Connecticut State Department of Education

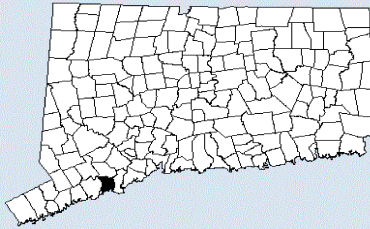# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Bridgeport Achievement First District

203-333-9128 • https://www.achievementfirst.org/schools/connecticut/

District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	1,016
Per Pupil Expenditures[1]	$12,279
Total Expenditures[1]	$11,997,032

[1]Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

CT Reports (CMT/CAPT)
District and School Performance Reports
Special Education Annual Performance Reports
SAT®, AP®, PSAT® Report by High School (Class of 2016)
(2016® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	525	51.7	48.3
Male	491	48.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	10	1.0	4.9
Black or African American	551	54.2	12.8
Hispanic or Latino	430	42.3	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.7
White	15	1.5	55.9
English Learners	128	12.6	6.4
Eligible for Free or Reduced-Price Meals	805	79.2	38.0
Students with Disabilities[1]	94	9.3	13.7

[1]Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	25	4.9	92	17.8
Male	21	4.4	143	29.7
Black or African American	24	4.5	150	27.6
Hispanic or Latino	20	4.9	80	19.0
White	*	*	*	*
English Learners	7	5.7	25	20.0
Eligible for Free or Reduced-Price Meals	39	4.9	196	24.3
Students with Disabilities	12	13.5	31	33.3
District	46	4.7	235	23.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 43

Number of school-based arrests: 0

[2]A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	83.0
Paraprofessional Instructional Assistants	9.0
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	8.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.4

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

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	11	20.0	3.5
Hispanic or Latino	6	10.9	3.5
Pacific Islander	1	1.8	0.0
Two or More Races	0	0.0	0.1
White	36	65.5	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	60.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.6	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	13	61.9	14	*
Hispanic or Latino	12	*	11	*
White	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	67.9	18	*
Students with Disabilities	0	0.0	*	*
District	25	69.4	25	100.0
State		61.2		73.9

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.6
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.6
Other Health Impairment	0	0.0	2.8
Other Disabilities	0	0.0	1.0
Speech/Language Impairment	0	0.0	1.9
All Disabilities	0	0.0	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	6,341,480	6,491	9,387
Instructional Supplies and Equipment	452,178	463	318
Improvement of Instruction and Educational Media Services	415,007	425	541
Student Support Services	700,097	717	1,048
Administration and Support Services	2,707,177	2,771	1,790
Plant Operation and Maintenance	501,297	513	1,608
Transportation	250,828	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	628,968	644	194
Total	11,997,032	12,279	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	6,563,148	6,718	1,524

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

Special Education Expenditures: 2014-15

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	35.1
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.5
Tuition to Other Schools	0	0.0	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	0	0.0	15.0
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	8.4	0.0
State	62.1	88.3
Federal	6.5	10.0
Tuition & Other	23.1	1.7

[4]Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments.The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7	*	7	*	*	*
Black or African American	316	63.7	316	59.9	122	41.5
Hispanic or Latino	228	66.1	228	63.1	91	45.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	7	*	7	*	*	*
English Learners	74	58.6	74	57.9	36	44.1
Non-English Learners	491	66.0	491	62.2	183	43.3
Eligible for Free or Reduced-Price Meals	464	63.8	464	60.4	179	42.7
Not Eligible for Free or Reduced-Price Meals	101	71.0	101	67.1	40	46.6
Students with Disabilities	48	46.1	48	42.3	19	*
Students without Disabilities	517	66.8	517	63.4	200	44.2
High Needs	473	63.7	473	60.5	187	42.7
Non-High Needs	92	72.0	92	67.2	32	47.7
District	565	65.1	565	61.6	219	43.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	56.2	47.3	67.8	85.7	314	60.8
Curl Up	50.6	59.1	75.6	97.6	314	66.6
Push Up	69.7	47.3	58.9	88.1	314	62.4
Mile Run/PACER	80.9	55.9	67.8	81.0	314	69.7
All Tests - District	25.8	39.8	51.1	71.4	314	43.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	0	.		.
District	31	93.5	.		.
State[4]		87.2			

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	16	50.0
Male	100.0	12	41.4
Black or African American	100.0	16	45.7
Hispanic or Latino	100.0	12	46.2
White	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	20	43.5
Students with Disabilities	*	0	*
District	100.0	28	45.9
State	95.6		40.7

[5]College readiness exams and benchmark scores are as follows:
- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:
SAT® and AP® statistics derived from data provided by the College Board.
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ACT® statistics derived from data provided by ACT, Inc.
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IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	N/A	N/A
Male	N/A	N/A
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State	71.9	88.3

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	65.1	75	43.4	50	86.7	67.7
	High Needs Students	63.7	75	42.5	50	84.9	56.7
Math Performance Index	All Students	61.6	75	41.1	50	82.2	61.4
	High Needs Students	60.5	75	40.4	50	80.7	49.9
Science Performance Index	All Students	43.4	75	29.0	50	57.9	57.5
	High Needs Students	42.7	75	28.5	50	57.0	47.0
ELA Academic Growth	All Students	68.8%	100%	68.8	100	68.8	63.8%
	High Needs Students	66.7%	100%	66.7	100	66.7	58.3%
Math Academic Growth	All Students	77.8%	100%	77.8	100	77.8	65.0%
	High Needs Students	77.6%	100%	77.6	100	77.6	57.4%
Chronic Absenteeism	All Students	4.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	4.8%	<=5%	50.0	50	100.0	15.6%
Preparation for CCR	% Taking Courses	82.0%	75%	50.0	50	100.0	67.6%
	% Passing Exams	45.9%	75%	30.6	50	61.2	40.7%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.5%	94%	99.5	100	99.5	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		86.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7% | 43.3%	75%	28.9	50	57.7	89.2% | 50.5%
Arts Access		31.3%	60%	26.1	50	52.2	47.5%
Accountability Index				**1000.8**	**1250**	**80.1**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	72.0	63.7	8.3	16.5	
Math Performance Index Gap	67.2	60.5	6.7	18.9	
Science Performance Index Gap	47.7	42.7	5.0	17.2	
Graduation Rate Gap	.	.	.	.	

[1]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.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	99.3
	High Needs Students	99.2
Math	All Students	99.3
	High Needs Students	99.2
Science	All Students	99.1
	High Needs Students	99.0

[3]Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: *   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Bridgeport Academy is a member of the Achievement First network of schools, and as such benefits from the latest available research, training, and support in providing differentiated instruction to students with special needs or requiring additional support. Team Special Services works closely with our schools' special services leaders to design programming and interventions to meet the needs of the current school population. A foundation of that support is a "special services playbook", a manual that serves as a resource to school leaders, special services leaders, and teachers in identifying and addressing needs of all students. Bridgeport Academy is building an inclusive environment to ensure all our scholars are able to achieve academically and behaviorally at high levels. Co-teaching is one vehicle for reaching inclusiveness. Additionally, co-teaching allows teachers to collect more data, provide more feedback, and offer more targeted support to lead students to the same rigorous academic and behavioral outcomes.

Maintaining high daily attendance rates and low chronic absenteeism rates are daily initiatives at Bridgeport Academy. To this end, operations staff reaches out to parents and guardians moments after the start of the school day to determine the reason for a student's absence. This sometimes involves understanding the circumstances that keep students from getting to school and compensating for those challenges. In some cases that can include arranging transportation for a student that missed the bus or otherwise doesn't have a ride to school. Each classroom in the schools displays their daily attendance percentage and provides incentives and recognition for days that the school buildings have 100% attendance.

Families are regularly welcomed into the school and to engage in learning activities. Report card nights are extremely well attended, and many parents are involved the planning and leadership of these events through parent leadership councils. Teachers are highly accessible to families, with their cell phone numbers being available to parents to reach them after school hours. Community outreach and student recruitment is led by a dedicated Community Outreach Associate who coordinates efforts and explores partnerships with the community our school serves. This includes a relatively new program called "AF Ambassadors" which is a partnership among parents, teachers, and community leaders with a goal of advocating for the schools and expanding their community impact.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Department of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The mission of Bridgeport Academy is to deliver on the promise of equal educational opportunity for all of Bridgeport's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Bridgeport Academy schools provide all of our scholars with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

We believe it is the fulfillment of this mission and the reduction of the achievement gaps based on race and economic status that will reduce the isolation for our scholar.

s. We aim to have our schools reflect the demographic composition of the neighborhoods we serve, and prepare our scholars to achieve academic success, college acceptance, and college graduation at the same rates as their more affluent peers.

The current demographic composition of our school community is 96% African American or Hispanic and 81% of our scholars are eligible for free or reduced price lunch. Academic performance on the 2015-16 SBAC exceeds or compares favorably with our host district of Bridgeport with 46% proficiency in ELA and 42% proficiency in Math in grades 3-8. On the SAT, our 11th grade scholars were 79% proficient in ELA and 40% proficient in Math.

Preparation for the college experience begins in the 9th grade with the Foundations and Leadership course. This four year program is designed to help scholars learn how to navigate the more complex high school and post-secondary school world, with an emphasis on overcoming obstacles through effort. Each year culminates in scholars completing high stakes applications which prepare them for the college application process. High school scholars apply to and attend a variety of summer programs to prepare them for the college experience and the diverse populations they will encounter when they move onto college campuses around the nation.

Additional information is available in our annual charter report and most recent charter renewal application filed with the Connecticut Department of Education.

Equitable Allocation of Resources among District Schools

The Bridgeport Academy district is comprised of three individual school campuses. Each school has a Director of Operations (DSO) that is responsible for non-instructional activities within the school including budgeting and resource acquisition. DSOs from each campus across the Achievement First network meet regularly in a DSO Cohort to norm around processes, procedures, and activities within their schools.

The Bridgeport Academy Board of Directors reviews and approves the annual budget, as well as the financial reports at each of their meetings. These include school level detail with key comparable metrics. Financial reporting is centralized, allowing Achievement First's Chief Financial Officer to insure resources are allocated similarly throughout the network to schools at the same grade levels.

Bridgeport Academy is a data-driven organization, not only in our financial reporting, but in academic, behavior, as well as parent, student, and staff satisfaction. These data are reviewed regularly to identify outliers and equalize resources and results, ensuring equity in the way we serve our scholars and community.