

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



The Bridge Academy District

Tyrone Elliott, Superintendent • 203-336-9999 • <http://www.bridgeacademy.org>

District Information

Grade Range	7-12
Number of Schools/Programs	1
Enrollment	281
Per Pupil Expenditures	\$18,035
Total Expenditures	\$5,067,934

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	143	50.9	48.4
Male	138	49.1	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	140	49.8	12.4
Hispanic or Latino of any race	127	45.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	7	2.5	4.8
White	*	*	45.1
English Learners/Multilingual Learners	14	5.0	11.3
Eligible for Free or Reduced-Price Meals	240	85.4	44.8
Students with Disabilities	49	17.4	18.5

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

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

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	33	24.3	10	6.8
Male	34	25.8	17	12.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	24	17.5	19	13.2
Hispanic or Latino of any race	39	32.5	*	*
White	*	*	0	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	63	27.2	26	10.4
Students with Disabilities	15	31.9	6	12.0
All Students - District	67	25.0	27	9.4
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	14.2
General Education Paraprofessionals	6.5
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	1.0
District Central Office Administrators	1.1
School Level Administrators	0.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.1
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.5

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

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	18.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	4	15.4	4.9
Hispanic or Latino of any race	4	15.4	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	18	69.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	2	8	6.8
Teachers	1	5.9	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	24	92.3	13	*
Hispanic or Latino of any race	18	*	19	*
White	N/A	N/A	N/A	N/A
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	34	91.9	*	*
Students with Disabilities	9	*	*	*
All Students - District	42	93.3	32	97.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	N/A	N/A
Emotional Disability	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
All Disabilities - District	N/A	N/A
All Disabilities - State		68.0

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

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	N/A	N/A	2.9
Emotional Disability	N/A	N/A	1.1
Intellectual Disability	N/A	N/A	0.6
Learning Disability	N/A	N/A	6.5
Other Health Impairment	N/A	N/A	3.6
Other Disabilities	N/A	N/A	1.1
Speech/Language Impairment	N/A	N/A	2.0
All Disabilities	N/A	N/A	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,538,639	\$9,034	\$13,471
Support services - students	\$1,125,933	\$4,007	\$1,826
Support services - instruction	\$135,329	\$482	\$972
Support services - general administration	\$41,364	\$147	\$568
Support services - school based administration	\$823,908	\$2,932	\$1,274
Central and other support services	\$35,543	\$126	\$761
Operation and maintenance of plant	\$342,159	\$1,218	\$2,125
Student transportation services	\$25,059	\$89	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,067,934	\$18,035	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$335,259	78.0	26.4
Instructional Aide Salaries	\$34,630	8.1	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$59,715	13.9	13.3
Purchased Services Other Than Transportation	.	.	6.8
Special Education Tuition	.	.	22.8
Supplies	.	.	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	.	.	8.7
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$429,605	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	8.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	8.5
State	70.1
Federal	21.4
Tuition & Other	0.1

Revenue 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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	68	51.8	68	46.3	44	50.5
Hispanic or Latino of any race	64	48.4	64	45.9	42	47.0
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	10	*	10	*	*	*
Non-English Learners/Non-Multilingual Learners	129	50.3	129	46.2	*	*
Eligible for Free or Reduced-Price Meals	116	49.7	116	45.1	75	46.8
Not Eligible for Free or Reduced-Price Meals	23	50.9	23	50.3	16	*
Students with Disabilities	27	35.5	27	30.9	17	*
Students without Disabilities	112	53.4	112	49.6	74	50.4
High Needs	119	49.0	119	44.8	76	46.6
Non-High Needs	20	55.0	20	52.8	15	*
All Students - District	139	49.9	139	46.0	91	48.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	N/A	N/A	78.3	85.1	93	81.7
Curl Up	N/A	N/A	87.0	85.4	94	86.2
Push Up	N/A	N/A	56.5	72.9	94	64.9
Mile Run/PACER	N/A	N/A	58.7	79.2	94	69.1
All Tests - District	N/A	N/A	43.5	57.4	93	50.5
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	24	91.7
Hispanic or Latino of any race	15	*
White	N/A	N/A
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	37	*
Students with Disabilities	9	*
All Students - District	40	92.5
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	33	80.5
Male	19	51.4
Non-Binary	N/A	N/A
Black or African American	29	72.5
Hispanic or Latino of any race	23	60.5
White	N/A	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	43	64.2
Students with Disabilities	10	*
All Students - District	52	66.7
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	*	*
Male	65.2	*
Non-Binary	N/A	N/A
Black or African American	72.7	*
Hispanic or Latino of any race	*	*
White	N/A	N/A
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	70.6	80.0
Students with Disabilities	*	*
All Students - District	66.7	81.5
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.9	75	33.3	50	66.5	64.7
ELA Performance Index	High Needs Students	49.0	75	32.7	50	65.4	54.9
Math Performance Index	All Students	46.0	75	30.6	50	61.3	61.1
Math Performance Index	High Needs Students	44.8	75	29.9	50	59.8	50.6
Science Performance Index	All Students	48.1	75	32.1	50	64.1	62.6
Science Performance Index	High Needs Students	46.6	75	31.1	50	62.2	52.1
ELA Academic Growth	All Students	60.9%	100%	60.9	100	60.9	60.6%
ELA Academic Growth	High Needs Students	61.4%	100%	61.4	100	61.4	55.7%
Math Academic Growth	All Students	46.8%	100%	46.8	100	46.8	62.3%
Math Academic Growth	High Needs Students	44.9%	100%	44.9	100	44.9	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	25.0%	<=5%	10.0	50	20.0	17.2%
Chronic Absenteeism	High Needs Students	27.1%	<=5%	5.8	50	11.7	24.8%
% Taking CCR Courses	All Students	94.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	66.7%	75%	44.4	50	88.9	47.2%
On-track to High School Graduation	All Students	93.0%	94%	49.5	50	99.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	92.5%	94%	98.4	100	98.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	89.7%	94%	95.4	100	95.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	66.7%	75%	88.9	100	88.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	50.5%	75%	33.7	50	67.4	49.0%
Arts Access	All Students	71.8%	60%	50.0	50	100.0	55.1%
Accountability Index				929.9	1350	68.9	

Physical Fitness Estimated Participation Rate - District: 96.9% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	55.0	49.0	5.9	16.9	N
Math Performance Index Gap	52.8	44.8	8.0	18.4	N
Science Performance Index Gap	.	46.6	.	18.2	N
Graduation Rate Gap	.	89.7%	.	8.6%	N

If 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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	100.0
Science	High Needs Students	100.0

Minimum 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: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

At Bridge Academy we are committed to offering students with IEP's an inclusion model with high expectations for academic and social/emotional growth and the support students need to succeed in class, on important assessments and in life. Toward this end, we review and revise all IEP goals annually to ensure that they meet each student's individual and academic needs. All general education teachers meet with special education teachers bi-weekly to review progress toward goals and determine next steps. All general education classrooms have a second support teacher in order to give each student the help they need. Special education teachers meet regularly with a special education consultant to ensure that they are constantly improving their practice and their support of both students and families.

We prioritize both academic and social emotional learning, as evidenced by the fact that we have three social workers and a school counselor serving under 300 students.

In order to reduce chronic absenteeism and raise attendance rates, we follow our Tiered Attendance Plan to first work to create a positive culture and climate. We do this in part by planning multiple opportunities for school connections throughout the year, including morning advisories, student-led assemblies, activity days, field trips and a robust after school program. We carefully monitor the academic and social/emotional needs of every student, including giving a Social/Emotional Benchmark Assessment in order to tailor our support to each student.

Our Attendance Committee consists of social workers, administrators, teachers, paraprofessionals, our Social Emotional Learning Coordinator, school counselor, secretaries and nurse. This team meets bi-weekly to identify barriers to attendance and create individual plans for struggling students to ensure they come to school every day. In addition, we have created a school Uber account to transport students who have no other way of getting to school. Lastly, we also purchase monthly bus passes for students for whom the walk to school is a barrier to attendance.

In order to create the best possible partnership with families, we conduct Parent Teacher Home Visits for incoming students. All families are encouraged to attend our Governing Council meetings. We regularly survey our students and families to learn their opinions on a range of topics in order to better meet their needs. We have two Family Engagement coordinators who are responsible for ensuring that our families feel supported and heard throughout the year. We also conduct student and parent focus groups and surveys to ensure that all community voices are heard.

Our high school offers a dual enrollment program in which students are encouraged to take college classes during all four years. This is a free program that allows students to earn college credit and gain college experience. We have had students graduate early from college because they earned so many credits during high school! A future goal is to create a program in which students can earn an Associates Degree by the time they graduate from 12th grade.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our enrollment application is simple and asks only for a student's demographic information. It can be found on our website in both English and Spanish. We also advertise on local Spanish radio stations. Applicants are admitted through a lottery.

We work to reduce racial and economic isolation by allowing any interested student to apply and attend regardless of residency. This allows us to enroll students from a range of cultural and socio-economic backgrounds.

We are committed to recruiting and hiring a diverse group of teachers and staff; our staff currently consists of more than 50% people of color. We also have six staff members who were former students.

Our curriculum is designed to increase awareness of various cultures and points of view. Teachers also regularly share the accomplishments of underrepresented groups such as people of color and women in fields such as science, mathematics and history. Our English curriculum focuses on literature that acts as "windows and mirrors" for our students.

We partner with a number of community and state-wide organizations in order to expose our students to a range of activities and opportunities. For example, we have a group of students that goes to Beardsley Zoo once a month to learn about ecosystems, animal habitats and more through our Trout in the Classroom program. All of our high school students take Housatonic Community College and Post University classes for free through our partnership with these schools. We also work with several mental health organizations to ensure our students and staff get the support they need.

Many of our after school clubs and field trips offer students exposure to opportunities they may not otherwise experience. Some of our after school clubs include Outdoors Club, Poetry Club, Anime Club and Media Club and students go on trips to nature parks, aquariums, plays, and zoos.

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Equitable Allocation of Resources among District Schools

Since our "district" is made up of only one school this question is not applicable.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	100.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	1		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.