

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

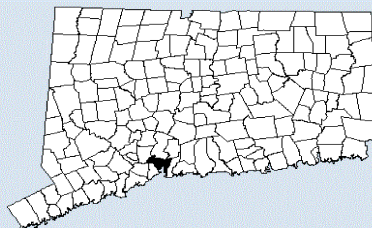


Amistad Academy District

203-772-7000

District Information

Grade Range	K-12
Number of Schools	1
Enrollment	937
Per Pupil Expenditures ¹	\$11,895
Total Expenditures ¹	\$10,752,917

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	470	50.2	48.3
Male	467	49.8	51.6
American Indian	*	*	0.2
Asian	0	0.0	4.6
Black or African American	561	59.9	12.9
Hispanic or Latino	343	36.6	21.2
Pacific Islander	0	0.0	0.0
White	*	*	58.4
Two or More Races	17	1.8	2.3
English Language Learners	102	10.9	5.7
Eligible for Free or Reduced-Price Meals	792	84.5	37.3
Students with Disabilities ¹	51	5.4	12.8

¹Students 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	13	2.9	132	28.6
Male	19	4.2	203	43.6
Black or African American	*	*	225	40.2
Hispanic or Latino	15	4.5	100	29.6
White	0	*	*	*
English Language Learners	*	*	34	33.6
Eligible for Free or Reduced-Price Meals	32	4.2	283	36.1
Students with Disabilities	6	10.9	34	55.7
District	32	3.5	335	36.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	89.3
Paraprofessional Instructional Assistants	13.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	16.1
Library/Media	
Specialists (Certified)	0.5
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	4.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	26.0

¹In 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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	2	1.6	1.0
Black or African American	15	12.2	3.5
Hispanic	6	4.9	3.6
Native American	0	0	0.1
White	100	81.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	74.5
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	2.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	17	*
Hispanic or Latino	0	0	*	*
White	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	15	*
Students with Disabilities	0	0	*	*
District	0	0	23	95.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	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		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,821,710	6,440	8,769
Instructional Supplies and Equipment	338,218	374	275
Improvement of Instruction and Educational Media Services	467,735	517	487
Student Support Services	1,004,385	1,111	965
Administration and Support Services	2,069,216	2,289	1,600
Plant Operation and Maintenance	434,951	481	1,472
Transportation	101,092	.	786
Costs of Students Tuitioned Out	.	N/A	N/A
Other	515,610	570	178
Total	10,752,917	11,895	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,535,683	1,699	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	0	0.0	35.6
Noncertified Personnel	0	0.0	14.5
Purchased Services	0	0.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.9
Total Expenditures	0	0.0	100.0

PK-12 Expenditures Used for Special Education	.	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	80.5	83.8
Federal	12.3	14.0
Tuition & Other	7.2	2.2

⁴Revenue 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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	81.2	78.8	81.7	78.1	.	.	.	.
Hispanic or Latino	78.3	81.9	81.8	78.6	.	.	.	.
English Language Learners	64.1	73.1	76.2	68.3	.	.	.	.
Eligible for Free or Reduced-Price Meals	78.4	79.0	80.3	76.9	.	.	.	.
Students with Disabilities	59.2	58.8	60.3	51.5	.	.	.	.
High Needs	78.2	78.7	80.2	76.3	.	.	.	.
District	80.3	80.0	81.9	78.6	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	68.3	81.3	78.1	80.0	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	73.0	.	.	80.4	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	73.9	.	.	80.4	.	.	.	.
District	75.6	80.4	78.3	81.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	54.1	70.8	*	56.4	162	61.1
Curl Up	32.9	75.0	*	43.6	162	45.7
Push Up	37.6	54.2	*	61.5	162	50.6
Mile Run/PACER	54.1	58.3	*	74.4	162	59.3
All Tests - District	7.1	37.5	*	25.6	162	18.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	23	69.6	64.5	Yes	67.4
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	14	46.7
Male	*	12	*
Black or African American	94.6	20	54.1
Hispanic or Latino	*	6	*
White	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	93.8	18	56.3
Students with Disabilities	*	0	*
District	95.9	26	53.1
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	90.5	*
State	72.7	88.5

⁷College 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.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

Elm City College Preparatory (ECCP) adheres to a philosophy of never-ending improvement through frequent feedback and clearly established outcomes for both students and teachers. This approach is grounded in the organizational priorities that the schools set on an annual basis: 1) College Ready Curriculum; 2) Intellectual Engagement; 3) Vibrant School Cultures; and 4) Excellence for all scholars, ultimately resulting in higher student achievement and growth. Priorities are pursued through intensive training for our teachers, insuring their deep understanding of the common core standards and increased student engagement through enhanced classroom management, based on timelines established in advance to make planning and execution easier. Similarly, school culture and our ability to achieve excellence with equity involves increasing skills, time, and resource levels in the classroom.

ECCP boasts superior attendance rates by setting high expectations, daily monitoring, and regular recognition of individual students, classrooms, and schools that have perfect attendance on any single day. When absences do occur, school staff contact families to insure they are for excusable reasons and make every attempt possible to have the student join the school community for the day. Efforts resulted in 97% and 96% attendance rates in the elementary/middle and high schools respectively.

In order to systematically close the achievement gap for all scholars, we must execute strong special services to ensure all students go to and through college. To accomplish this mission, we use an inclusion model within the context of our structured school day. In this model, students with special needs are integrated into the classroom with resources and supports through collaborative team teaching (CTT) whenever possible. In addition, our students receive resource room level support through push in or pull out programs to provide remediation for foundational knowledge or skills that the student is missing, as well as to provide additional guided practice, time, or re-teaching of general class material.

Communication and feedback is not limited to the classroom at ECCP which supports parents' involvement with their children's education in several ways. Regular email newsletters and messages go home via student backpacks as well as programs that give parents the opportunity to share their experiences and learn best practices in addition to formal communication about student academic and behavioral progress. Parents are invited to Progress Report Nights to discuss grades at the midpoint of each trimester. Parents have teachers' cell phone numbers and can contact them to discuss their child's progress at any time. Lastly, parents hold important leadership positions on the ECCP campuses: they are members of the Board, they attend meetings at the Connecticut state legislature regarding state charter school support, and they participate in the Parent Leadership Committee (PLC). Our 2013-2014 Parent Survey revealed that our parents feel largely positive about the educational program with 97 percent of elementary and 95 percent of middle school parents believe that the school has very high academic standards and a rigorous curriculum.

Efforts to Reduce Racial, Ethnic and Economic Isolation

ECCP is a welcoming, tolerant community with an organizational priority of Diversity and Inclusiveness for staff and students. We canvas all of New Haven during student recruitment and students are admitted by a blind lottery administered by New Haven Public Schools. ECCP ensures that all students regardless of circumstance will achieve at high levels—serving more than 634 students in grades kindergarten through 12. At the elementary and middle schools, 99 percent of our students are African-American or Hispanic, while 82 percent of all students were eligible for free or reduced-price lunch. At AF Amistad High where Elm City high school students attend, 97 percent of the total students are African-American or Hispanic, while 75 percent of all students were eligible for free or reduced-price lunch. Additionally, students at Amistad High participated in meaningful summer opportunities, which included job internships as well as academically focused programs at colleges and universities across the country or internships at local organizations, which enriched and prepared students for success in the college application and matriculation processes. Our students return from these programs with new skills and academic experiences. ECCP's commitment to diversity extends to our staff recruiting and training in which hiring managers create robust plans for diversity outreach and post positions with multiple organizations that explicitly engage people of color and/or first generation employees.

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Equitable Allocation of Resources among District Schools

As a member of the Achievement First network of public charter schools, ECCP benefits from a pool of centralized resources that support the instructional and business elements of running all of the schools in the district/charter. Many tools, processes, and materials originate centrally and are implemented locally in the schools ensuring school leaders access to the high quality and consistent resources, while retaining local school control. Importantly, Achievement First Schools across all cities are evaluated on a common internal report card that insures that schools are utilizing available resources to the maximum impact.

Student/Teacher ratios, special services resources, and technology investments are monitored as part of the annual budget process to insure equity and appropriate levels of support within grade levels (elementary, middle, and high school).