

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

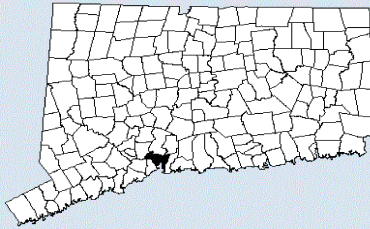


## Amistad Academy District

203-772-7000

### District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	1,036
Per Pupil Expenditures <sup>1</sup>	\$12,306
Total Expenditures <sup>1</sup>	\$12,109,225

<sup>1</sup>Expenditure data reflect the 2014-15 year.

### Community Information

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

### Related Reports/Publications

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

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### Notes

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

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

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

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

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

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	536	51.7	48.3
Male	500	48.3	51.6
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	4.9
Black or African American	640	61.8	12.8
Hispanic or Latino	362	34.9	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	18	1.7	2.7
White	*	*	55.9
English Learners	106	10.2	6.4
Eligible for Free or Reduced-Price Meals	862	83.2	38.0
Students with Disabilities <sup>1</sup>	57	5.5	13.7

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	26 5.0	112 21.1
Male	28 5.7	173 35.2
Black or African American	28 4.5	202 31.8
Hispanic or Latino	* *	74 20.9
White	0 *	* *
English Learners	* *	18 16.7
Eligible for Free or Reduced-Price Meals	53 6.2	239 27.3
Students with Disabilities	14 25.0	40 65.6
District	54 5.3	285 27.9
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 66

Number of school-based arrests: Fewer than 6

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

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

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	184.5
Paraprofessional Instructional Assistants	10.0
<b>Special Education</b>	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	0.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	15.4
School Level	13.4
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	46.0

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

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	1.7	1.0
Black or African American	15	12.7	3.5
Hispanic or Latino	7	5.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	87	73.7	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	69.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.2	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	19	59.4	20	100.0
Hispanic or Latino	7	*	10	*
White	N/A	N/A	N/A	N/A
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	25	62.5	19	*
Students with Disabilities	0	0.0	0	0.0
District	26	57.8	30	100.0
State		61.2		73.9

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

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

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

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Students with Disabilities by Primary Disability<sup>1</sup>

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

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	6,249,225	6,351	9,387
Instructional Supplies and Equipment	355,875	362	318
Improvement of Instruction and Educational Media Services	466,714	474	541
Student Support Services	1,218,680	1,238	1,048
Administration and Support Services	2,523,973	2,565	1,790
Plant Operation and Maintenance	512,598	521	1,608
Transportation	191,428	.	845
Costs of Students Tuitioned Out	.	N/A	N/A
Other	590,732	600	194
Total	12,109,225	12,306	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	180,034	183	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

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

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	87.8	89.1
Federal	10.5	10.7
Tuition & Other	1.6	0.2

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

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	*	*
Asian	0	N/A	0	N/A	0	N/A
Black or African American	360	67.0	360	62.1	141	45.2
Hispanic or Latino	203	67.1	202	65.0	90	46.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	7	*	7	*	*	*
English Learners	56	61.2	56	59.5	23	39.6
Non-English Learners	524	68.0	523	63.9	212	46.3
Eligible for Free or Reduced-Price Meals	492	66.4	491	62.5	191	44.2
Not Eligible for Free or Reduced-Price Meals	88	73.0	88	68.9	44	51.8
Students with Disabilities	43	44.6	42	38.3	19	*
Students without Disabilities	537	69.2	537	65.5	216	47.0
High Needs	496	66.2	495	62.4	194	44.1
Non-High Needs	84	74.3	84	70.0	41	52.8
District	580	67.4	579	63.5	235	45.6

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

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

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	49.4	82.6	74.1	78.6	187	65.8
Curl Up	*	*	*	98.2	187	44.9
Push Up	23.5	65.2	48.1	96.4	187	54.0
Mile Run/PACER	63.0	91.3	70.4	85.7	187	74.3
All Tests - District	*	*	*	58.9	187	23.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	29	82.8	70.4	Yes	73.3
State <sup>4</sup>		87.2			

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	20	47.6
Male	100.0	13	39.4
Black or African American	100.0	20	38.5
Hispanic or Latino	100.0	13	56.5
White	N/A	N/A	N/A
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	26	44.1
Students with Disabilities	*	0	*
District	100.0	33	44.0
State	95.6		40.7

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	*	*
Eligible for Free or Reduced-Price Meals	91.3	*
Students with Disabilities	*	*
District	92.3	*
State	71.9	88.3

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

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

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.4	75	44.9	50	89.8	67.7
	High Needs Students	66.2	75	44.1	50	88.3	56.7
Math Performance Index	All Students	63.5	75	42.3	50	84.7	61.4
	High Needs Students	62.4	75	41.6	50	83.2	49.9
Science Performance Index	All Students	45.6	75	30.4	50	60.8	57.5
	High Needs Students	44.1	75	29.4	50	58.8	47.0
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	63.8%
	High Needs Students	65.8%	100%	65.8	100	65.8	58.3%
Math Academic Growth	All Students	76.0%	100%	76.0	100	76.0	65.0%
	High Needs Students	75.4%	100%	75.4	100	75.4	57.4%
Chronic Absenteeism	All Students	5.3%	<=5%	49.3	50	98.7	9.6%
	High Needs Students	6.1%	<=5%	47.8	50	95.6	15.6%
Preparation for CCR	% Taking Courses	74.7%	75%	49.8	50	99.6	67.6%
	% Passing Exams	44.0%	75%	29.3	50	58.7	40.7%
On-track to High School Graduation		94.2%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		82.8%	94%	88.0	100	88.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		85.0%	94%	90.4	100	90.4	78.6%
Postsecondary Entrance (Class of 2015)		92.3%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		57.9%   23.0%	75%	3.8	50	7.7	89.2%   50.5%
Arts Access		35.9%	60%	29.9	50	59.8	47.5%
<b>Accountability Index</b>				<b>1055.6</b>	<b>1350</b>	<b>78.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	74.3	66.2	8.1	16.5	
Math Performance Index Gap	70.0	62.4	7.6	18.9	
Science Performance Index Gap	52.8	44.1	8.7	17.2	
Graduation Rate Gap	.	85.0%	.	15.3%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	99.2
Math	All Students	99.0
	High Needs Students	99.0
Science	All Students	100.0
	High Needs Students	100.0

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

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

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

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

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

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

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

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

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

The current demographic composition of our school community is 98% African American or Hispanic and 85% of our scholars are eligible for free or reduced price lunch. Academic performance on the 2015-16 SBAC exceeds or compares favorably with our host district of New Haven with 55% proficiency in ELA and 48% proficiency in Math in grades 3-8. On the SAT, our 11th grade scholars were 75% proficient in ELA and 23% proficient in Math.

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

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

# District Profile and Performance Report for School Year 2015-16

## Amistad Academy District

### **Equitable Allocation of Resources among District Schools**

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

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

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