue to survey the mentors as to their race and ethnicity.

• **Improvements Needed**

The Bridge Academy needs to work hard to recruit quality mentors of diverse backgrounds. This next school year we hope to launch a major recruitment effort that will target new mentors to serve our program.

• **Modification to Objective for next school year**

There are no modifications necessary.

Goal #2 The Bridge Academy will seek to build a community where diversity is recognized and appreciated, through exposure to different cultures.

◆ **Measurable Objective #1**

The school will enroll 25 % of each incoming class from outside Bridgeport, in order to attract students of different backgrounds. This will provide our classrooms with a variety of opinions and backgrounds from which to draw.

● **Progress Indicator**

The Bridge Academy had 2 students (<1%) enrolled this year from outside Bridgeport.

● **Measurement Tool**

School Enrollment Records

● **Progress In Meeting the Goal**

Neither The Bridge Academy, nor the State of Connecticut, fund out-of-district transportation for charter school students. We have chosen not to divert needed funds from educational programs to transportation.

● **Improvements Needed**

There are no improvements needed.

● **Modification to Objective for next school year**

There are no modifications necessary.

● **Measurable Objective #2**

The school will have assemblies and field trips that celebrate and investigate different types of diversity. 80% of all students surveyed will indicate learning the importance of diversity from The Bridge Academy.

● **Progress Indicator**

The Bridge Academy mistakenly did not ask this survey question this year. The Bridge Academy will try to ask this in the coming school year. The Bridge Academy celebrated a “world culture day” at the end of the year. Next year, we will continue to increase diversity training in our curriculum by supporting professional development opportunities for teachers in the area of multicultural education.

● **Measurement Tool**

School Records and survey data.

● **Progress In Meeting the Goal**

We continue to make progress in process related goals. Next year we hope to have more assemblies and trips.

● **Improvements Needed**

Next year we will use a new survey and report both the results and the change in percentages from one year to the next.

● **Modification to Objective for next school year**

None needed.

arriving in the United States. Therefore, since The Bridge Academy does not have any large population of students entering after 7th grade, then students would only qualify as ELL into the 9th grade, meaning The Bridge Academy would have no labeled ELL students for half its student population (Grade 10, 11, and 12). Also, since The Bridge Academy accepts students starting at 6th grade, for similar reasons The Bridge Academy will have fewer ELL students in the 6th grade pool. The Bridge Academy would be willing to recruit ELL students to increase our numbers but would need State guidance as to how to accomplish this task.

The Bridge Academy has a 38% Hispanic population. Therefore, the school does have a significant population of students who do not have English as their primary language.

budget 14-15

Income

Federal Income

title 1	\$100,000.00
0310000 · Title II part A	\$25,000.00
0350000 · Fed Lunch Reimbursement	\$110,000.00

School Income

0150000 · Lunch Income	\$26,000.00
0160000 · Lunch Income - YMCA	\$170,000.00

State Income

0110000 · Charter School Funding	\$3,025,000.00
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Total Income	\$3,456,000.00
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Expense

Instruction

1100111 · Salary Teacher's - Other	\$1,383,691.00
1100112 · Salary assts	\$99,000.00

Total 1100100 · Salaries	\$1,482,691.00
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1100200 · Employee Benefits	
1100250 · FICA	\$79,310.00
1100251 · State Unemploy Ins	\$30,900.00
1100252 · Compensation Ins	\$17,510.00
1100270 · Health Ins	\$245,566.00
Total 1100200 · Employee Benefits	\$373,286.00

1100600 · Supplies	
1100611 · Copier Paper	\$15,450.00
1100650 · Field trips	\$6,180.00
1100690 · Other Supplies	\$81,370.00
Total 1100600 · Supplies	\$103,000.00

Total 1100000 · Instruction	\$1,958,977.00
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1210000 · Support Services students

1210101 · Nurse & MSW salary	\$259,000.00
1210270 · Health ins support services	\$60,386.00
1210600 · Supplies	\$11,330.00

Total 1210000 · Support Services students	\$330,716.00
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1221000 · Improve Instructional Services	
1221310 · Inservice	\$21,630.00
1221610 · Library Books	\$24,720.00

Total 1221000 · Improve Instructional Services	\$46,350.00
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1230000 · Support Services General Admin	
1230520 · Insurance	\$45,320.00

Total 1230000 · Support Services General Admin	\$45,320.00
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124000 · Administration School-Based

1240100 · Salaries	\$246,306.00
1240270 · Health Ins	\$52,968.00
1230530 · Telephone	\$6,180.00
1240610 · Office Supplies	\$20,600.00
1230710 · Copier Lease and maint	\$25,750.00
1230810 · Misc	\$6,180.00
Total 124000 · Administration School-Based	\$357,984.00
125000 · Support ServicesAdmin	
1250310 · Audit	\$19,570.00
1250320 · Payroll Service	\$7,725.00
125000 · Support ServicesAdmin - Other	\$3,090.00
Total 125000 · Support ServicesAdmin	\$30,385.00
1260111 · maintenance employees salary	\$46,350.00
1260400 · building improvements	\$10,300.00
1260430 · Maintenance	\$82,400.00
1260441 · Rent	\$159,135.00
1260300 · Purchased Services - Other	\$13,120.00
1260610 · Oil	\$25,750.00
1260620 · water and electricity	\$36,050.00
Total 1260000 · Plant Maintenance	\$373,105.00
1310000 · Food Service	
1310111 · Lunch employees salary	\$139,000.00
1310270 · lunch health ins	\$35,776.00
1310601 · food	\$100,000.00
1310800 · other	\$46,350.00
Total 1310000 · Food Service	\$321,126.00
Total Expense	\$3,463,963.00
Net Income	-\$7,963.00

This Budget was approved by School's Executive Board on June 9, 2014.



Best Practices

1. **Professional Development:** Professional development that is aligned with the school's high expectations for student performance is critical in high-performing schools. Our professional development is focused on our specific needs and informed by research and school/classroom-based assessments.

Indicators

These research-based indicators represent qualities found in successful schools:

- Professional development addresses student learning needs as well as program needs, identified through a variety of means (assessment, data, mandates and curriculum changes).

The Bridge Academy was embarrassed by its' expulsion rate. In the 2011-12 school year we had 160 sanctions reported on the state's ED166 report. In 2012-2013 we had 137 infractions on the same system. With this data the school realized it needed to improve its school climate to eliminate the need to remove students from the building for disciplinary reasons.

- Professional development is planned, ongoing and systemic.

During the 2012-2013 school year, the Bridge Academy considered and researched different school climate improvement plans. The decision was made to implement in the school, the RULER program designed by Dr. Marc Brackett of the Yale School for Emotional Intelligence. Two teachers and administrators were trained for three days in the program during the summer of 2013.

Since that time and during the 2013-14 school year, the school scheduled 6 half day training programs to implement the program into the daily life of our teachers and students. This training has been followed up with two half days in the summer of 2014 which has also made sure that new staff were aware of the program and its implementation.

- Professional development, which addresses school goals, is a collaborative process involving all stakeholders.

The RULER program works with a cadre of teachers getting trained as trainers for the rest of the staff. The Bridge Academy teachers chosen to become RULER trainers were chosen for their ability to interact and motivate their colleagues. The materials provided for the trainings are extremely interactive so that all stakeholders not only feel comfortable with the material, but also buy into the importance of learning, teaching and controlling one's emotional state.

- Professional development supports the development of collaborative learning communities by providing time for staff to meet, share, reflect and modify instructional practice.

The training from the RULER allowed for free-flowing discussions from all stakeholders. It also required the staff to create their own charter which would help guide the school in

building a stronger, more positive school climate. Also, as part of these discussions the school is implementing a specific advisory program for the 2014-15 school year.

- Modifications are made, as needed, in assessment methods and procedures to address special needs of students.

The RULER program was especially helpful for our Special population with emotional needs. The program gives a framework for the entire community to discuss emotions and their outcomes. This training gave us the ability to minimize the academic downtime caused by emotional outbursts and stress. With better management of both teacher and student emotions we are better able to focus on our academic mission.

- Professional development results in improved student performance.

The Bridge Academy had a huge decrease in disciplinary reports required on the State's ED166 form. Specifically we went from 160 incidents in 2011-12 to 87 in 2013-14. We hope this trend continues.

- Professional development outcomes are implemented with appropriate support and resources.

The Bridge Academy purchased special posters and magnetic bulletin boards for each classroom to implement the RULER program within the school. Teachers were also given appropriate time to reflect and build on the skills reflected in the program.

- Professional development programs are monitored and evaluated through data gathering and analysis.

The RULER program was evaluated through the school's disciplinary data, most importantly the ED166 program. However, it was also evaluated at looking at the severity of incidents rather than just their frequency. In all aspects, The Bridge Academy's RULER program showed an improved school climate.



Status of Charter Renewal Findings and Follow-Up Activities

Following The Bridge Academy’s site renewal visit, we wrote a letter to the state describing how we implemented their suggested changes. Below, I have listed quotes from the letter and then a current update for our change status.

“Improvement #1 The Bridge Academy will continue to ensure that its curriculum will connect to the Connecticut Core State Standards (CCSS).”

The Bridge Academy re-wrote its entire curriculum as part of the site renewal in 2011. The Language Arts and Math curricula now use Common Core Standards. This summer we rewrote the 9th and 10th grade Math curricula to even better align with the Common Core Standards. We also have purchased new math textbooks in 9th and 10th grades and new High school Social Studies texts to better emphasize the new standards.

The Bridge Academy plans to address Science standards over the next school year. We are awaiting the State adoption of the Common Core Science Standards. We acknowledge there needs to be work in this area.

“Improvement #2 The Bridge Academy will provide professional development during the Summer of 2012 to train teachers how to better engage all students in the classroom.”

The Bridge Academy did provide training in reading engagement in 2012, and planning for active lessons in 2013, and classroom engagement is still a focus of Professional Development during this school year. We are working on Socratic discussion seminars and other questioning/discussion techniques to better support students and have engaged the services of, Mr. Andy Doussis, a professional behavior management/literacy coach for the 2013-2014 school year.

“Improvement #3 The Bridge Academy will re-write the school’s Physical Education curriculum focusing on the recent change from an Outdoor Education Program to a more traditionally based gym program.”

This change has been completed.

“Assessment Improvement #1 The school will design specific reading, math, and writing rubrics that will be used across all curricula to embed literacy skills.”

With the full adoption of the SEED model during this school year, the use of interim STAR tests in reading and math have become much more focused and important. In addition, the Reading and Math Data teams give important interim assessments to help make sure that skills are being embedded into the curriculum. These STAR assessments will be linked to classroom rubrics that improve problem solving and literacy skills.

Specifically, we will be using STAR’s Student Growth Potential Score (SGP) to monitor reading and math instruction. These SGP scores will compare our students’ performance with students across the country who are in the same grade and have an initial test at the same level. In this way we believe we will have an accurate measure of student improvement. We will monitor our SGP scores in order to keep them between 40 and 60, which is what the State of Massachusetts has determined acceptable growth.

“Assessment Improvement #2 The school will evaluate its current RTI program and make two fundamental changes. The first change will involve teachers using recent classroom data to trigger interventions rather than benchmark or state assessments. Second, RTI scheduling will involve more assistant teachers targeting interventions within the classroom as well as separate “pull-out” interventions and periods.”

This has been completed at The Bridge Academy. We now have math and reading intervention teachers in grades 7 through 10. In addition, teachers base their RTI referral on class data profiles in order to make interventions relevant and effective.

“Certification Improvement #1 The Bridge Academy will absolutely ensure that course descriptions and teacher certifications appropriately match for all classes.”

All teachers were appropriately certified and matched with their course descriptions during the 2012-13, and 2013-2014 school years. During this year we expect to have everyone fully certified by the start of the year.

“Certification Improvement #2 The job description of school Director has been changed by The Bridge Academy’s Board of Directors so as not to include roles that are covered by a Principal’s 092 certification.”

This has been further resolved by the new SEED program. The school has two 092 certified employees on staff, one of which has been trained to evaluate administrators. It should be noted that the school Director does have a school business administrator certificate.

“Certification Improvement #3 The Bridge Academy has recently hired a Physical Education Teacher and this teacher is now listed on the State’s certified staff file.”

The school has a certified Physical Education teacher on staff.

“Governance Improvement #1 The Board of Directors of The Bridge Academy will ensure that interim evaluations for the Principal and Director will use data to specifically link to progress in teaching and learning.”

The new SEED process ensures that this will happen. The Bridge Academy has a current 092 certified employee who will work with the school’s Board President to complete the formal evaluation process with data.

“Finance Improvement #1 When sending financial information offsite to a bookkeeper The Bridge Academy will create a log sheet indicating what is leaving the building and what should be returned.”

The Bridge Academy has almost eliminated the need to send documents out of the building to the bookkeeper. However, in the rare cases it does happen, we keep a log sheet to record what was removed.

“Improvement #2 The Bridge Academy’s finance committee will reconcile the school’s credit card account at its monthly meeting.”

The Bridge Academy discusses credit card use at each monthly finance meeting and Board Members sign off on invoices.

Governance

Governing Board Meetings held in 2013-14

September 9, October 21, November 18, and December 9, 2013, as well as January 13, February 10, March 10, April 21, May 12, June 9, and July 14, 2014. Minutes are available on the school website at www.BridgeAcademy.org

Summary of Major Policy Decisions

- **Approval of Website coordinator and stipend**
- **Review and adoption of School Climate Plan**
- **Review, adoption, and evaluation of school climate plan**
- **Review and adoption of School Improvement Plan**
- **Joint meeting with Governing Council to discuss roles and plans**
- **Evaluated school progress and review interim assessment data**
- **Review and discussion on evaluation plan for teachers and administrators**
- **Review of Bylaws with plan on adopting new set in 2014**
- **Monitored budget, rewrote Board Budget document with projects**
- **Adopted 2014-15 budget**
- **Rewrote updated job descriptions eliminating or streamlining administrative positions.**

recruit minorities into the school environment, and surround our students with supportive adults. The use of teaching assistants has also eliminated the need for substitute teachers. This gives our children needed stability and consistency. As the budget allows we will continue to hire and use teaching assistants.

- **The combining of administrative duties.** The Bridge Academy continues to use teachers to perform different administrative duties. Teachers better understand the entire academic and administrative picture of the school. This also allows for more thoughtfully considered strategic planning and coordination of programs.
- **Professional Development Activities**
The school has used professional development to help teachers implement the school reading program. We devoted a great deal of professional development time in order to work out logistical issues and train teachers to analyze student data.
- **Computer/Technology Resources**
The Bridge Academy has made great strides in obtaining computer resources. We have wired 16 classrooms and 6 offices to our server to form a school-wide network. In addition, we are connected by a Connecticut Education Network (CEN) fiber line. We installed these computers into our network and equipped them with Open Office. The result is that The Bridge Academy has approximately 120 computers all with internet access and up-to-date business software, hooked into a school-wide network. The resource improvement is made more remarkable in that it was done without the use of outside computer consulting services. The Bridge Academy staff, with help from a few board members, performed all the installation of software and equipment. As a result our computer network was designed and installed by the people who use it. This has resulted in a high rate of utilization and illustrates how our charter school uses its staff creatively to improve the school. Our teachers would have been less willing to donate the time necessary to install the network if they did not view themselves as “owners” of the operation.
- **Library Resources**
The Bridge Academy library has a strong collection of “teen” fiction but very little research material. We offset this through classroom use of the internet, and use of the local municipal and college libraries. Over the next year we hope to devote more time and resources to purchasing more nonfiction and informational texts for our libraries.
- **Before- and After-School Programs/Activities**
During this past year, we were able to run only a limited number of after-school programs. We offered a basketball, film club, yearbook committee, student council and dance club. In addition about 20 students took part in Bridgeport Public Schools athletic programs participating in football, basketball, softball, soccer, and baseball.
- **Parent Involvement**
Parents participate formally by serving on the school Governing Council and Board of Directors.
- **Food Service**
The Bridge Academy runs a Federal School Lunch and Breakfast Program. We serve approximately 100 breakfasts and 150 lunches daily.
- **Instructional Innovations**
The Bridge Academy is very satisfied with the use of a block schedule. Fewer transitions provide for a calmer, more productive school day. In addition, teachers are very pleased with the additional focus provided by the long class period. We would highly recommend the use of this schedule in urban high school environments.

In addition, the school believes that the extra time spent on Math and English for the Freshmen and Sophomores is effective at improving achievement levels. Our ninth and tenth grade students receive an hour of both Math and English daily. We also recommend this to other schools.

For the past several years the school has put together a remedial reading and math test program. The program places students scoring below standard levels in remedial reading and math tutorials during the year and during the summer. Students need to attend summer school or score above the standard set for their grade level in order to be promoted. This program has increased student achievement for our lowest performing students.

In addition to our core curriculum all students participate in the Accelerated Reader independent reading program; this program guarantees that all of our students read and pass tests on average thirty books each year (remarkable considering that incoming 7th graders report reading an average of one book the previous school year). All students regularly practice basic math facts using the Accelerated Math Mathfacts program.

- **Service-Learning Projects**

Students performed community service at the following agencies: Beardsley Zoo, Bridgeport Rescue Mission and the YMCA.

- **List of Field Trips**

As part of the school's mission, the school is committed to providing our students with frequent excursions into the world of adults. Some of the field trips used in the past few years to expose our students to the world around them include:

A three day 7th grade trip to Washington D.C., and two day 8th grade trip to Boston, The Bronx Zoo, The Metropolitan Museum, New York City Harbor, Mark Twain's America at Cinemax NY, West Broadway Historical sites, El Museo Del Barrio, Mystic Seaport, SOUKU Star African Soul Concert, Tennis match at the Hartford Civic Center, Institute of American Studies, State Capitol building, teen summit in Meriden, Board of Education Community meetings, Congressman Christopher Shays open forum, Museum of Natural History in New York, Bluefish baseball game, Bridgeport Soundtigers hockey game, the True Colors Conference at the University of Connecticut and several youth conferences in and around Bridgeport.

- **Grants and Financial Support**

The Bridge Academy has written many successful grant proposals and key programs have been supported by several local organizations. The following is a list of contributors for 2013-2014

The Near and Far Aid Foundation

Grainger Foundation

People's Bank

- **Social/Emotional Learning**

Research shows that children who can regulate their emotions do better in school, and we have seen first hand how poor regulation of emotions can negatively affect student achievement. For this reason, over the summer we are sending a team of teachers and administrators to Yale to be trained in the use of the RULER approach, a program developed at the Yale Center for Social and Emotional Learning. We implemented this program beginning in the 2013-2014 school year and will continue in 2014-2015.



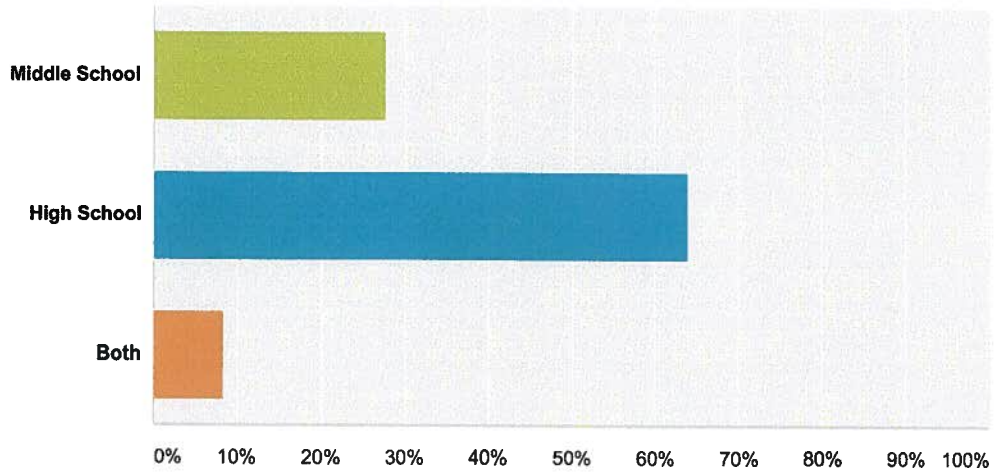
Attachments

- News clippings
- Summary of surveys, studies, evaluations conducted independently
- Other attachments

School climate parent survey

Q1 Which section of the Bridge Academy does your child (or children) attend?

Answered: 166 Skipped: 0

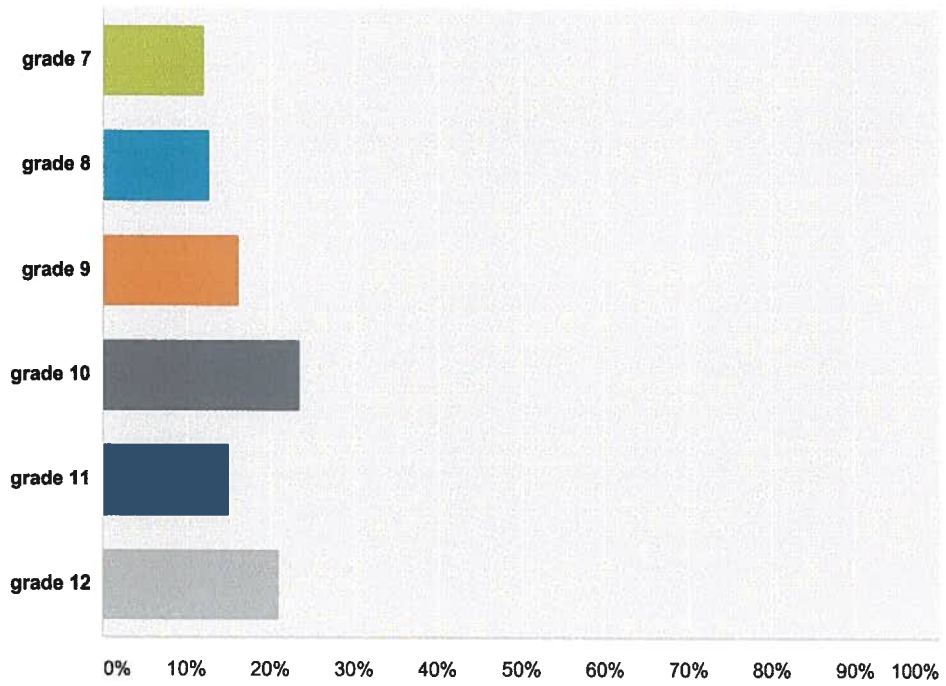


Answer Choices	Responses	
Middle School	27.71%	46
High School	63.86%	106
Both	8.43%	14
Total		166

School climate parent survey

Q2 What is the grade of your oldest child?

Answered: 166 Skipped: 0

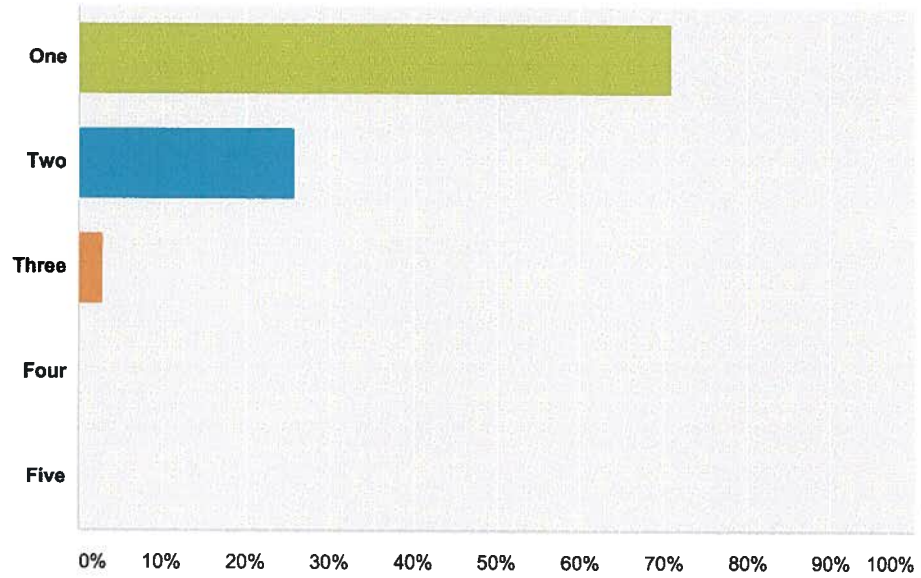


Answer Choices	Responses	
grade 7	12.05%	20
grade 8	12.65%	21
grade 9	16.27%	27
grade 10	23.49%	39
grade 11	15.06%	25
grade 12	21.08%	35
Total Respondents: 166		

School climate parent survey

Q3 How many children do you have currently attending The Bridge Academy?

Answered: 166 Skipped: 0

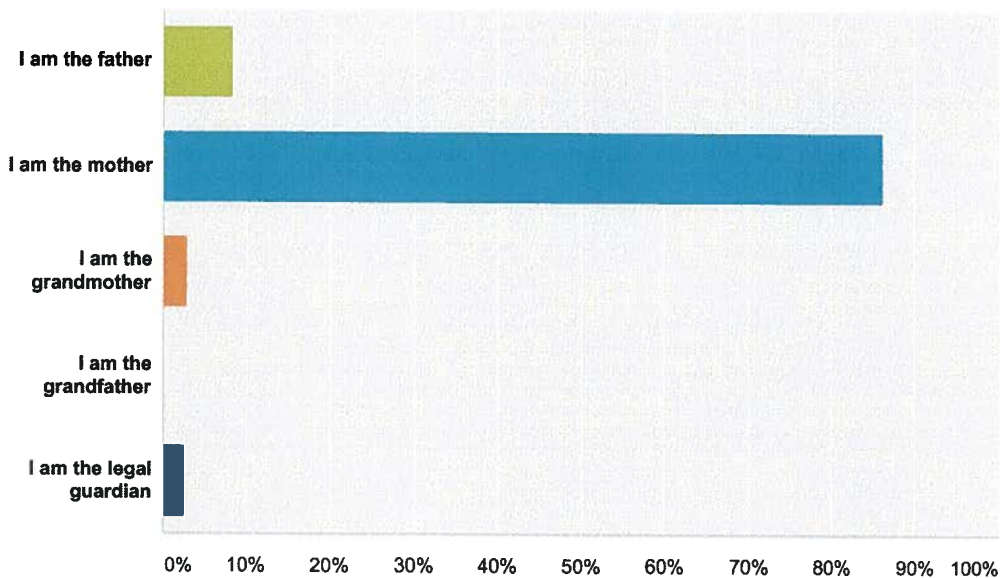


Answer Choices	Responses	
One	71.08%	118
Two	25.90%	43
Three	3.01%	5
Four	0.00%	0
Five	0.00%	0
Total		166

School climate parent survey

Q4 How are you related to your oldest child?

Answered: 166 Skipped: 0

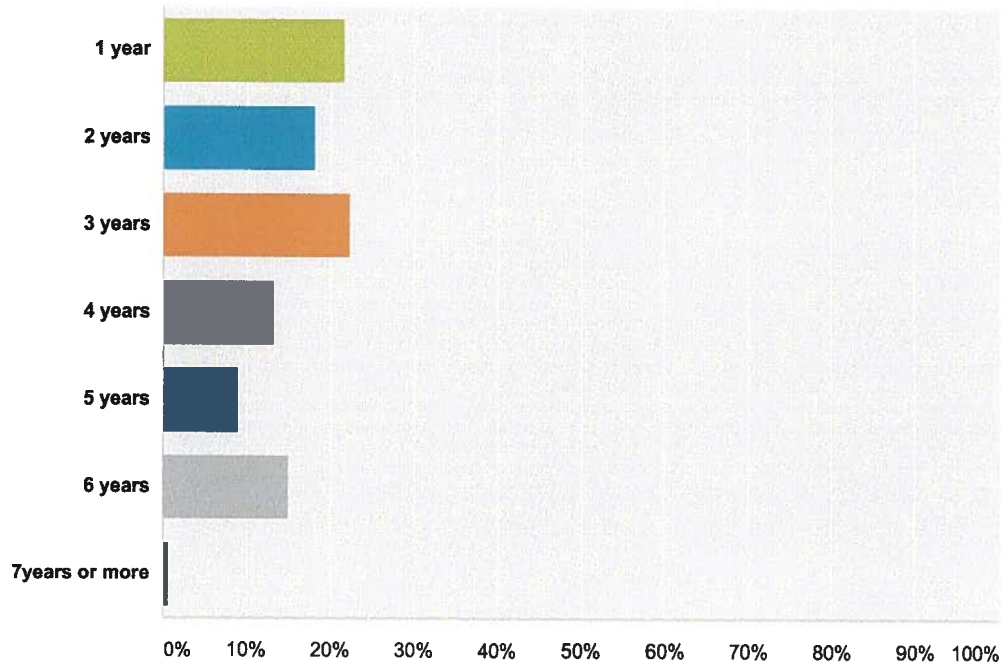


Answer Choices	Responses
I am the father	8.43% 14
I am the mother	86.14% 143
I am the grandmother	3.01% 5
I am the grandfather	0.00% 0
I am the legal guardian	2.41% 4
Total	166

School climate parent survey

Q5 How long has your child been at The Bridge Academy"

Answered: 166 Skipped: 0

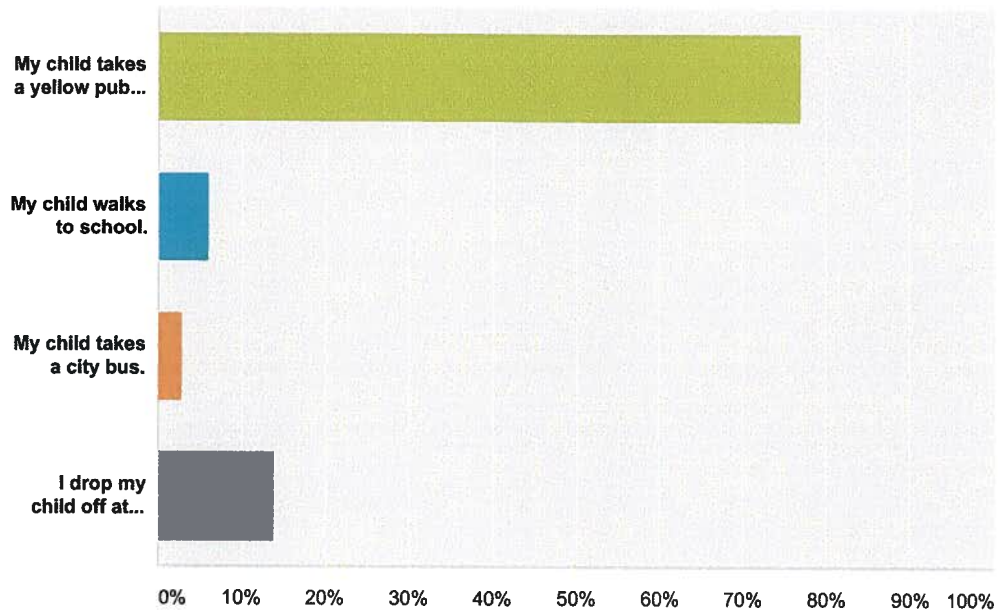


Answer Choices	Responses
1 year	21.69% 36
2 years	18.07% 30
3 years	22.29% 37
4 years	13.25% 22
5 years	9.04% 15
6 years	15.06% 25
7 years or more	0.60% 1
Total	166

School climate parent survey

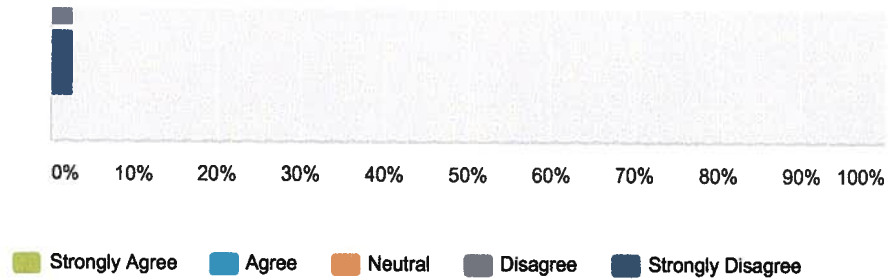
Q6 How does your oldest child typically get to school?

Answered: 166 Skipped: 0



Answer Choices	Responses
My child takes a yellow public school bus.	77.11% 128
My child walks to school.	6.02% 10
My child takes a city bus.	3.01% 5
I drop my child off at the school every day.	13.86% 23
Total	166

School climate parent survey

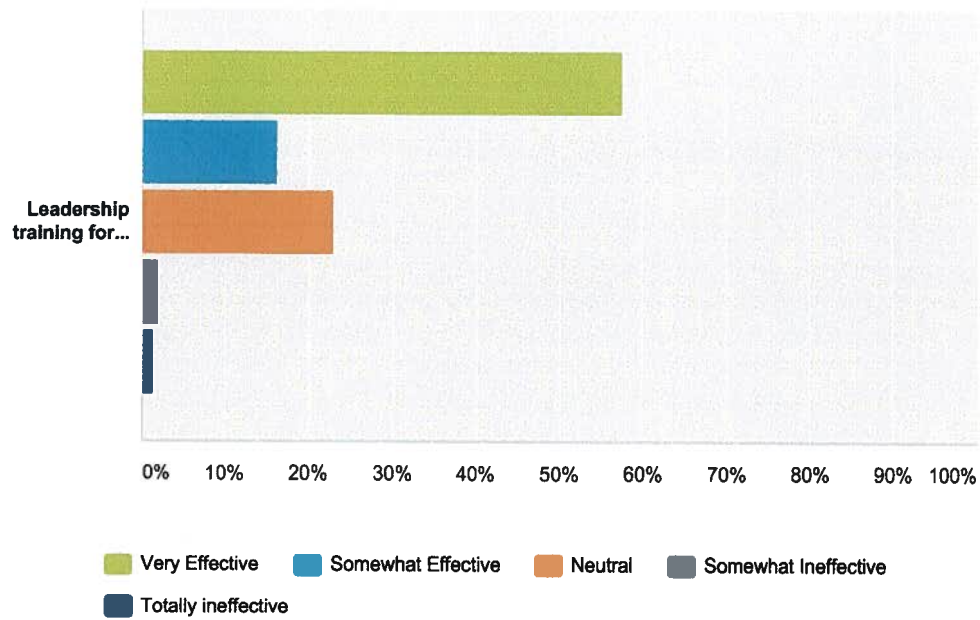


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
My Child's school is generally clean.	32.30% 52	50.93% 82	13.04% 21	3.11% 5	0.62% 1	161
My child has friends at this school.	47.24% 77	46.01% 75	5.52% 9	1.23% 2	0.00% 0	163
Arguments among students in school are common.	7.45% 12	30.43% 49	36.02% 58	19.88% 32	6.21% 10	161
Fights among students are rare at school.	16.35% 26	35.22% 56	32.08% 51	11.32% 18	5.03% 8	159
Threats by students against one another are rare.	13.84% 22	28.93% 46	32.70% 52	15.72% 25	8.81% 14	159
Some students are regularly beaten up by other students.	4.43% 7	2.53% 4	20.89% 33	41.14% 65	31.01% 49	158
Some students are regularly picked on, called names, or teased by other students.	8.81% 14	11.32% 18	32.70% 52	32.70% 52	14.47% 23	159
My child has had something stolen at school this year.	8.81% 14	5.03% 8	7.55% 12	37.74% 60	40.88% 65	159
My child generally feels safe at school.	23.27% 37	53.46% 85	16.98% 27	4.40% 7	1.89% 3	159
My child feels safe on school grounds before school.	23.90% 38	53.46% 85	16.98% 27	4.40% 7	1.26% 2	159
My child feels safe on school grounds after school.	24.53% 39	50.94% 81	18.87% 30	4.40% 7	1.26% 2	159
My child feels safe in the school lunchroom.	27.04% 43	55.97% 89	14.47% 23	1.89% 3	0.63% 1	159
My child feels safe in the school hallways.	25.79% 41	55.35% 88	15.72% 25	2.52% 4	0.63% 1	159
My child feels safe in the school bathrooms.	25.79% 41	52.83% 84	16.35% 26	3.77% 6	1.26% 2	159
My child feels safe in the classrooms.	27.67% 44	55.97% 89	14.47% 23	1.26% 2	0.63% 1	159
My child feels safe going to and from school.	22.01% 35	54.72% 87	18.24% 29	3.14% 5	1.89% 3	159
My child behaves well in school.	33.33% 53	44.03% 70	17.61% 28	3.77% 6	1.26% 2	159
Some students are getting away with too much.	12.82% 20	14.10% 22	37.18% 58	28.85% 45	7.05% 11	156

School climate parent survey

My child knows the school rules.	43.95% 69	43.95% 69	8.92% 14	3.18% 5	0.00% 0	157
Teachers enforce the school rules.	28.03% 44	49.68% 78	18.47% 29	3.18% 5	0.64% 1	157
Teachers listen to my child when there is a problem.	17.09% 27	40.51% 64	30.38% 48	8.23% 13	3.80% 6	158
The rules for punishing students are applied fairly.	13.64% 21	39.61% 61	35.06% 54	8.44% 13	3.25% 5	154
This school holds fire drills once per month.	22.52% 34	35.76% 54	28.48% 43	10.60% 16	2.65% 4	151
This school holds drills on emergencies, other than fire drills, twice per school year.	23.84% 36	39.74% 60	29.14% 44	4.64% 7	2.65% 4	151
This school is prepared for any emergency.	23.23% 36	42.58% 66	27.10% 42	5.16% 8	1.94% 3	155
This school provides guidance and counseling services my child needs.	27.56% 43	51.92% 81	15.38% 24	3.21% 5	1.92% 3	156
This school regularly meets with parents,	23.42% 37	38.61% 61	28.48% 45	9.49% 15	0.00% 0	158
I feel welcome at the school.	33.33% 53	49.06% 78	16.35% 26	0.63% 1	0.63% 1	159
I can share problems I observe with teachers and administrators.	28.30% 45	34.59% 55	31.45% 50	4.40% 7	1.26% 2	159
My child is learning a lot in school.	29.56% 47	49.06% 78	17.61% 28	1.89% 3	1.89% 3	159
Overall I think this is a safe school.	34.59% 55	45.91% 73	15.09% 24	3.14% 5	1.26% 2	159
This school is doing a good job.	28.93% 46	45.28% 72	20.13% 32	3.77% 6	1.89% 3	159
I am proud of this school.	27.56% 43	45.51% 71	21.79% 34	2.56% 4	2.56% 4	156

School climate parent survey

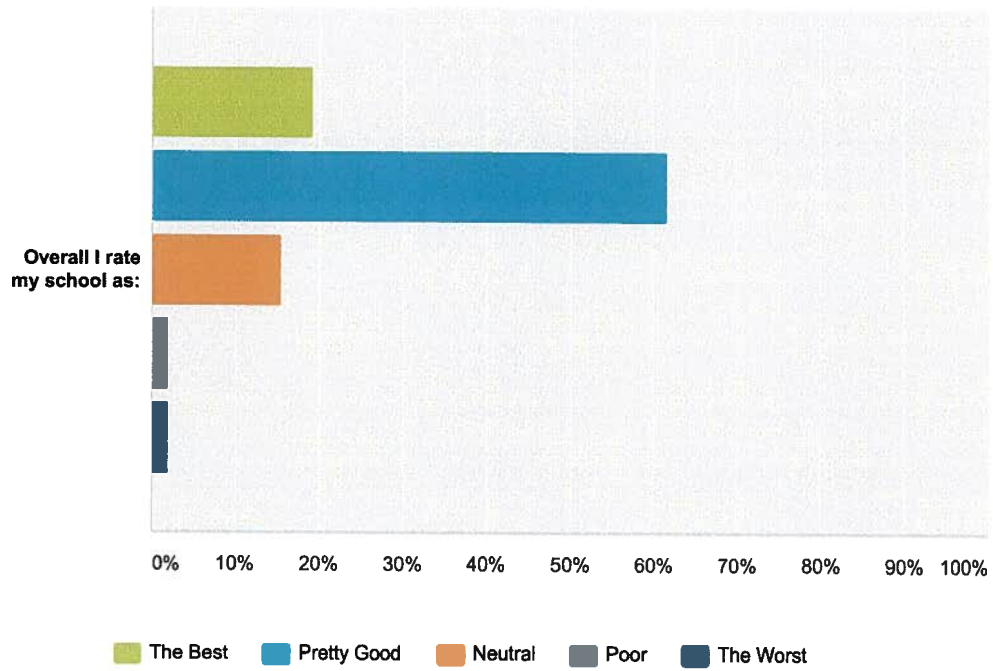


	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Totally Ineffective	Total
Suspending students who commit acts of violence	55.13% 86	25.00% 39	16.03% 25	2.56% 4	1.28% 2	156
Expelling students who commit acts of violence	57.42% 89	19.35% 30	18.71% 29	1.94% 3	2.58% 4	155
Putting more security devices in school	56.77% 88	13.55% 21	21.94% 34	1.94% 3	5.81% 9	155
Having more school resource officers and/or police in school	39.35% 61	23.23% 36	26.45% 41	3.23% 5	7.74% 12	155
Bringing drugs and/or weapon sniffing dogs to school	30.97% 48	18.71% 29	32.26% 50	5.81% 9	12.26% 19	155
Training students in anger management and conflict resolution	47.74% 74	26.45% 41	20.65% 32	1.94% 3	3.23% 5	155
Training teachers in conflict resolution	48.70% 75	27.27% 42	18.18% 28	3.25% 5	2.60% 4	154
Training students to accept differences in others.	53.29% 81	21.71% 33	19.74% 30	1.97% 3	3.29% 5	152
Keeping drugs out of school.	66.23% 102	11.69% 18	18.18% 28	0.00% 0	3.90% 6	154
Having counselors to help students.	62.99% 97	18.18% 28	15.58% 24	1.30% 2	1.95% 3	154
Keeping weapons out of school.	68.39% 106	10.97% 17	16.77% 26	1.94% 3	1.94% 3	155
Involving parents more with the school.	54.55% 84	22.08% 34	18.18% 28	1.95% 3	3.25% 5	154
Leadership training for students.	57.52% 88	16.34% 25	22.88% 35	1.96% 3	1.31% 2	153

School climate parent survey

Q10 Overall I rate my school as:

Answered: 156 Skipped: 10

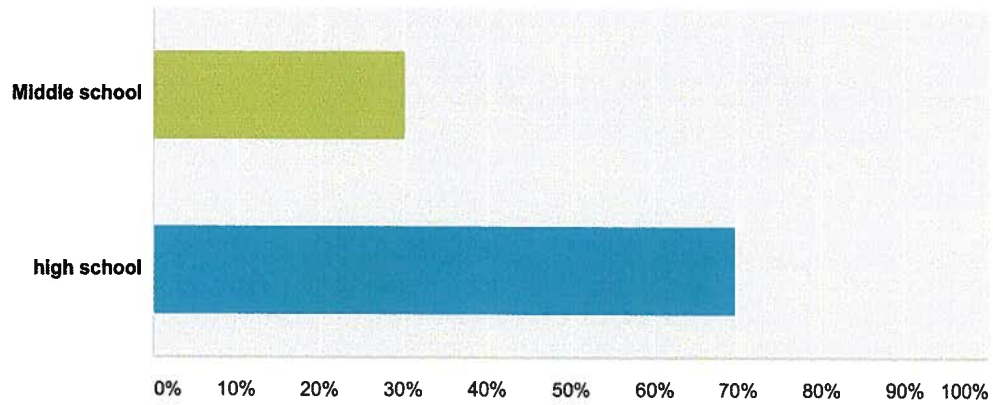


	The Best	Pretty Good	Neutral	Poor	The Worst	Total
Overall I rate my school as:	19.23% 30	61.54% 96	15.38% 24	1.92% 3	1.92% 3	156

School climate student survey

Q1 Are you in the middle school or high school?

Answered: 264 Skipped: 0

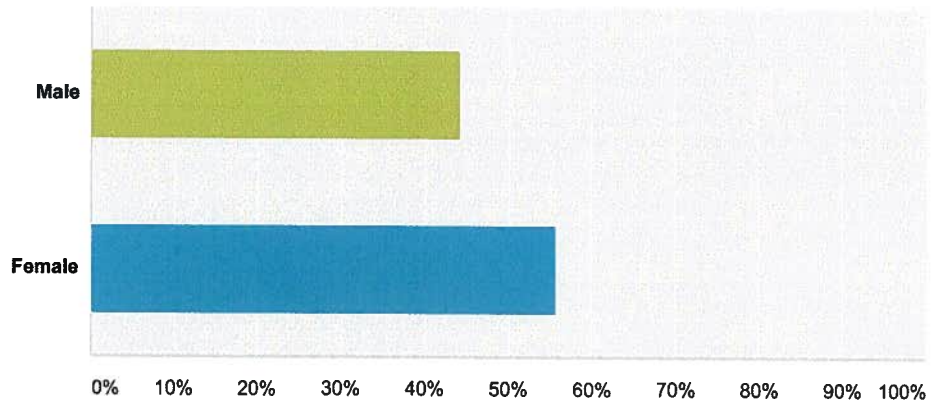


Answer Choices	Responses	
Middle school	30.30%	80
high school	69.70%	184
Total		264

School climate student survey

Q2 Are you male or female?

Answered: 264 Skipped: 0

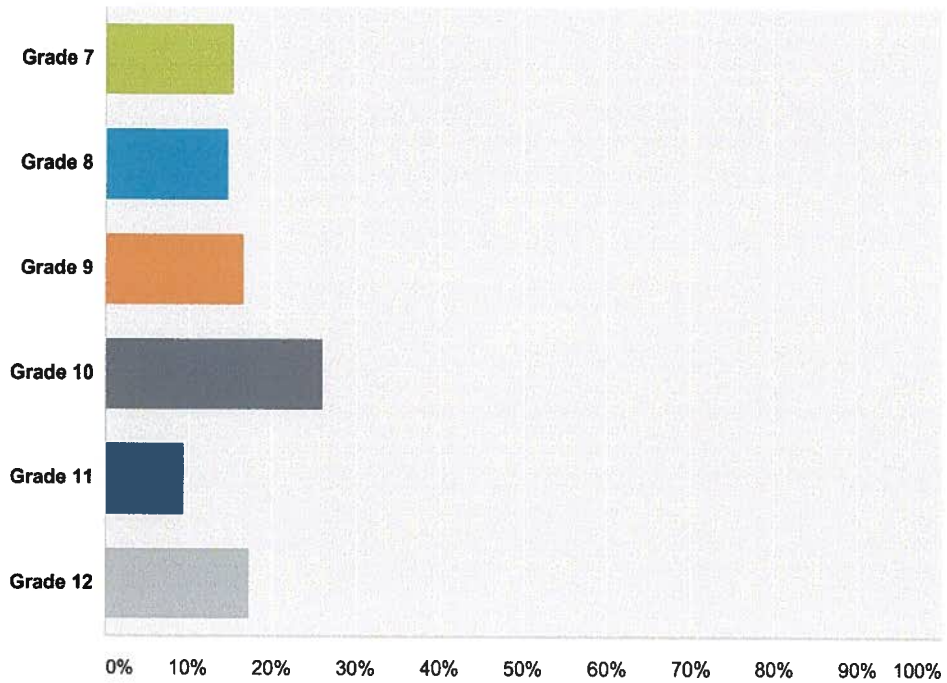


Answer Choices	Responses
Male	44.32% 117
Female	55.68% 147
Total	264

School climate student survey

Q3 What is your grade?

Answered: 264 Skipped: 0

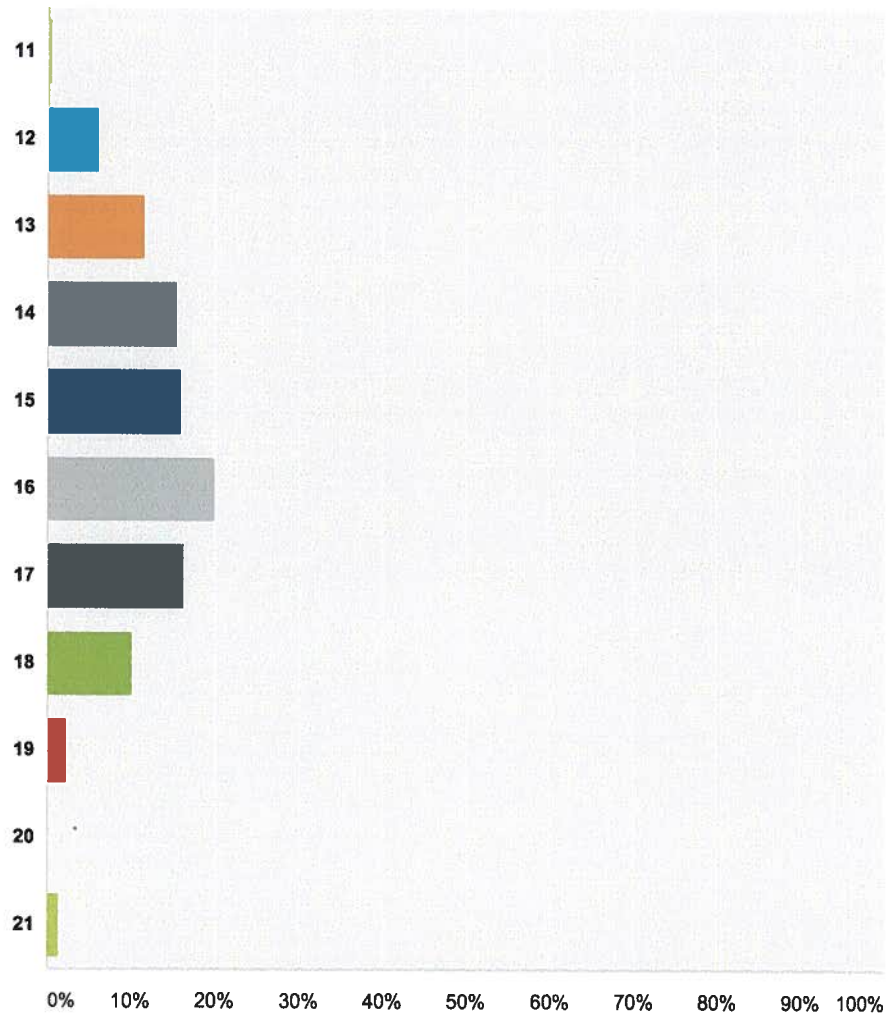


Answer Choices	Responses
Grade 7	15.53% 41
Grade 8	14.77% 39
Grade 9	16.67% 44
Grade 10	26.14% 69
Grade 11	9.47% 25
Grade 12	17.42% 46
Total	264

School climate student survey

Q4 How old are you?

Answered: 264 Skipped: 0



Answer Choices	Responses	Count
11	0.38%	1
12	6.06%	16
13	11.74%	31
14	15.53%	41
15	15.91%	42
16	20.08%	53
17	16.29%	43
18	10.23%	27
19	2.27%	6

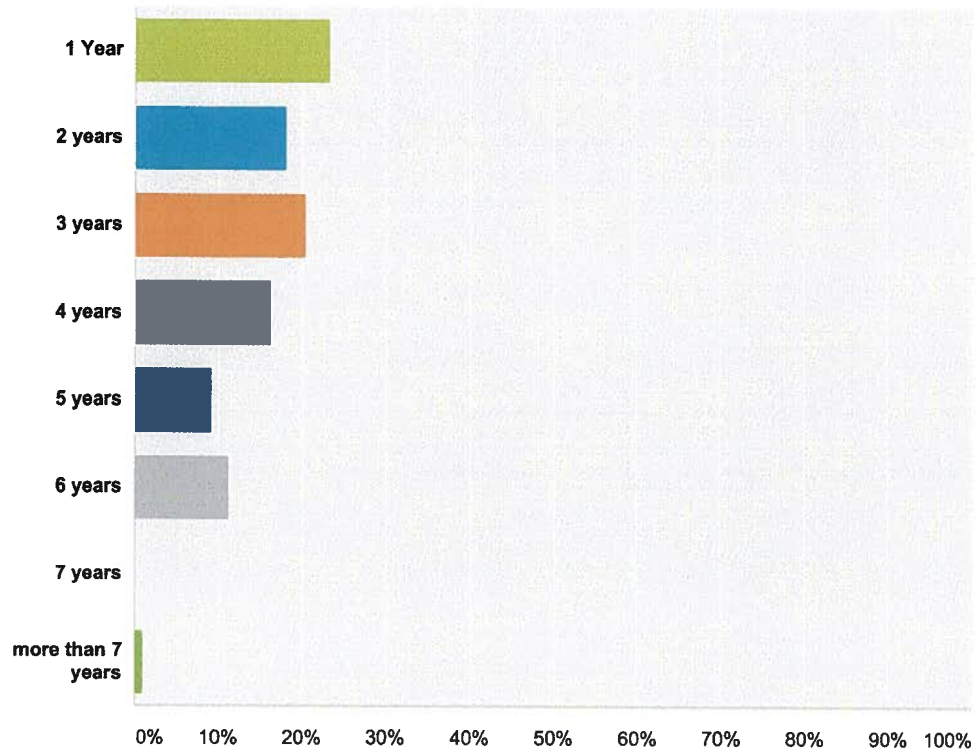
School climate student survey

20	0.00%	0
21	1.52%	4
Total		264

School climate student survey

Q5 How long have you been at this school?

Answered: 264 Skipped: 0

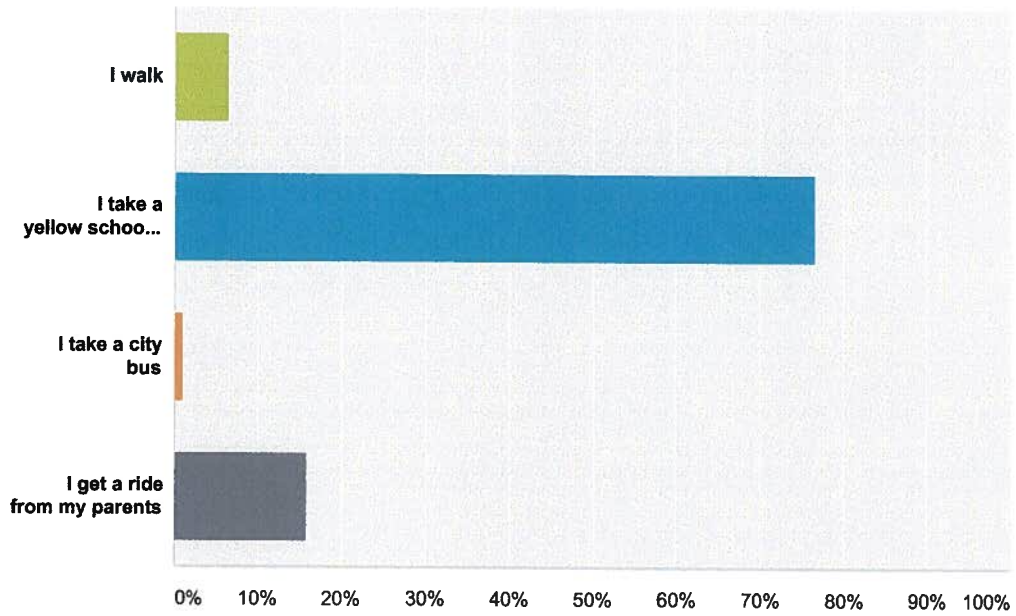


Answer Choices	Responses	
1 Year	23.48%	62
2 years	18.18%	48
3 years	20.45%	54
4 years	16.29%	43
5 years	9.09%	24
6 years	11.36%	30
7 years	0.00%	0
more than 7 years	1.14%	3
Total		264

School climate student survey

Q6 How do you typically get to school?

Answered: 264 Skipped: 0

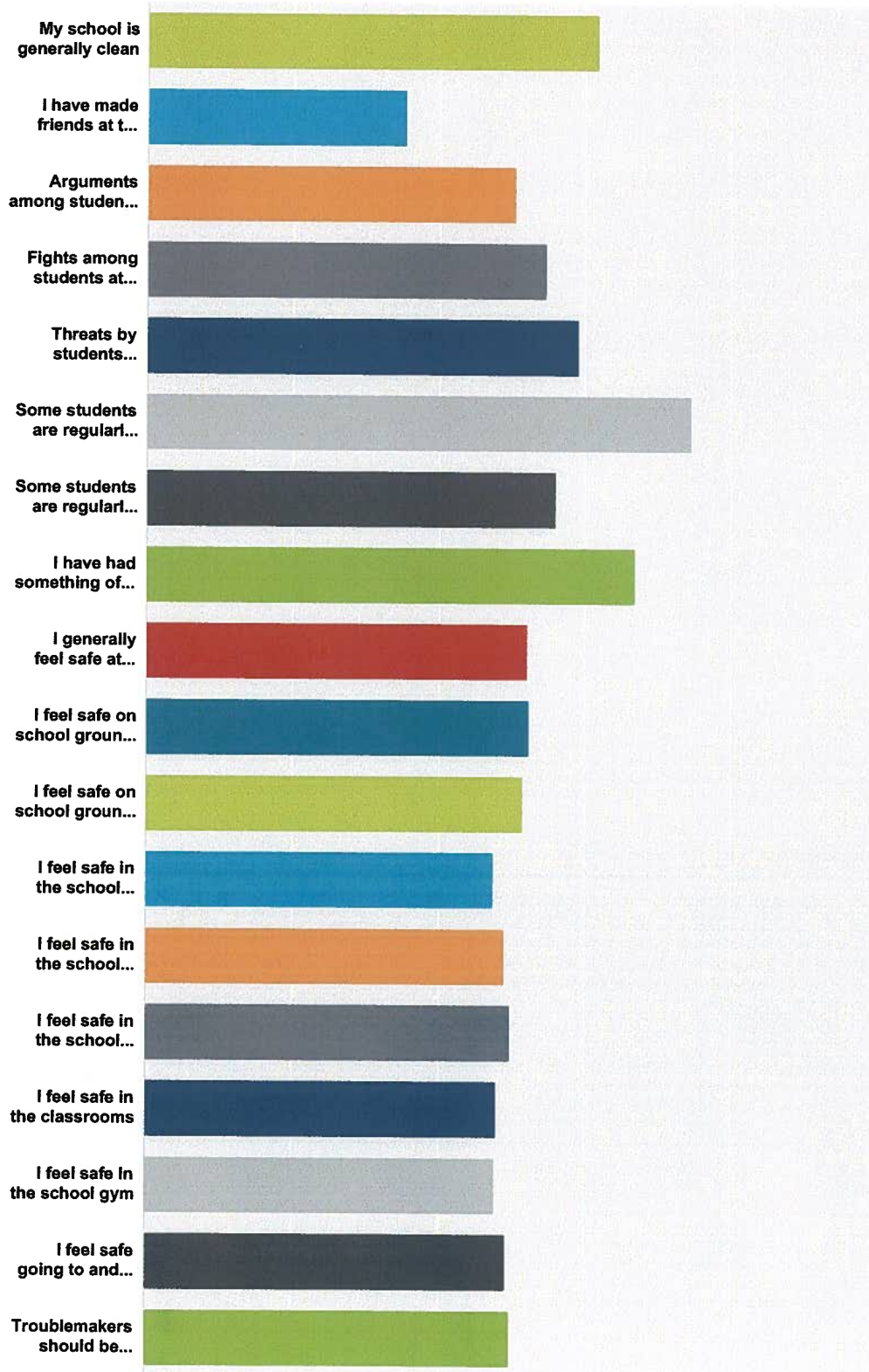


Answer Choices	Responses
I walk	6.44% 17
I take a yellow school bus	76.52% 202
I take a city bus	1.14% 3
I get a ride from my parents	15.91% 42
Total	264

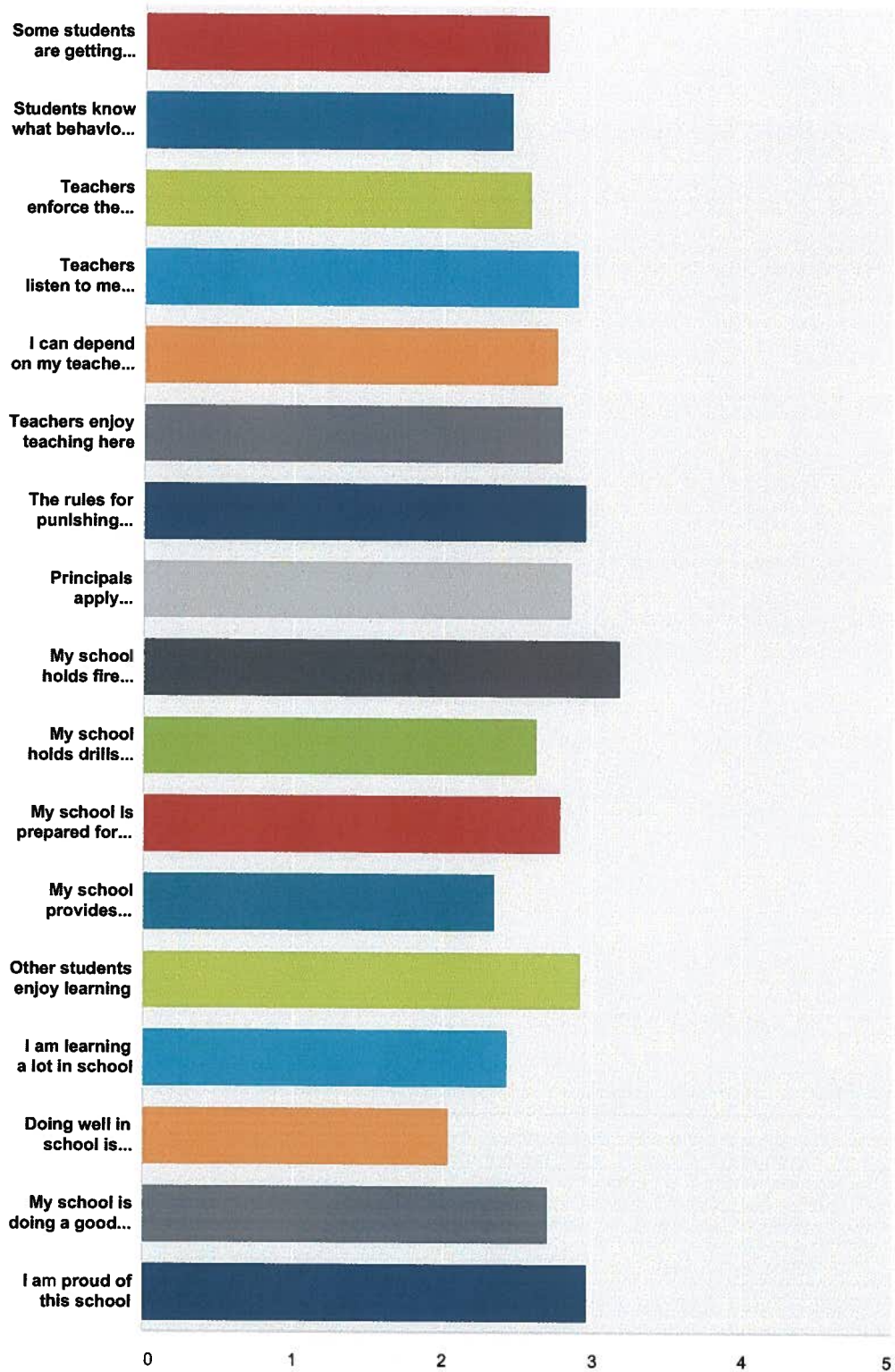
School climate student survey

Q7 Please circle the answer that most applies to YOUR experiences this school year.

Answered: 264 Skipped: 0



School climate student survey



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Average Rating
My school is generally clean	6.46% 17	27.00% 71	32.70% 86	19.01% 50	14.83% 39	263	3.09

School climate student survey

I have made friends at this school	44.83% 117	39.46% 103	12.26% 32	1.15% 3	2.30% 6	261	1.77
Arguments among students in school are common	15.00% 39	33.08% 86	39.23% 102	9.62% 25	3.08% 8	260	2.53
Fights among students at school are rare at school	13.41% 35	26.44% 69	39.46% 103	13.79% 36	6.90% 18	261	2.74
Threats by students against one another are rare	9.89% 26	24.71% 65	35.74% 94	19.77% 52	9.89% 26	263	2.95
Some students are regularly beaten up by other students	4.94% 13	6.84% 18	25.10% 66	36.12% 95	27.00% 71	263	3.73
Some students are regularly picked on, called names or teased by other students	14.39% 38	22.73% 60	38.64% 102	16.67% 44	7.58% 20	264	2.80
I have had something of mine stolen at school this year	15.71% 41	14.56% 38	16.09% 42	27.20% 71	26.44% 69	261	3.34
I generally feel safe at school	14.89% 39	33.97% 89	34.73% 91	8.40% 22	8.02% 21	262	2.61
I feel safe on school grounds before school	12.88% 34	34.47% 91	37.12% 98	8.71% 23	6.82% 18	264	2.62
I feel safe on school grounds after school	14.45% 38	38.02% 100	29.66% 78	11.03% 29	6.84% 18	263	2.58
I feel safe in the school lunchroom	18.94% 50	40.53% 107	29.17% 77	6.82% 18	4.55% 12	264	2.38
I feel safe in the school hallways	16.79% 44	38.93% 102	32.06% 84	7.25% 19	4.96% 13	262	2.45
I feel safe in the school bathrooms	15.65% 41	39.69% 104	30.15% 79	7.63% 20	6.87% 18	262	2.50
I feel safe in the classrooms	17.24% 45	41.38% 108	31.03% 81	4.98% 13	5.36% 14	261	2.40
I feel safe in the school gym	18.46% 48	40.00% 104	30.38% 79	6.15% 16	5.00% 13	260	2.39
I feel safe going to and from school	17.76% 46	37.84% 98	30.89% 80	7.34% 19	6.18% 16	259	2.46
Troublemakers should be suspended or expelled	22.52% 59	27.10% 71	33.59% 88	11.07% 29	5.73% 15	262	2.50
Some students are getting away with too much	19.47% 51	22.52% 59	35.11% 92	14.12% 37	8.78% 23	262	2.70
Students know what behavior is expected of them	16.41% 43	40.46% 106	29.77% 78	7.63% 20	5.73% 15	262	2.46
Teachers enforce the rules when something bad happens	15.00% 39	35.77% 93	32.69% 85	8.46% 22	8.08% 21	260	2.59
Teachers listen to me when I have a problem	11.63% 30	25.58% 66	37.98% 98	10.47% 27	14.34% 37	258	2.90
I can depend on my teachers to keep my school safe	12.64% 33	29.12% 76	37.93% 99	8.81% 23	11.49% 30	261	2.77
Teachers enjoy teaching here	10.85% 28	26.36% 68	44.19% 114	8.91% 23	9.69% 25	258	2.80

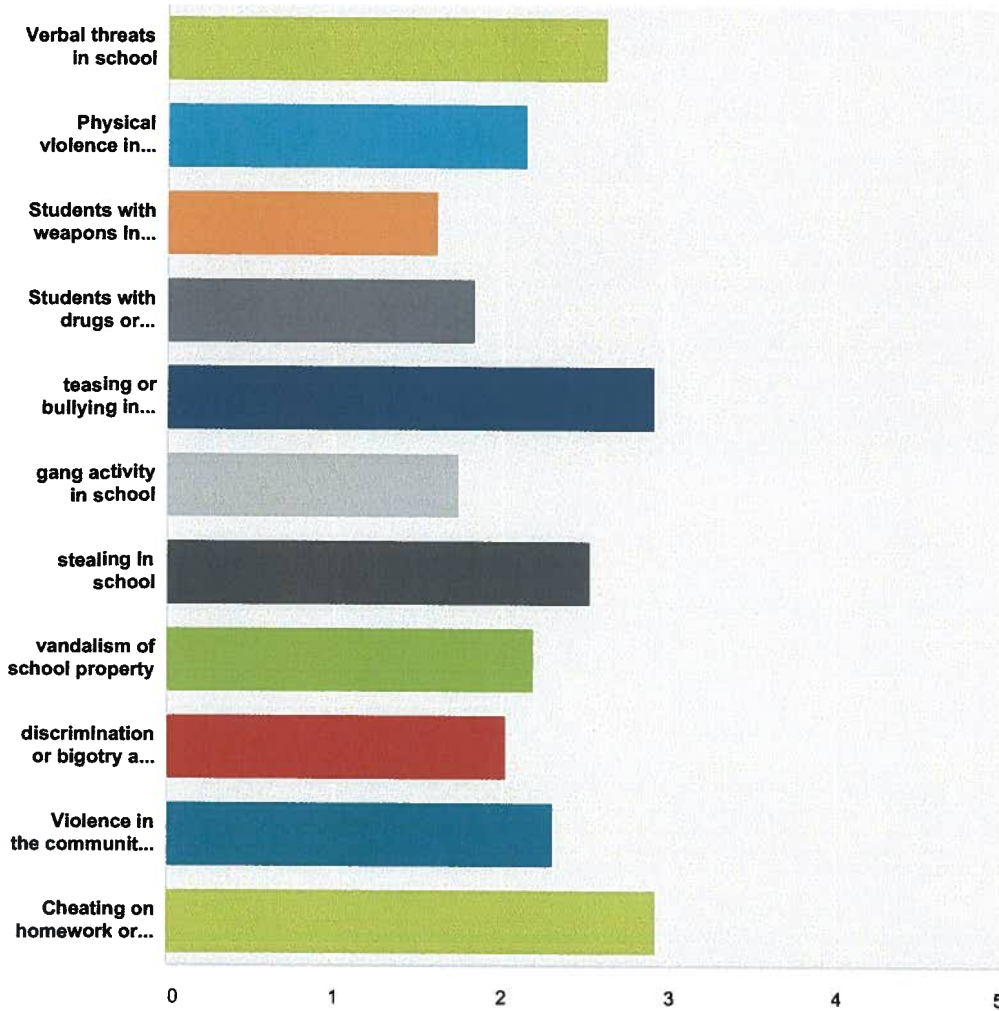
School climate student survey

The rules for punishing students are fair	8.14% 21	25.97% 67	41.09% 106	12.02% 31	12.79% 33	258	2.95
Principals apply discipline rules fairly	12.84% 33	27.63% 71	35.41% 91	9.34% 24	14.79% 38	257	2.86
My school holds fire drills once a month	9.27% 24	19.31% 50	35.91% 93	15.44% 40	20.08% 52	259	3.18
My school holds drills on emergencies, other than fire drills, twice per year.	18.08% 47	29.23% 76	34.62% 90	7.31% 19	10.77% 28	260	2.63
My school is prepared for any emergency	12.98% 34	27.48% 72	39.31% 103	8.02% 21	12.21% 32	262	2.79
My school provides guidance and counseling services I need	21.37% 56	38.55% 101	30.15% 79	3.05% 8	6.87% 18	262	2.35
Other students enjoy learning	8.81% 23	21.84% 57	48.66% 127	9.96% 26	10.73% 28	261	2.92
I am learning a lot in school	18.22% 47	39.92% 103	29.07% 75	6.59% 17	6.20% 16	258	2.43
Doing well in school is important	37.84% 98	32.05% 83	21.62% 56	3.86% 10	4.63% 12	259	2.05
My school is doing a good job	14.62% 38	28.85% 75	39.23% 102	6.15% 16	11.15% 29	260	2.70
I am proud of this school	13.57% 35	20.93% 54	39.15% 101	8.53% 22	17.83% 46	258	2.96

School climate student survey

Q8 During this school year, how many times have YOU experienced and/or witnessed the following problems in your school?

Answered: 264 Skipped: 0



	Never	One time this year	one time per month	One time per week	Daily	Total	Average Rating
Verbal threats in school	38.17% 100	16.03% 42	13.36% 35	9.92% 26	22.52% 59	262	2.63
Physical violence in school	37.01% 94	33.07% 84	14.96% 38	7.48% 19	7.48% 19	254	2.15
Students with weapons in school	62.07% 162	25.29% 66	5.36% 14	2.68% 7	4.60% 12	261	1.62
Students with drugs or alcohol in school	61.92% 161	16.15% 42	7.69% 20	4.23% 11	10.00% 26	260	1.84

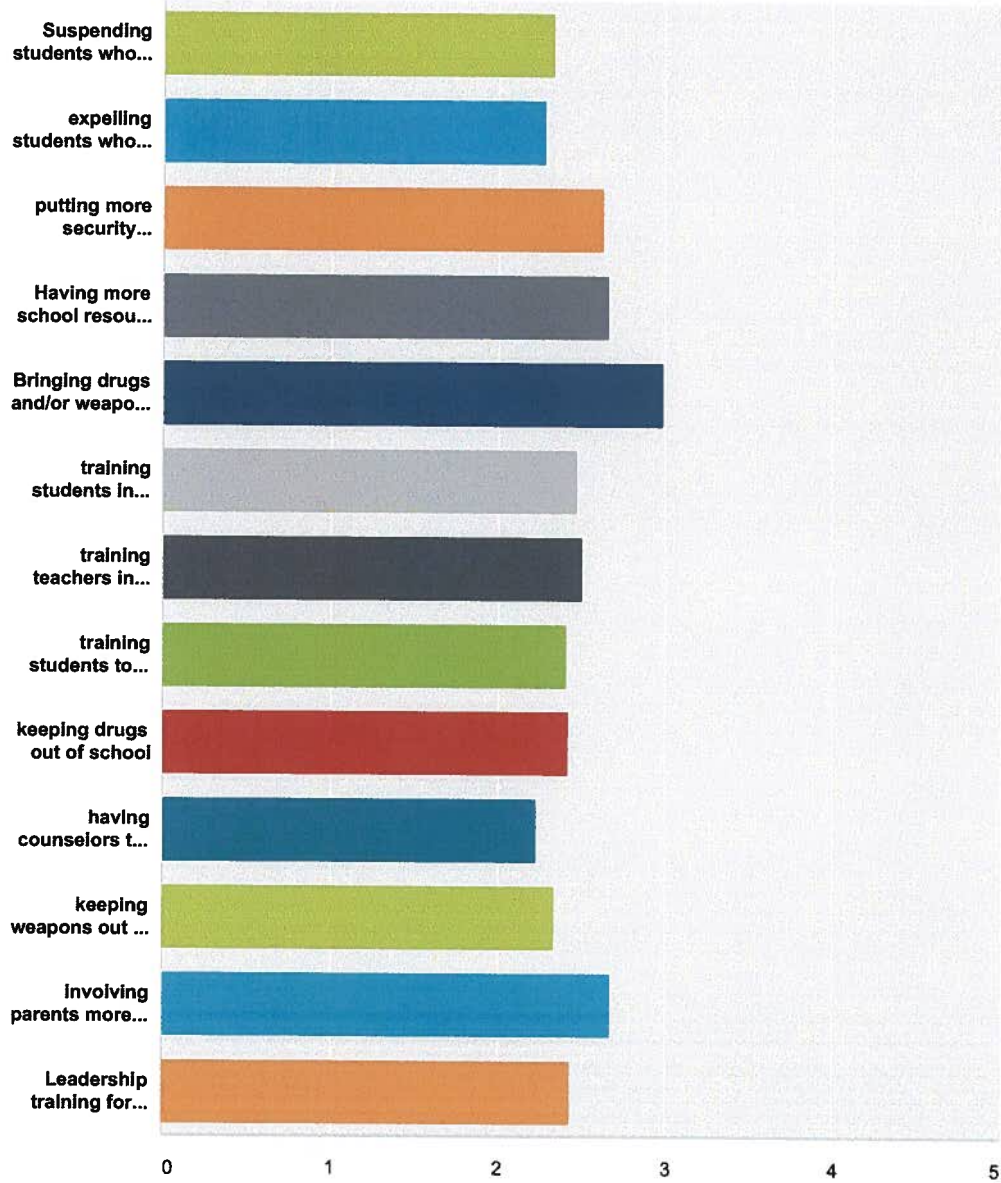
School climate student survey

teasing or bullying in school	31.18% 82	14.83% 39	14.45% 38	11.03% 29	28.52% 75	263	2.91
gang activity in school	70.66% 183	8.11% 21	7.34% 19	4.25% 11	9.65% 25	259	1.74
stealing in school	35.41% 91	21.79% 56	16.73% 43	6.61% 17	19.46% 50	257	2.53
vandalism of school property	50.00% 131	13.74% 36	17.18% 45	4.96% 13	14.12% 37	262	2.19
discrimination or bigotry at school	57.85% 151	13.41% 35	11.49% 30	3.83% 10	13.41% 35	261	2.02
Violence in the community around the school	43.85% 114	19.23% 50	15.38% 40	5.00% 13	16.54% 43	260	2.31
Cheating on homework or tests	32.70% 86	13.69% 36	13.31% 35	9.89% 26	30.42% 80	263	2.92

School climate student survey

Q9 How effective do you feel these strategies are for making your school safe?

Answered: 264 Skipped: 0



	Very Effective	Somewhat effective	Neutral	Somewhat ineffective	Totally Ineffective	Total	Average Rating
Suspending students who commit acts of violence	28.63% 75	30.15% 79	29.01% 76	3.44% 9	8.78% 23	262	2.34
expelling students who commit acts of violence	36.12% 95	18.63% 49	32.32% 85	6.08% 16	6.84% 18	263	2.29
putting more security devices in school	26.89% 71	20.08% 53	32.58% 86	4.55% 12	15.91% 42	264	2.63

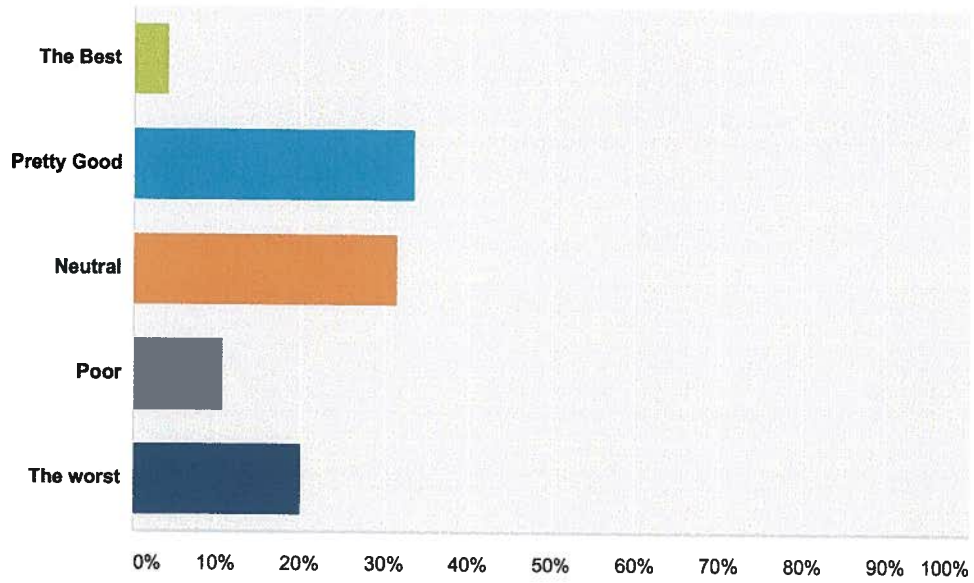
School climate student survey

Having more school resource officers and/or police in school	27.38% 72	17.11% 45	34.60% 91	4.18% 11	16.73% 44	263	2.66
Bringing drugs and/or weapon sniffing dogs to school	20.83% 55	14.02% 37	33.71% 89	7.95% 21	23.48% 62	264	2.99
training students in anger management and conflict resolution	30.92% 81	18.70% 49	34.73% 91	3.82% 10	11.83% 31	262	2.47
training teachers in conflict resolution	28.35% 74	22.99% 60	31.03% 81	4.60% 12	13.03% 34	261	2.51
training students to accept differences in others	31.42% 82	22.61% 59	31.03% 81	3.45% 9	11.49% 30	261	2.41
keeping drugs out of school	35.77% 93	15.77% 41	32.69% 85	2.31% 6	13.46% 35	260	2.42
having counselors to help students	39.53% 102	20.54% 53	27.52% 71	1.94% 5	10.47% 27	258	2.23
keeping weapons out of school	38.22% 99	16.60% 43	29.73% 77	4.25% 11	11.20% 29	259	2.34
involving parents more with the school	24.32% 63	20.08% 52	34.75% 90	6.18% 16	14.67% 38	259	2.67
Leadership training for students	31.37% 80	21.18% 54	32.55% 83	2.75% 7	12.16% 31	255	2.43

School climate student survey

Q10 Overall I rate my school as:

Answered: 264 Skipped: 0



Answer Choices	Responses	
The Best	4.17%	11
Pretty Good	33.71%	89
Neutral	31.44%	83
Poor	10.61%	28
The worst	20.08%	53
Total		264