

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Achievement First Bridgeport Academy
Achievement First Bridgeport Academy District

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 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: N/A	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated Student Population: N/A

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

TYPE OF SCHOOL

School Type: Charter
 School Grade Range: 5- 5
 Instructional Focus: College Graduates As Leaders

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 85
 5-Year Enrollment Change: N/A*
 *Between 2002 and 2007, (re)opened

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	61	71.8	N/A	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	7.3
Students Identified as Gifted and/or Talented	0	0.0	N/A	2.3
Students with Disabilities	1	1.2	N/A	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	N/A	N/A	N/A	N/A
Homeless	0	0.0	N/A	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	194	181
Total Hours per Year	1,242	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	0	31
Computer Education	0	17
English Language Arts	625	425
Family and Consumer Science	0	1
Health	0	23
Library Media Skills	0	18
Mathematics	381	199
Music	125	33
Physical Education	0	40
Science	42	97
Social Studies	41	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 45 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	N/A	N/A
World Language	N/A	N/A

Average Class Size	School	DRG	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.3	N/A	20.9
Grade 7	N/A	N/A	N/A

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	N/A	7.1
% of Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	0.0	N/A	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	N/A	N/A	3.4
% of Computers with Internet Access	N/A	N/A	98.3
% of Computers that are High or Moderate Power	N/A	N/A	91.7
# of Print Volumes Per Student*	0.0	N/A	27.7
# of Print Periodical Subscriptions	0	N/A	16

*This school does not have its own library.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	0.20
Special Education: Teachers and Instructors	0.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	0.00
Administrators, Coordinators, and Department Chairs District Central Office School Level	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.20
Other Staff Providing Non-Instructional Services and Support	6.40

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

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	5.6	N/A	13.2
% with Master's Degree or Above	60.0	N/A	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	N/A	N/A	N/A
% Assigned to Same School the Previous Year	N/A	N/A	N/A

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

- Achievement First (AF) Bridgeport Academy supports parents in many ways. Our Parent Coordinator sends home a parent update every Wednesday and is in constant email communication with many of our parents. Teachers and administrators communicate with parents about student academic and behavioral progress each Friday. In addition, parents attend Progress Report Nights to discuss final grades with teachers. Parents are given four weeks notice prior to Progress Report Nights to inform them of how they can support their children as the near the end of term. Parents also held important leadership positions on our campus, including serving on our Board, representing our school at Connecticut state legislature meetings, and participating in the Parent Leadership Committee (PLC).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	0	0.0
Black	50	58.8
Hispanic	34	40.0
White	1	1.2
Total Minority	84	98.8

Percent of Minority Professional Staff: 62.5%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

- Achievement First (AF) Bridgeport Academy aspires to be a welcoming, tolerant community where all members have equal access to an excellent education. Our catchment area for student recruitment includes the most underserved neighborhoods in Bridgeport. We admit students by public lottery conducted in a fair, equitable manner, thus ensuring that all participants have an equal opportunity to access the school's resources. Our staff, which includes a large number of teachers of color, reflects our commitment to creating a diverse learning environment, and our curriculum includes multicultural elements that reflect the racial, ethnic and cultural backgrounds of our students. As we expand to full enrollment, we will be committed to maintaining a high level of staff diversity.
 - AF Bridgeport Academy also works to reduce racial, ethnic, and economic isolation by helping its students – 99% of whom represent minority groups and 72% of whom are low-income – overcome the traditional achievement gap, dramatically increasing and broadening their life options. 2008 CMT results demonstrate our efforts to close the achievement gap. We are pleased to report that the inaugural 5th grade class of AF Bridgeport student made significant gains – 23 points in math, 12 points in reading, and 9 points in writing – from their performance in 4th grade and outperformed their Bridgeport peers. The percentage of Achievement First Bridgeport students that met or exceeded math and writing proficiency standards surpassed their district peers by almost 20 percentage points. We believe that while there is still work to be done to ensure the success of our students, the results from the first year show significant promise.
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STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	35.7	62.2	5.6
Writing	33.3	64.5	3.1
Mathematics	39.8	65.9	6.8
Science	28.6	54.9	9.3
Grade 6 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	97.6	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	N/A	N/A

* Counts by category may be suppressed to protect student privacy.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	N/A
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	N/A

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	N/A	N/A	N/A	N/A
Learning Disability	N/A	N/A	N/A	N/A
Intellectual Disability	N/A	N/A	N/A	N/A
Emotional Disturbance	N/A	N/A	N/A	N/A
Speech Impairment	N/A	N/A	N/A	N/A
Other Health Impairment*	N/A	N/A	N/A	N/A
Other Disabilities**	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	N/A	N/A	35.7	62.1
Writing	N/A	N/A	33.3	63.0
Mathematics	N/A	N/A	39.8	62.7
Science	N/A	N/A	28.6	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	N/A
	% With Accommodations	N/A
	% Assessed Using Skills Checklist	N/A

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Districts	DRG	State
Instructional Staff and Services	N/A	N/A	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A	N/A	N/A
Transportation	N/A	N/A	N/A	N/A	N/A
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A
Additional Expenditures					
Land, Buildings, and Debt Service	N/A	N/A	N/A	N/A	N/A

Special Education Expenditures

Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	N/A

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	N/A	N/A	N/A	N/A
Excluding School Construction	N/A	N/A	N/A	N/A

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

- Our Board of Trustees includes an education committee that works with school leaders and parents to develop and implement improvement plans. We administer an extensive Parent Survey in order to collect feedback on how to improve our educational model. At Amistad, we work diligently to ensure every scholar has firm footing on their climb to college by providing the critical supports necessary to succeed. We believe in educating all students in an inclusive environment to the greatest extent possible by providing a combination of small group instruction in homogeneous groups and pull-out and push-in resource rooms.
- Although we have had remarkable success in stimulating breakthrough achievement gains, we have identified key priority areas to help stimulate improvement, including enhancing instructional planning and implementation and creating a culture of literacy. Over the last year, we have engaged in intensive planning and program development that will guide our improvement efforts over the coming school year. We will ramp the amount of targeted feedback and professional development provided to all staff to identify the components of excellent instruction and support teachers in providing top-notch instruction in every class. Like our Achievement First sister schools in New Haven, we will launch a new reading curriculum that will introduce more targeted phonics and fluency instruction for our lowest readers through a separate intervention class to supplement regular reading instruction and include more time for independent reading. The new reading curriculum includes new forms of assessment, including a baseline assessment to help us formulate a tailored, individualized reading program for each student. Reading progress will be assessed at least four times each year so that successes can be celebrated, new goals can be set, and interventions can be made if necessary. We believe this new student-centered approach better targets individual reading weaknesses, and as a result, will significantly improve overall reading performance.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

- AF Bridgeport fosters a positive, structured, no excuses school culture that is integral to its success as high-performing academic institutions. In addition to academics, the school's mission calls for teachers to help develop the character and leadership skills of students. AF Bridgeport has a successful character education program. Clear, school-wide expectations for student behavior are defined by five REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work). The simple acronym, which students hear and see everywhere and all the time at Amistad Academy, makes it easy for teachers, students, and parents to remember and communicate what is expected of AF Bridgeport students. Teachers help students to clearly define what each REACH value looks like, sounds like, and even feels like in terms of the specific, observable behaviors. Students have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble.
 - Both students and teachers use REACH rubrics to evaluate students' behavior in terms of observable demonstrations of REACH values. The REACH rubric is designed to be grade-specific, and older students will be expected to behave even better than younger students; our belief is that just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills. In order to develop the positive teacher-student relationships necessary for student success, each student at AF Bridgeport has two advisors. Students meet with their advisory groups daily to explore stories, poetry, and events that reinforce the REACH values.
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