

Mission Statement

The mission of Elm City College Preparatory is to strengthen the academic and character skills needed for all students to graduate from top-tier high schools and colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities.

Elm City College Preparatory has three overarching goals:

Academic excellence: To accelerate the learning of our students so that they achieve academic breakthroughs that are essential for success in high school, college and life – with an emphasis on reading, writing, math and science.

Public citizenship: To develop students who take responsibility for themselves, their school and their community by embodying the REACH values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work.

Partnership in public school reform: To develop and share an instructional program that consistently produces dramatic student achievement gains and to work with like-minded organizations and traditional public schools to promote excellence in public education.

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Letter from the Directors of the School and Governing Board Chairperson

September 19, 2014

Dear Commissioner,

It is our pleasure to submit Elm City College Preparatory's annual report for the 2013-14 school year. We are proud to report another year of progress toward our mission to provide all of our students with the academic and character skills they need to graduate from college, to succeed in a competitive world and to serve as the next generation of leaders for our communities.

Elm City College Preparatory opened in 2004 with an elementary and middle school program, and as a result of in 2013-14 we served more than 518 students in grades kindergarten through 8. At our elementary and middles schools, 97 percent of our students were African-American or Hispanic, while and approximately 76 percent were eligible for free or reduced-price lunch. At Achievement First Amistad High School we served more than 370 students. Ninety-nine percent of students were African-American or Hispanic, and approximately 75 percent were eligible for free or reduced-price lunch.

Elm City College Preparatory's high school students are co-located at Achievement First Amistad High School with students from Amistad Academy and Achievement First Bridgeport. To date, 100% of every graduating class from AF Amistad High School has earned acceptance to college.

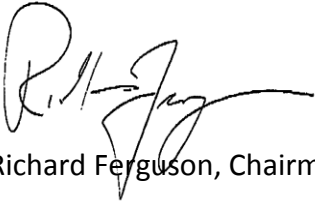
In 2013-14, our school rolled out a new curriculum that is aligned to the Common Core State Standards, which will help ensure that all of our scholars are prepared to succeed at the college of their choice. The materials for this curriculum have been developed by teachers across the Achievement First network, in close partnership with network staff and national experts. This unique process ensures that the curriculum is not only rigorous and engaging, but tailored to the needs of the classroom teachers who bring it to life every day.

In addition to focusing on continued academic excellence in a growing student body, we remain committed to character development. At our elementary and middle schools, students strive to embody the REACH values of Respect, Enthusiasm, Achievement, Citizenship and Hard Work. Meanwhile, Amistad High School focuses on a more mature set of core values—Grit, Independence, Judgment, Integrity and Citizenship. Our goal is to develop well-rounded students, and we teach these character values as explicitly as we teach academics.

As always, we are appreciative of the opportunity to operate a Connecticut charter school and for the faith that you, the State Board of Education and the Connecticut General Assembly have

placed in us. We hope to continue to build that relationship and to make further strides in providing an excellent education for our students in the 2014-2015 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Ferguson". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Richard Ferguson, Chairman, Board of Directors

A handwritten signature in black ink, appearing to read "Andrew Poole". The signature is cursive and somewhat stylized, with a long horizontal stroke at the end.

Andrew Poole, Principal, Elementary School

A handwritten signature in black ink, appearing to read "Rebecca Good". The signature is cursive and includes the name "Good" written in a smaller font at the end.

Rebecca Good, Principal, Middle School

A handwritten signature in black ink, appearing to read "Chris Bostock". The signature is cursive and includes the name "Bostock" written in a smaller font at the end.

Chris Bostock, Principal, High School

About Our School

School Program

Description of Student Admissions Process

Elm City College Preparatory's elementary and middle schools participate in New Haven's Public Schools of Choice admissions lottery, which includes magnet and charter schools across the City of New Haven. The lottery application asks parents/guardians to list their top three school choices, one of which may be Elm City College Preparatory, and students are assigned to a school by blind selection. If a student's top school choice(s) is full, the student is placed on the waiting list at their school of choice and assigned to attend a different school. Schools participating in New Haven's Public Schools of Choice lottery may give preference to applicants based on geography or family legacy. Elm City College Preparatory gives preference to applicants based on family legacy, meaning that siblings of currently enrolled Elm City College Preparatory students are given preference in the lottery for Elm City College Preparatory. Elm City College Preparatory does not give preference based on geography; all students residing in the City of New Haven are eligible to attend Elm City College Preparatory. New Haven's Public Schools of Choice lottery for the 2013-14 school year took place in March 2013. Achievement First Amistad High School does not hold a lottery for entrance to the school. Only students that have matriculated from Amistad Academy Middle School or Elm City College Prep Middle School (collectively "Feeder Schools") are allowed to enroll at the school. In the rare event that a seat opens up for ninth grade, applications are collected for siblings of current Amistad Elm City High School or Feeder School waiting list and where necessary, a random drawing is conducted to determine who receives the seat.

Student Recruitment Methods

Prior to New Haven's Public Schools of Choice enrollment lottery, Elm City College Preparatory's student recruitment outreach efforts included multiple direct mailings to New Haven Public Schools students based on a contact list provided by New Haven Public Schools, print and radio advertisements, neighborhood canvassing, partnerships with community organizations, including churches, community centers, daycare centers and after-school programs. Open houses and information sessions were held at the school and representatives of Elm City College Preparatory attended the New Haven's Public Schools of Choice program fair. Information about Elm City College Preparatory and our student admission process is also available at www.achievementfirst.org.

Student Transportation

The majority of our students ride buses provided by New Haven Public Schools to and from school.

Student Information

Number of Applications, Openings, and Wait List applicants 2014/2015

**Elm City College Preparatory
Student Recruitment Metrics
2014-2015 School Year**

<u>Grade</u>	<u>Applications</u>	<u>Openings</u>	<u>Ratio</u>	<u>Wait List</u>
K	258	90	2.9	144
1	97	2	48.5	183
2	100	3	33.3	105
3	89	2	44.5	84
4	42	4	10.5	71
5	69	20	3.5	50
6	33	4	8.3	48
7	30	3	10.0	31
8	21	3	7.0	13
Total:	739	131	3.0	729

Number of Applications, Openings, and Wait List applicants 2013/2014

**Elm City College Preparatory
Student Recruitment Metrics
2013-2014 School Year**

<u>Grade</u>	<u>Applications</u>	<u>Openings</u>	<u>Ratio</u>	<u>Wait List</u>
K	243	60	4:1	183
1	112	7	16:1	105
2	91	7	13:1	84
3	80	9	80:9	71
4	54	4	27:2	50
5	61	12.5	39:8	48
6	38	7	38:7	31
7	23	9.5	17:7	13
8	10	4	5:2	6
Total:	712	120	6:1	592

Curriculum Design and Instructional Method and Modification

Curriculum Design

Connecticut’s rigorous state standards form the backbone of Elm City College Preparatory’s rich, college-preparatory curriculum. In collaboration with our charter management organization, Achievement First, Inc., Elm City College Preparatory has invested considerable time and resources in developing a top-quality, research-proven, standards-based curriculum, which forms the core of our classroom instruction.

Elementary School Program: We believe that literacy is fundamental to success across all disciplines, and our students spend almost four hours a day on reading and writing activities, gaining a solid foundation in phonics, vocabulary, fluency and comprehension. In kindergarten and first grade, literacy instruction focuses on the development of strong foundational reading skills, including phonemic awareness, phonics and decoding, oral language skills, knowledge of concepts of print, knowledge of basic comprehension skills, and reading stamina. Beginning in second grade, all students have a 20- to 30-minute independent reading class aimed at developing avid, active readers. Teachers guide students in identifying books appropriate for their individual reading levels, inspire students to read and monitor their reading. This in-school independent reading is supplemented with 20 minutes of required independent reading at home each night. Students complete an independent reading journal, and a parent/guardian is required to sign off on the reading log indicating that they supervised the reading.

Elm City College Preparatory also uses a proven, research-based math program to provide students with a strong mathematical knowledge base. Math instruction combines direct instruction and cumulative review to ensure that students master and retain concepts throughout the year. We supplement external curricula with practice materials that are directly aligned to the Connecticut State standards.

FOSS Science and History Alive! curricula are used to advance students toward critical science and history standards, while providing teachers with diagnostic feedback on their progress.

The following chart outlines our elementary curricula across all subjects. All of these curricula have produced exceptional results at Elm City College Preparatory and meet the Connecticut State standards.

ELM CITY COLLEGE PREPARATORY ELEMENTARY SCHOOL CURRICULUM (Kindergarten through fourth grade)				
Grade	Academic Area	Subject	Curricula	Content Provider
K-2	Reading	Reading Mastery	Reading Mastery	SRA
K-2	Reading	Word Work	Words Their Way Activities Teacher designed activities	Pearson Achievement First
K-4	Reading	Read Aloud	Linda Hoyt’s Interactive Read Aloud Teacher designed lessons	Heinemann Achievement First
K-4	Reading	Reading Comp/ Literature	Achievement First designed lessons	Achievement First
K-4	Reading	Guided Reading	Fountas and Pinnell	Heinemann
K-4	Reading	Independent Reading		

ELM CITY COLLEGE PREPARATORY ELEMENTARY SCHOOL CURRICULUM
(Kindergarten through fourth grade)

Grade	Academic Area	Subject	Curricula	Content Provider
2-4	Reading	Book Clubs	Teacher designed lessons	Achievement First
2-4	Reading	Textual Analysis	Achievement First designed lessons	Achievement First
2-4	Reading	Vocab/Word Study	Wordly Wise	EPS
K-4	Writing	Handwriting & Grammar	Achievement First designed grammar scope & sequence and binders	Achievement First
K-4	Writing	Writing	Achievement First designed scope & sequence and unit overviews	Achievement First, Heinemann (Calkins), Empowering Writers
K-2	Math	Math Meeting	Everyday Counts Calendar Math Achievement First designed lessons	Houghton, Mifflin, Harcourt, and Achievement First
K-4	Math	Math Lesson	Envisions with Achievement First	Scott Foresman and Achievement First
K-4	Science	Science	FOSS Science	FOSS
K-4	History	Social Studies	Social Studies Alive!	TCI

Middle School Program: Elm City College Preparatory’s middle school program is focused on two goals: 1) ensuring that all students, regardless of their incoming achievement level, are mastering grade-level standards by the end of sixth grade, and 2) ensuring that every eighth grader matriculates with the skills necessary for success in a rigorous, college-preparatory high school program. To achieve these goals, Elm City College Preparatory’s curriculum is aligned to both Connecticut State and rigorous high school standards.

Our math program is designed to produce students who have mastered all middle school mathematics standards, as well as Algebra I, by the end of eighth grade. Our curriculum combines basic facts knowledge and “automaticity” with procedural computation with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding equips students with the knowledge and skills to solve complex mathematical application problems. Math classes follow a structured lesson plan designed for maximum success. Class begins with cumulative review, followed by the introduction of a new concept. Teachers use I-We-You instruction to introduce new concepts, including modeling the new concept for students, solving problems with students during guided practice and then, giving students time to practice independently. At the end of each class, teachers administer an “exit ticket” that assesses how well students mastered the day’s lesson and use “exit ticket” results to inform the next day’s instruction.

Elm City College Preparatory’s middle school reading program is focused on maintaining an obsessive, school-wide focus on reading, increasing the volume of independent reading being done by our students, setting clear and measureable reading goals for all students and regularly tracking their progress, establishing clear and structured interventions for struggling readers, teaching good reading habits and core comprehension strategies as a foundation for teaching state standards and more sophisticated literary concepts, and systematically teaching and reinforcing essential vocabulary. ECCP’s middle school reading program includes multiple key components: guided reading, analytical writing, spelling, textual analysis, vocabulary, nonfiction reading, literature class and independent reading.

IQWST and internal Achievement First developed curricula are used to advance students toward critical science and history standards, while providing teachers with diagnostic feedback on their progress. Achievement First currently employs directors of science achievement and history achievement.

ECCP MIDDLE SCHOOL ACADEMIC PROGRAM (Fifth through eighth grade)				
Grade	Academic Area	Subject	Instructional Program	Content Provider
5-8	Reading	Literature	AF Created Unit Plans based on the Common Core State Standards	Achievement First
5-8	Reading	Vocabulary	AF Created Tier 2 word lists and assessments	Achievement First
5-8	Reading	Textual Analysis	AF Created Lessons	Achievement First
5-8	Reading	Independent Reading	School created reading logs	
5-8	Writing	Grammar	Achievement First designed grammar scope & sequence and binders	Achievement First
5-8	Writing	Writing	Achievement First designed scope & sequence and unit overviews aligned to the CCSS	Achievement First, Heinemann
5	Math	Math Lesson	Envisions with Achievement First supplements	Scott Foresman and Achievement First
6-8	Math	Math Lesson	Achievement First *Scholars in Algebra use Prentice Hall Algebra 1 text	Achievement First
5	Science	Science	Achievement First	Achievement First
6-8	Science	Science	IQWST	IQWST
6-8	History	History	Achievement First	Achievement First

High School Program: At Achievement First Amistad High School, the emphasis is on acceptance to and success in college. Our curriculum is designed to combine the academic rigor and intimacy of a private school with the exciting elements of a traditional public school. Students at Amistad High School far exceed the baseline of 20 credits mandated by the state for high school graduation. In all, Amistad High School graduates earn over 30 credits. The tenets of our high school program include:

- *Rigorous, college-preparatory curriculum:* We believe that the best preparation for college is considerable time devoted to reading, writing and thinking critically about English, math, history and science. This is why our curriculum focuses intensely on these skill sets and subject areas. All students take college-preparatory courses, including at least one Advanced Placement course, and all courses last a minimum of 52 minutes. In some cases, scholars receive additional time in math and ELA in 9th and 10th grades to ensure their success in high school. In addition, there are no “Ds” at AF Amistad High School, passing a class requires a 70 or better.

- *College counseling:* All students take a college readiness seminar, which provides them with the experience and skills essential for success in high school and college. Through the college readiness seminar, students in grades nine through 11 received guidance in drafting resumes, cover letters and applications, as well as interview practice for summer programs and college admission. In grade 12, the college skills seminar guides students through the college and financial aid application and admission process.
- *Summer enrichment programs:* Students in grades nine through 11 are required to participate in a summer program or internship. In addition to helping students become well-rounded individuals that are attractive to top-caliber colleges and universities, summer programs provide students with important opportunities to explore their interests and develop an understanding of the role college plays in pursuing those interests. Many of the summer programs are also hosted on college campuses and are eligible for college credit.
- *Student life programs:* While providing a strong academic foundation will always be our first priority, we also realize that our students need opportunities to have varied experiences, including a fun and memorable high school experience made possible through awards ceremonies, senior privileges, dances and other popular high school rituals. Amistad High School offers an expanding extracurricular program including volleyball, cross country, basketball, lacrosse, baseball, track, step, slam poetry, student government, Honor Council, and more.

The following chart outlines our high school program in grades nine through 12.

AMISTAD HIGH SCHOOL CURRICULUM (9 th through 12 th grade)				
Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math	Algebra I Or Geometry	Geometry Or Algebra II	Algebra II Or Pre-Calc	Pre-Calc Or AP Calculus
English	Literature 1 and Composition I	Literature II and Composition II	American Literature and Composition III	Honors Literature and Composition
History	Global History	AP United States History Part I	AP United States History Part II	UCONN ECE American Studies
Science	Conceptual Physics	Chemistry	Honors Biology	AP Biology
Foreign Language			Spanish I	Spanish II

Instructional Methods

Elm City College Preparatory’s instructional methods are not driven by the need to “cover” material; they are aimed at real student mastery. We have clear performance standards, based on national and state curriculum frameworks, for what students should know and be able to do at each grade level, and all instruction is purposefully designed to help students meet ambitious educational standards. The tenants of our instructional program are data, consistency and research-based lesson planning.

Elm City College Preparatory’s instruction is highly data driven, and every six weeks, teachers give interim assessments (IAs) that measure whether students have actually mastered what was taught. Teachers and school leaders spend a “Data Day” after each IA dedicated to reviewing the assessment

data and together creating data-driven instructional plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.

Elm City College Preparatory is not a series of isolated and idiosyncratic classrooms, inspired by the styles of different teachers. Instead, our team of teachers and school leaders work together to develop a clear instructional model so that every classroom employs common curricula, strategies, systems and templates. This consistency greatly supports student learning, teacher professional development and instructional refinement.

Our teachers follow a research-based lesson planning format that builds on the five phases of learning: acquisition, fluency, maintenance, generalization and adaptation. After introducing new concepts, teachers consistently revisit them through cumulative review, enabling students to master, generalize and adapt knowledge and skills.

Modifications

Elm City College Preparatory remains committed to the instructional vision outlined in our original charter application: high expectations, a rigorous core academic program, regular and systematic use of assessments, and data-driven planning and instruction that addresses whole class, small group and individual needs. We continuously refine our curriculum design and instructional methods to ensure maximum student learning, but we have not made any significant modifications to the core program vision outlined in our original charter application or in our subsequent annual school reports.

School Goals

I. Educational Progress of Students

Goal A: Elm City College Preparatory students will achieve at high levels in the core subjects.

Measurable Objective A.1: The percentage of Elm City College Preparatory (ECCP) kindergarteners, first graders and second graders reading at or above grade level (proficient) as measured by the Fountas & Pinnell assessment will be 80 percent. The percentage of ECCP kindergarteners, first graders and second graders reading at an advanced level as measured by the Fountas & Pinnell assessment will be 40 percent.

- *Measurement Tool:* Fountas & Pinnell assessment results
- *Benchmark:* Fountas & Pinnell assessment standards for proficient and advanced reading levels
- *Progress in Meeting the Goal:* ECCP kindergarteners, first graders and second graders surpassed or met the Fountas & Pinnell benchmark at the proficient level, but second graders fell short at the advanced level
- *Modification in Goal/Objective for the 2013-14 School Year:* None.
- *Improvements Planned for 2014-15:* ECCP will continue to review and address appropriate adjustments to our math and ELA curriculum in 2014-15 based on standardized assessments as well as our rigorous diagnostic Internal Assessments. We will continue to implement a more rigorous, Common Core-aligned curriculum that has been piloted in New York over the past two years.

Elm City College Prep Academy			
Grade	% At/Above Grade Level	Benchmark	Difference
K	90.0%	80%	10.0%
1	91.9%	80%	11.9%
2	91.7%	80%	11.7%

Elm City College Prep Academy			
Grade	% At/Above Advanced	Benchmark	Difference
K	38.3%	40%	-1.7%
1	46.8%	40%	6.8%
2	27.6%	40%	-12.4%

Please note that in 2013-14, Elm City College Prep participated in the field test for the new Smarter Balanced Assessment Consortium (SBAC), and therefore does not have test results available at this time. Unless otherwise noted, the results below are the most recent available, from 2012-13 administration of the Connecticut Mastery Test. For 2014-15 and beyond, we will maintain the same targets but use the new and more rigorous SBAC assessment.

Measurable Objective A.2: In grade three, Elm City College Preparatory (ECCP) students will exceed district proficiency averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) third-grade CMT proficiency scores
- *Progress in Meeting the Goal:* ECCP third graders outperformed NHPS third graders by 31, 23 and 31 percentage points, respectively, in math, reading and writing proficiency.

Subject	ECCCP 3 rd Grade % Proficient	District 3 rd Grade % Proficient	Difference
Math	88.7%	58.0%	30.7%
Reading	75.5%	52.3%	23.2%
Writing	90.9%	59.5%	31.4%

Measurable Objective A.3: In grade four, Elm City College Preparatory (ECCP) students will meet or exceed district and state proficiency and mastery averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP fourth graders outperformed NHPS fourth graders in math, reading and writing proficiency and mastery. ECCP fourth graders also outperformed Connecticut fourth graders in math and writing proficiency and writing mastery, but lagged behind the state in reading proficiency and math and reading mastery.

Subject	ECCCP 4 th Grade % Proficient	District 4 th Grade % Proficient	State 4 th Grade % Proficient	AF-District	AF-State
Math	89.4%	61.4%	83.8%	28.0%	5.6%
Reading	61.7%	51.4%	77.6%	10.3%	-15.9%
Writing	93.8%	66.9%	83.5%	26.9%	10.3%

Subject	ECCCP Grade 4 % At Goal	District % At Goal	State Percent At Goal	AF-District	AF-State
Math	63.8%	35.7%	65.4%	28.1%	-1.6%
Reading	40.4%	33.4%	62.7%	7.0%	-22.3%
Writing	72.9%	37.8%	63.1%	35.1%	9.8%

Measurable Objective A.4: In grades five through seven, Elm City College Preparatory (ECCP) students will exceed district proficiency averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) fifth-grade, sixth-grade and seventh-grade CMT proficiency scores
- *Progress in Meeting the Goal:* ECCP fifth graders outperformed NHPS fifth graders in math, reading and writing proficiency and mastery.

Subject	ECCP 5 th Grade % Proficient	District 5 th Grade % Proficient	AF-District
Math	89.3%	65.1%	24.2%
Reading	73.2%	56.7%	16.5%
Writing	80.0%	76.8%	3.2%

Subject	ECCP 6 th Grade % Proficient	District 6 th Grade % Proficient	AF-District
Math	91.2%	72.0%	19.2%
Reading	79.3%	69.2%	10.1%
Writing	84.7%	70.0%	14.7%

Subject	ECCP 7 th Grade % Proficient	District 7 th Grade % Proficient	AF - District
Math	90.7%	70.8%	19.9%
Reading	78.6%	73.4%	5.2%
Writing	87.0%	63.7%	23.3%

Measurable Objective A.5: In grade eight, Elm City College Preparatory (ECCP) students will meet or exceed district and state proficiency and mastery averages in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP eighth graders outperformed NHPS eighth graders in math, reading and writing proficiency and mastery by double-digit margins. ECCP eighth graders outperformed Connecticut eighth graders in math and writing proficiency and mastery, but fell slightly short of Connecticut eighth graders in reading proficiency.

Subject	ECCP 8 th Grade % Proficient	District 8 th Grade % Proficient	State 8 th Grade % Proficient	AF - District	AF - State
Math	95.2%	72.0%	86.1%	23.2%	9.1%
Reading	84.6%	72.8%	85.7%	11.8%	-1.1%
Writing	87.5%	70.1%	85.7%	17.4%	1.8%

Subject	ECCP Grade 8 % At/Above Mastery	District % At/Above Mastery	State % At Above Mastery	AF - District	AF - State
Math	88.1%	41.2%	65.2%	46.9%	22.9%
Reading	82.1%	54.8%	76.3%	27.3%	5.8%
Writing	70.8%	40.9%	67.3%	29.9%	3.5%

Measurable Objective A.6: In grade 10, Elm City College Preparatory (ECCP) students will meet or exceed district and state proficiency and mastery averages in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools' (NHPS) and Connecticut State 10th-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP 10th graders outperformed NHPS 10th graders in math, reading writing and science proficiency and math. ECCP 10th graders did not match the performance of Connecticut 10th graders in reading and science proficiency or math, reading and science mastery.

Subject	ECCP 10th Grade % Proficient	New Haven 10th grade % Proficient	State Percent Proficient	AF - District	AF - State
Math	84.2%	52.9%	78.6%	31.3%	5.6%
Reading	72.2%	56.3%	81.0%	15.9%	-8.8%
Writing	89.5%	74.9%	88.9%	14.6%	0.6%
Science	75.0%	58.3%	81.7%	16.7%	-6.7%

Subject	ECCP 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State Percent At/Above Mastery	AF - District	AF - State
Math	47.4%	22.3%	52.6%	25.10%	-5.2%
Reading	44.4%	19.8%	48.5%	24.60%	-4.1%
Writing	68.4%	34.1%	62.1%	34.30%	6.3%
Science	15.0%	21.6%	49.0%	-6.60%	-34.0%

II. Accomplishment of Mission, Purpose and Specialized Focus

Goal A: In our capstone grades—fourth, eighth and 10th—Elm City College Preparatory will close the racial and economic achievement gap for our African-American, Hispanic and low-income students.

Measurable Objective A.1: In grade four, Elm City College Preparatory’s (ECCP) African-American students and ECCP’s Hispanic students

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s African-American fourth graders lagged behind Connecticut fourth graders in reading proficiency and mastery, and were on par in math mastery. ECCP’s Hispanics outperformed Connecticut fourth graders in math and writing proficiency where 100 percent of students were proficient. ECCP students lagged behind Connecticut fourth graders in math and reading mastery.

Subject	AF African American Students Proficient	State 4th Grade Proficient	Difference
Math	86.5%	83.8%	2.7%
Reading	59.5%	77.6%	-18.1%
Writing	92.1%	63.1%	29.0%

Subject	AF African American Students At/Above Mastery	State 4th Grade At/Above Mastery	Difference
Math	64.9%	65.4%	-0.5%
Reading	40.5%	62.7%	-22.2%
Writing	71.1%	63.1%	8.0%

Subject	AF Hispanic Students Proficient	State 4th Grade Proficient	Difference
Math	100.0%	83.8%	16.2%
Reading	70.0%	77.6%	-7.6%
Writing	100.0%	63.1%	36.9%

Subject	AF Hispanic Students At/Above Mastery	State 4th Grade At/Above Mastery	Difference
Math	60.0%	65.4%	-5.4%
Reading	40.0%	62.7%	-22.7%
Writing	80.0%	63.1%	16.9%

Measurable Objective A.2: In grade four, Elm City College Preparatory’s (ECCP) low-income students will exceed state proficiency and mastery averages for fourth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income fourth graders outperformed Connecticut fourth graders in writing proficiency, but lagged behind Connecticut fourth graders in other subjects at proficiency and mastery levels.

Subject	AF Low-Income Students Proficient	State 4th Grade Proficient	Difference
Math	82.1%	83.8%	-1.7%
Reading	53.6%	77.6%	-24.0%
Writing	93.1%	63.1%	30.0%

Subject	AF Low-Income Students At/Above Mastery	State 4th Grade At/Above Mastery	Difference
Math	53.6%	65.4%	-11.8%
Reading	35.7%	62.7%	-27.0%
Writing	62.1%	63.1%	-1.0%

Measurable Objective A.3: In grade eight, Elm City College Preparatory’s (ECCP) African-American students and ECCP’s Hispanic students will exceed state proficiency and mastery averages for eighth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s African-American eighth graders outperformed Connecticut eighth graders math and writing proficiency and math and reading mastery, but lagged behind Connecticut eighth graders in other subjects and levels. However, ECCP’s Hispanic eighth graders outperformed Connecticut eighth graders in math, reading, and writing proficiency and mastery.

Subject	AF African American Students Proficient	State 8th Grade Proficient	Difference
Math	92.9%	86.1%	6.8%
Reading	80.0%	85.7%	-5.7%
Writing	84.8%	67.3%	17.5%

Subject	AF African American Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	82.1%	65.2%	16.9%
Reading	80.0%	76.3%	3.7%
Writing	66.7%	67.3%	-0.6%

Subject	AF Hispanic Students Proficient	State 8th Grade Proficient	Difference
Math	100.0%	86.1%	13.9%
Reading	92.9%	85.7%	7.2%
Writing	93.3%	67.3%	26.0%

Subject	AF Hispanic Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	100.0%	65.2%	34.8%
Reading	85.7%	76.3%	9.4%
Writing	80.0%	67.3%	12.7%

Measurable Objective A.4: In grade eight, Elm City College Preparatory’s (ECCP) low-income students will exceed state proficiency and mastery averages for eighth graders in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* Connecticut State eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income eighth graders outperformed Connecticut eighth graders in math and writing proficiency and math and reading mastery.

Subject	AF Low-Income 8th Grade	State 8th Grade At/above Proficient	Difference
Math	92.6%	86.1%	6.5%
Reading	83.3%	85.7%	-2.4%
Writing	83.9%	67.3%	16.6%

Subject	AF Low-Income Students At/Above Mastery	State 8th Grade At/Above Mastery	Difference
Math	88.9%	65.2%	23.7%
Reading	79.2%	76.3%	2.9%
Writing	61.3%	67.3%	-6.0%

Measurable Objective A.5: In grade 10, Elm City College Preparatory’s (ECCP) African-American students and ECCP’s Hispanic students will exceed state proficiency and mastery averages for 10th graders in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* Connecticut State 10th-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s African-American 10th graders lagged behind Connecticut 10th graders in reading, and science proficiency and math, reading, and science mastery. However, ECCP’s Hispanic 10th graders outperformed Connecticut 10th graders in math, reading, writing and science proficiency and all but math mastery. Notably, 100 percent of ECCP’s Hispanic 10th graders were proficient in all four subjects and mastered reading, writing and science.

Subject	ECCP African American 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	83.3%	52.9%	78.6%	30.4%	4.7%
Reading	70.6%	56.3%	81.0%	14.3%	-10.4%
Writing	88.9%	74.9%	88.9%	14.0%	0.0%
Science	73.7%	58.3%	81.7%	15.4%	-8.0%

Subject	ECCP African American 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	50.0%	60.0%	52.6%	-10.0%	-2.6%
Reading	41.2%	55.2%	48.5%	-14.0%	-7.3%
Writing	66.7%	93.1%	62.1%	-26.4%	4.6%
Science	10.5%	21.6%	49.0%	-11.1%	-38.5%

Subject	ECCP Hispanic 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	100.0%	52.9%	78.6%	47.1%	21.4%
Reading	100.0%	56.3%	81.0%	43.7%	19.0%
Writing	100.0%	74.9%	88.9%	25.1%	11.1%
Science	100.0%	58.3%	81.7%	41.7%	18.3%

Subject	ECCP Hispanic 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	0.0%	22.3%	52.6%	-22.3%	-52.6%
Reading	100.0%	19.8%	48.5%	80.2%	51.5%
Writing	100.0%	34.1%	62.1%	65.9%	37.9%
Science	100.0%	21.6%	49.0%	78.4%	51.0%

Measurable Objective A.6: In grade 10, Elm City College Preparatory’s low-income students will exceed state proficiency and mastery averages for 10th graders in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* Connecticut State 10th-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income 10th graders lagged behind Connecticut 10th graders in reading, writing and science proficiency and mastery.

Subject	ECCP Low-Income 10th Grade % Proficient	New Haven 10th Grade % Proficient	State 10th Grade % Proficient	AF - District	AF - State
Math	80.0%	52.9%	78.6%	27.1%	1.4%
Reading	50.0%	56.3%	81.0%	-6.3%	-31.0%
Writing	81.8%	74.9%	88.9%	6.9%	-7.1%
Science	54.5%	58.3%	81.7%	-3.8%	-27.2%

Subject	ECCP 10th Grade % At/Above Mastery	New Haven 10th Grade % At/Above Mastery	State 10th Grade % At/Above Mastery	AF - District	AF - State
Math	20.0%	60.0%	52.6%	-40.0%	-32.6%
Reading	30.0%	55.2%	48.5%	-25.2%	-18.5%
Writing	54.5%	93.1%	62.1%	-38.6%	-7.6%
Science	9.1%	21.6%	49.0%	-12.5%	-39.9%

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

Goal A: In our capstone grades—fourth, eighth and 10th—Elm City College Preparatory’s African-American, Hispanic and low-income students will outperform African-American, Hispanic and low-income students in their host district and state-wide, reducing racial, ethnic and economic isolation among these historically underserved subgroups by fostering high student achievement that prepares them for success in college and life beyond.

Measurable Objective A.1: In grade four, Elm City College Preparatory’s (ECCP) African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State African-American fourth-grade CMT proficiency and mastery scores

- *Progress in Meeting the Goal:* ECCP’s African-American fourth graders outperformed African-American fourth graders in NHPS and state-wide in all subjects and levels except reading proficiency.

Subject	AF African American Proficient	District African American Proficient	State African American Proficient	AF - District	AF - State
Math	86.5%	50.5%	63.6%	36.0%	22.9%
Reading	59.5%	41.3%	56.5%	18.2%	3.0%
Writing	92.1%	62.5%	70.2%	29.6%	21.9%

Subject	AF African American Mastery	District African American Mastery	State African American Mastery	AF - District	AF - State
Math	64.9%	23.6%	37.4%	41.3%	27.5%
Reading	40.5%	23.5%	37.0%	17.0%	3.5%
Writing	71.1%	30.2%	40.8%	40.9%	30.3%

Measurable Objective A.2: In grade four, Elm City College Preparatory’s (ECCP) Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State Hispanic fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s Hispanic fourth graders outperformed Hispanic fourth graders in NHPS and state-wide in math, reading and writing proficiency and mastery.
- *Modifications in Goal/Objectives for the 2012-13 School Year:* None.
- *Improvements Planned for 2013-14:* None.

Subject	AF Hispanic Proficient	District Hispanic Proficient	State Hispanic Proficient	AF - District	AF - State
Math	100.0%	62.7%	68.5%	37.3%	31.5%
Reading	92.9%	49.8%	56.4%	43.1%	36.5%
Writing	93.3%	64.7%	71.5%	28.6%	21.8%

Subject	AF Hispanic Mastery	District Hispanic Mastery	State Hispanic Mastery	AF - District	AF - State
Math	60.0%	35.1%	43.1%	24.9%	16.9%
Reading	40.0%	30.2%	37.7%	9.8%	2.3%
Writing	80.0%	35.3%	43.0%	44.7%	37.0%

Measurable Objective A.3: In grade four, Elm City College Preparatory’s (ECCP) low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State low-income fourth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income fourth graders outperformed low-income fourth graders in NHPS and state-wide in math and writing proficiency and mastery, but lagged behind state-wide in reading proficiency and mastery.

Subject	AF Low-Income Proficient	District Low-Income Proficient	State Low-Income Proficient	AF - District	AF - State
Math	82.1%	56.8%	67.9%	25.3%	14.2%
Reading	53.6%	45.6%	58.1%	8.0%	-4.5%
Writing	93.1%	62.6%	70.6%	30.5%	22.5%

Subject	AF Low-Income Mastery	District Low-Income Mastery	State Low-Income Mastery	AF - District	AF - State
Math	53.6%	30.2%	42.2%	23.4%	11.4%
Reading	35.7%	25.7%	38.7%	10.0%	-3.0%
Writing	62.1%	33.1%	42.4%	29.0%	19.7%

Measurable Objective A.4: In grade eight, Elm City College Preparatory’s (ECCP) African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State African-American eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s African-American eighth graders outperformed African-American eighth graders in NHPS and state-wide in math, reading and writing proficiency and mastery.

Subject	AF African American Proficient	District African American Proficient	State African American Proficient	AF - District	AF - State
Math	92.9%	64.3%	69.4%	28.6%	23.5%
Reading	80.0%	67.9%	71.8%	12.1%	8.2%
Writing	84.8%	67.1%	74.0%	17.7%	10.8%

Subject	AF African American Mastery	District African American Mastery	State African American Mastery	AF - District	AF - State
Math	82.1%	30.8%	37.4%	51.3%	44.7%

Reading	80.0%	46.0%	55.1%	34.0%	24.9%
Writing	66.7%	35.7%	44.9%	31.0%	21.8%

Measurable Objective A.5: In grade eight, Elm City College Preparatory’s (ECCP) Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State Hispanic eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s Hispanic eighth graders outperformed Hispanic eighth graders in NHPS and state-wide in math, reading and writing proficiency and mastery.

Subject	AF Hispanic Proficient	District Hispanic Proficient	State Hispanic Proficient	AF - District	AF - State
Math	100.0%	72.0%	69.4%	28.0%	30.6%
Reading	92.9%	69.7%	68.7%	23.2%	24.2%
Writing	93.3%	65.3%	71.0%	28.0%	22.3%

Subject	AF Hispanic Mastery	District Hispanic Mastery	State Hispanic Mastery	AF - District	AF - State
Math	100.0%	39.2%	38.7%	60.8%	61.3%
Reading	85.7%	51.5%	53.2%	34.2%	32.5%
Writing	80.0%	34.3%	42.9%	45.7%	37.1%

Measurable Objective A.6: In grade eight, Elm City College Preparatory’s low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading and writing on the Connecticut Mastery Test (CMT).

- *Measurement Tool:* CMT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State low-income eighth-grade CMT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income eighth graders outperformed low-income eighth graders in NHPS and state-wide in math, reading and writing proficiency and math, reading, and writing mastery.

Subject	AF Low-Income Proficient	District Low-Income Proficient	State Low-Income Proficient	AF - District	AF - State
Math	92.6%	67.7%	70.3%	24.9%	22.3%
Reading	83.3%	68.2%	70.3%	15.1%	13.0%
Writing	83.9%	65.7%	71.9%	18.2%	12.0%

Subject	AF Low-Income Mastery	District Low-Income Mastery	State Low-Income Mastery	AF - District	AF - State
Math	88.9%	33.6%	39.1%	55.3%	49.8%
Reading	79.2%	47.3%	54.7%	31.9%	24.5%
Writing	61.3%	33.2%	43.7%	28.1%	17.6%

Measurable Objective A.7: In grade 10, Elm City College Preparatory’s (ECCP) African-American students will exceed district and state proficiency and mastery averages for African-American students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State African-American 10th grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s African-American 10th graders outperformed African-American 10th graders in NHPS and state-wide in math, reading, writing and science proficiency and math, reading, and writing mastery.

Subject	ECCP African American 10th Grade % Proficient	New Haven African American 10th Grade % Proficient	State African American 10th Grade % Proficient	AF - District	AF - State
Math	83.3%	43.6%	51.3%	39.7%	32.0%
Reading	70.6%	48.4%	57.9%	22.2%	12.7%
Writing	88.9%	72.6%	77.3%	16.3%	11.6%
Science	70.0%	50.0%	57.7%	20.0%	12.3%

Subject	ECCP African American 10th Grade % At/Above Mastery	New Haven African American 10th Grade % At/Above Mastery	State African American 10th Grade % At/Above Mastery	AF - District	AF - State
Math	47.4%	12.4%	18.5%	35.0%	28.9%
Reading	44.4%	11.4%	17.4%	33.0%	27.0%
Writing	68.4%	27.8%	35.1%	40.6%	33.3%
Science	10.0%	11.9%	16.9%	-1.9%	-6.9%

Measurable Objective A.8: In grade 10, Elm City College Preparatory’s (ECCP) Hispanic students will exceed district and state proficiency and mastery averages for Hispanic students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State Hispanic 10th-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* 100 percent of ECCP’s Hispanic 10th graders achieved proficiency in math, reading writing, and science and mastery of math, reading, and writing.

Subject	ECCP Hispanic 10th Grade % Proficient	New Haven Hispanic 10th Grade % Proficient	State Hispanic 10th Grade % Proficient	AF - District	AF - State
Math	100.0%	46.9%	56.1%	53.1%	43.9%
Reading	100.0%	50.0%	61.9%	50.0%	38.1%
Writing	100.0%	67.3%	77.1%	32.7%	22.9%
Science	100.0%	50.8%	20.5%	49.2%	79.5%

Subject	ECCP Hispanic 10th Grade % At/Above Mastery	New Haven Hispanic 10th Grade % At/Above Mastery	State Hispanic 10th Grade % At/Above Mastery	AF - District	AF - State
Math	0.0%	16.6%	22.8%	-16.6%	-22.8%
Reading	100.0%	13.0%	22.4%	87.0%	77.6%
Writing	100.0%	25.7%	37.3%	74.3%	62.7%
Science	100.0%	16.3%	20.5%	83.7%	79.5%

Measurable Objective A.9: In grade 10, Elm City College Preparatory’s (ECCP) low-income students will exceed district and state proficiency and mastery averages for low-income students in math, reading, writing and science on the Connecticut Academic Performance Test (CAPT).

- *Measurement Tool:* CAPT results
- *Benchmark:* New Haven Public Schools’ (NHPS) and Connecticut State low-income 10th-grade CAPT proficiency and mastery scores
- *Progress in Meeting the Goal:* ECCP’s low-income 10th graders lagged behind low-income 10th graders in NHPS and state-wide in reading and science proficiency and state-wide math and science mastery.

Subject	ECCP Low-Income 10th Grade % Proficient	New Haven Low-Income 10th Grade % Proficient	State Low-Income 10th Grade % Proficient	AF - District	AF - State
Math	80.0%	44.9%	55.4%	35.1%	24.6%
Reading	50.0%	48.9%	60.6%	1.1%	-10.6%
Writing	81.8%	70.7%	76.1%	11.1%	5.7%
Science	50.0%	49.7%	60.2%	0.3%	-10.2%

Subject	ECCP Low-Income 10th Grade % At/Above Mastery	New Haven Low-Income 10th Grade % At/Above Mastery	State Low-Income 10th Grade % At/Above Mastery	AF - District	AF - State
Math	20.0%	15.1%	23.1%	4.9%	-3.1%
Reading	30.0%	12.4%	20.4%	17.6%	9.6%
Writing	54.5%	27.6%	36.1%	26.9%	18.4%
Science	8.3%	14.9%	20.1%	-6.6%	-11.8%

Efforts to Effectively Attract, Enroll and Retain Students from Among High Need Populations

Elm City College Preparatory cannot achieve our mission without being an exemplar of both excellence AND equity. We have made significant efforts to reach out to students who face multiple risk factors, and these are reflected in the demographics cited in this annual report.

In the coming year, we will redouble these efforts. The Achievement First Community Outreach & Student Recruitment Team has shifted staffing responsibilities to have a full time staff member focused on broadening community outreach in New Haven and expanding community partnerships. Additionally, in the 2014-15 student recruiting season, we will be hiring a “parent outreach fellow” to lead on-the-ground, door-to-door recruitment of students to ensure that all families are aware that Elm City College Prep is an option for them.

We will be employing strategies that have already been proven successful in Achievement First Schools in New York, including:

- Partnering with day cares that serve a high percentage of English Language Learners and students with disabilities.
- Partnering with social service agencies to conduct targeted outreach to their clients.
- Neighborhood “street teams” consisting of current parents who recruit at-risk students in person in the communities we serve, visiting churches, libraries, laundromats, and other locations where they can meet community members.
- Continuing to produce all marketing materials in both English and Spanish (the most common first language other than English in our population)
- Partnering with experts at SDE to ensure that our ESL offerings are of the highest quality, to ensure families are confident their scholars will receive the services they need.

Making sure that Elm City College Prep is a welcoming environment for ALL the families in our community, especially those with students who face additional risk factors, is among our highest priorities.

Financial Information

Elm City College Preparatory FY15 (2014-15) Budget

	ES	MS	HS
Income			
Public Revenue			
General Operating Revenue			
Per Pupil Operating Revenue	3,256,000	2,530,000	1,212,675
Total Other Public Revenues	418,594	343,693	93,990
Total Special Education Funding	68,007	55,141	30,752
Total Public Revenue	3,742,601	2,928,833	1,337,418
Total Private Revenue	470,000	1,045,000	605,455
Total Other Revenue	41,265	2,000	631
Total Income	4,253,866	3,975,833	1,943,503
Expenses			
Personnel Expenses			
Total School Salaries and Wages	2,127,879	1,991,728	951,500
Total Other Personnel Costs	70,480	22,823	47,709
Total Salaries and Wages	2,198,359	2,014,550	999,208
Total Bonuses	85,047	76,331	37,889
Total Taxes & Benefits	417,186	374,060	162,878
Total Temporary Staff	42,500	17,100	3,658
Total Personnel Expenses	2,743,092	2,482,041	1,203,633
Non - Personnel Expenses (OTPS)			
Total Program Support Activities	79,800	100,800	88,031
Total Program Materials & Supplies	177,440	86,870	50,956
Total Operations	186,020	148,600	126,840
Total Technology	206,190	203,288	56,776
Total General & Administrative	98,490	85,990	42,596
Total Physical Plant	296,000	468,843	176,708
Total Supplemental Program	-	-	29,789
Ancillary Services	73,000	73,000	18,416
AF Charter Management Fee	352,385	274,649	125,763
Total Non Personnel Expenses	1,469,326	1,442,040	715,875
Total Operating Expenses	4,212,418	3,924,081	1,919,508
Contingencies	41,000	49,051	23,209
Total Expenses	4,253,418	3,973,132	1,942,717
Surplus / (Deficit)	448	2,702	786

The Elm City College Preparatory Board of Directors approved the FY15 operating budget at their May 2014 meeting.

Best Practices: Standard 2: Curriculum and Instruction

The 2014-15 school year will mark the fourth year of Achievement First's initiative to revamp its curriculum and instruction to meet the rigorous learning expectations embodied in the Common Core State Standards ("CCSS"). Over the course of 2013-14, Achievement First has worked closely with national experts in each core content area to design standards-aligned curriculum resources that help teachers plan great lessons. These experts include:

- David Liben, Senior Content Specialist, Literacy and ELA, Student Achievement Partners (ELA)
- The Charles A. Dana Center (mathematics)
- BSCS (science)
- Tim Kiern, CollegeBoard advisor and California State University professor (social studies)
- The Achievement Network (math & ELA assessments)

The consensus among these and other experts is that currently there are limited proven national models for Common Core-aligned curriculum resources, and that one of the reasons for this is that good curriculum development is inherently an iterative, cyclical process rather than a linear one. Simply adapting existing textbooks to superficially align with the language of the CCSS does not reflect the magnitude of the shifts required by the Common Core. Achievement First's strategy in the second two years of our Common Core alignment initiative is dedicated to developing truly CCSS-aligned, teacher-friendly resources that help teachers engage intellectually with rigorous content while planning engaging lessons for scholars.

By the start of 2013-14, all ELA and math courses at Achievement First had Common Core-aligned materials, including scope & sequences, unit plans, and sample lesson plans, all shared on the BetterLesson platform. During 2013-14 (and continuing in 2014-15), these materials have been piloted across New York schools. Stipended teachers known as "Curriculum Fellows" (formerly "lead planners") have worked with network staff to refine and improve these materials based on the experience of using them, with the guidance of the experts listed above. The Curriculum Fellow model is designed to allow the curriculum development process to be agile and responsive to teacher needs. The Curriculum Fellow model is the evolution of the "shared planning" initiative described in the AF Brooklyn Academy charter proposal, and while it retains the same basic structure, the role and training of Curriculum Fellows has been expanded so that they not only produce materials, but also lead content-specific training at their schools and during network-wide professional development.

First and foremost, this strategy enables AF to focus on developing and supporting our best teachers to be dynamic curricular and instructional leaders. The Curriculum Fellow role places our best teachers at the forefront of learning about new standards and shifting instructional practices. This focus on curriculum development positions them to be instructional leaders for both the network and their school sites. Building a strong cadre of curricular and instructional leaders enables AF to collaboratively build great instructional resources and to deliver intellectually-engaging training.

This system creates a seamless feedback cycle that includes national content experts, network level experts, and classroom teachers to continually improve curriculum resources. It uniquely positions AF to generate excellent, teacher-proven, Common-Core aligned curriculum that will ultimately be shared "open source" for any teacher in the country to access.

Status of Charter Renewal Findings and Follow-Up Activities

Elm City College Preparatory continues to implement improvements and recommendations identified by the State Department of Education during our 2012 Charter renewal evaluations and site visits.

Following is status update or summary of recent progress related to each of the major recommendations:

Curriculum Recommendation - Science Grades 3-8:

State Recommendation: That a comprehensive K-8 science curriculum is written and in use by the start of 2012-2013 school year that articulates a continuum of skills and concepts that students are expected to learn at each grade level in order to develop and expand their scientific literacy. State science standards for scientific inquiry as well as scientific content should be addressed in each grade (see CT Core Science Curriculum Framework). Please refer to the CT Curriculum Development Guide for guidelines on components of a complete curriculum.

Update: A vertically aligned K-8 scope and sequence of science content and practices, aligned with the national Next Generation Science Standards, has been implemented.

Curriculum Recommendation - Health, Physical Education and Arts:

State Recommendation: The curricula development work for Health, Physical Education (P.E.) and the arts be completed by the start of the 2012-2013 school year.

While we have prioritized curriculum development in core academic subjects over the past two years, development of arts and physical education curriculum has been ongoing.

Governance Recommendation:

State Recommendation: The establishment of the (Amistad High) Committee should be clear. A membership list including the names of each committee member, position held and school board affiliation must be provided. Committee meetings must be held on a regular basis and documented by written minutes.

The current Joint High School Committee members are:

Amistad Joint HS Committee Members		
Name	Committee Role	School Board
Caroline Williams	Chairman	AA Board
Dick Ferguson	Vice-Chair	ECCP Board
William F. Heins	Treasurer	ECCP Board
Carolyn Greenspan	Member	ECCP Board
Max Perez	Vice-Chair	AFBA Board
Cornelius Medas	Member	AFBA Board
Andy Boas	Member	AFBA Board
Andrew Lachman	Member	AA Board
Lorraine Gibbons	Member	AA Board

The committee met regularly during the 2013-14 school year.

Finance Recommendation:

State Recommendation: That the additional approval for large expenditures be provided by an individual who occupies a higher level oversight position (i.e. the Board Treasurer of each school).

In July of 2012, the Board adopted revised financial policies requiring senior school leadership (Principal and Dean) be the signatories of budgeted and previously approved expenditures over \$10,000, with the Board Chair and Treasurer as alternate signers. Achievement First staff are no longer eligible signers for large expenditures.

Related Party Transactions Recommendation:

State Recommendation: That each school closely monitors its "Due To" and "Due From" accounts to ensure compliance with the new regulations set forth in Connecticut General Statute Section 10-66mm(4).

Each of the schools' regularly reported balance sheets now includes denoted entries for intercompany balances due to and from relevant entities. The source of funds and/or reason for the transfer is clearly explained in the notes column for each entry.

Governing Board Oversight:

State Recommendation: That the Board of each school clearly define, in a "Board Manual", the roles, duties, policies and procedures of each Board and each of its subcommittees. This will provide continuity of each Board's practices and will strengthen each Board's oversight of financial matters as well as other school matters.

The board established a Governance committee in 2013-14 which has been working with Achievement First staff to ensure that all relevant policies and procedures are properly documented.

State Recommendation: That the Board of each school provide authorization for contracts and expenditures oversight. In addition, we recommend that the accounting policies and procedures be revised to align with Board responsibilities.

At their July 2012 meeting, the Board revised the financial policies with regard to the execution of contracts to exclude Achievement First staff as signers, and place the responsibility with school leadership (Principal and Dean), with the Board Chair and Treasurer as alternate signers. In cases where the contract value exceeds \$10,000 annually, Achievement First is responsible to review and provide its rationale for the contract, but not execute them.

Governance

Governing Board Meetings

During the 2013-14 school year, Elm City College Preparatory's Board of Directors met on the following dates:

Tuesday, July 23, 2013 (special meeting)

Thursday, August 01, 2013

Wednesday, September 25, 2013

Monday, November 25, 2013

Wednesday, January 22, 2014

Wednesday, March 26, 2014

Wednesday, May 28, 2014

Monday, June 02, 2014 (special meeting)

Summary of Major Policy Decisions

In the 2013-14 school year, Elm City College Preparatory's Board of Directors continued to provide strong, stable governance for the school. The following summarizes the major policy decisions of the board during the 2013-14 school year.

- The Board continued to monitor the construction of the new Amistad Academy High School facility
- The board elected Magaly Cajigas as the Parent Representative and re-elected Kaitlyn Stasik as Teacher Representative
- The Board established a PGP Committee for the purposes of evaluating the Principals
- The Board voted to approve the 2014-2015 budget
- The Board reappointed CohnReznik as the independent auditors
- The Board established a Governance Committee
- The Board established a Principal Committee to ensure that future school leaders are being appropriately trained, and to conduct the evaluation of the current principals.

Summary of Other Key Accomplishments

The 2013-14 school year saw continued growth and achievement at Elm City College Preparatory and across the Achievement First network, and we are pleased to highlight the following successes.

- **Amistad High School AP Exam Success:** Amistad High School which attracts students from Bridgeport Academy, Elm City College Preparatory, as well as Amistad Academy, recorded unprecedented levels of achievement among its scholars that too AP Exams in 2014. More African American students at AF Amistad High School earned a college-credit-worthy score in an AP exam than at *any other school in the state of Connecticut*.
- **Implemented a new, Common Core-aligned curriculum.** As described above in the “Best Practice” section, a unique partnership between teachers, Achievement First network staff, and national curriculum experts has created a complete set of K-12 curriculum resources designed by and for teachers to help scholars reach the very rigorous expectations of the Common Core State Standards.
- **Diversity and Inclusiveness:** We continue to improve on our efforts related to Diversity and Inclusiveness and named it as an organizational priority for the 2013-2014 year. Based on organizational health survey results, AF is gaining ground on improving engagement and retention of Black, Latino and multi-racial staff members relative to other AF staff members. Other important milestones in this aspect of our work:
 - Expanded the First Generation Initiative mentoring program, in which professionals from the community who are first generation college graduates and people of color engage with AF scholars to support their journey to and through college.
 - Launched Employee Resource Groups (called “Community Groups”) for People of Color and First Generation Staff Members and hosted 7 events with over 100 attendees.
 - Over 250 Achievement First staff members participated in a series professional development sessions for Diversity & Inclusiveness.
- **Community Engagement:** A central tenet of the Achievement First mission is to provide 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*. That is why we are particularly proud of deepening relationships with the communities we serve:
 - In the Newhallville section of New Haven, Achievement First and community leaders marked the start of construction of the new Amistad High School on the site of the former Martin Luther King, Jr. School. Working with community members, Achievement First will recreate and expand the recognition of civil rights leaders and role models including Dr. Martin Luther King, Arthur Ashe, Booker T. Washington, and Oprah Winfrey on the new building. For Achievement First and the Newhallville community, demolishing the walls of an old school named in honor of Dr. King is an opportunity to build a new, vibrant school that honors his dream.
- **Residency Program:** The residency program featured as a best practice in last year’s annual report continues to expand to additional geographies, improve, and gain the attention of fellow Charter Management organizations as well as host districts.