

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

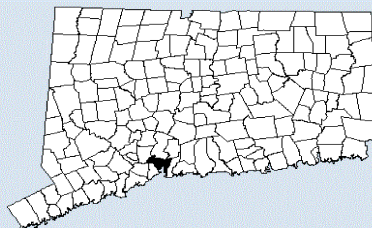


Amistad Academy District

203-772-7000 • <http://www.achievementfirst.org>

District Information

Grade Range	K-12
Number of Schools/Programs	1
Enrollment	1,057
Per Pupil Expenditures ¹	\$11,379
Total Expenditures ¹	\$11,788,326

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)

(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

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

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

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

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

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	542	51.3	48.4
Male	515	48.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	0	0.0	5.1
Black or African American	653	61.8	12.9
Hispanic or Latino	369	34.9	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	17	1.6	2.9
White	*	*	54.8
English Learners	116	11.0	6.8
Eligible for Free or Reduced-Price Meals	768	72.7	35.9
Students with Disabilities ¹	59	5.6	14.3

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	22	4.1	101	18.7
Male	36	7.2	166	32.7
Black or African American	34	5.3	195	29.9
Hispanic or Latino	*	*	63	17.6
White	0	*	*	*
English Learners	*	*	14	12.2
Eligible for Free or Reduced-Price Meals	48	6.4	200	26.4
Students with Disabilities	12	19.4	32	48.5
District	58	5.6	267	25.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 68

Number of school-based arrests: 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	106.7
Paraprofessional Instructional Assistants	18.0
Special Education	
Teachers and Instructors	10.3
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	14.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	5.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	46.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.7	1.0
Black or African American	24	17.0	3.6
Hispanic or Latino	10	7.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	91	64.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	30	100.0	27	100.0
Hispanic or Latino	*	*	12	*
White	N/A	N/A	N/A	N/A
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	27	100.0	19	*
Students with Disabilities	*	*	*	*
District	49	100.0	39	100.0
State		63.6		77.5

³College-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 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		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	0	0.0	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	0	0.0	4.9
Other Health Impairment	0	0.0	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	0	0.0	1.8
All Disabilities	0	0.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,427,474	5,239	9,663
Instructional Supplies and Equipment	238,418	230	321
Improvement of Instruction and Educational Media Services	390,848	377	578
Student Support Services	1,077,551	1,040	1,103
Administration and Support Services	3,350,269	3,234	1,861
Plant Operation and Maintenance	523,772	506	1,637
Transportation	223,639	.	877
Costs of Students Tuitioned Out	.	N/A	N/A
Other	556,355	537	201
Total	11,788,326	11,379	16,236

Additional Expenditures

Land, Buildings, and Debt Service	209,975	203	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	0	0.0	34.6
Noncertified Personnel	0	0.0	14.6
Purchased Services	0	0.0	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	0	0.0	8.5
Other Expenditures	0	0.0	14.7
Total Expenditures	0	0.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	0.0	0.0
State	87.9	89.4
Federal	9.7	9.9
Tuition & Other	2.5	0.7

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).

District Profile and Performance Report for School Year 2016-17

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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
Asian	0	N/A	0	N/A	0	N/A
Black or African American	354	65.0	354	62.1	149	42.5
Hispanic or Latino	204	64.0	204	64.3	85	41.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	9	*	9	*	*	*
English Learners	98	63.6	98	61.6	32	34.5
Non-English Learners	482	65.1	482	63.2	211	44.1
Eligible for Free or Reduced-Price Meals	424	63.0	424	61.0	151	41.2
Not Eligible for Free or Reduced-Price Meals	156	69.9	156	68.3	92	45.5
Students with Disabilities	41	38.8	41	33.4	20	28.4
Students without Disabilities	539	66.8	539	65.2	223	44.1
High Needs	440	62.9	440	61.2	161	41.1
Non-High Needs	140	70.9	140	68.6	82	46.3
District	580	64.9	580	63.0	243	42.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	59.8	54.0	65.3	88.2	220	64.1
Curl Up	*	54.0	53.1	94.1	220	45.9
Push Up	19.5	68.0	61.2	88.2	220	50.5
Mile Run/PACER	57.5	66.0	51.0	76.5	220	60.9
All Tests - District	*	28.0	20.4	67.6	220	21.8
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	0	0
District	30	90.0
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	22	41.5
Male	100.0	15	42.9
Black or African American	100.0	20	35.1
Hispanic or Latino	*	17	56.7
White	N/A	N/A	N/A
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	15	32.6
Students with Disabilities	*	0	*
District	100.0	37	42.0
State	96.1		43.5

³College 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

⁴Participation 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino	*	*
White	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	82.1	76.2
Students with Disabilities	82.1	*
District	83.3	79.2
State	72.0	88.5

⁵College 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.

⁶College 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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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.9	75	43.2	50	86.5	67.1
	High Needs Students	62.9	75	41.9	50	83.9	55.9
Math Performance Index	All Students	63.0	75	42.0	50	83.9	62.2
	High Needs Students	61.2	75	40.8	50	81.6	50.5
Science Performance	All Students	42.8	75	28.6	50	57.1	55.3
	High Needs Students	41.1	75	27.4	50	54.8	45.2
ELA Academic Growth	All Students	51.3%	100%	51.3	100	51.3	55.4%
	High Needs Students	50.6%	100%	50.6	100	50.6	49.8%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.7%
	High Needs Students	59.7%	100%	59.7	100	59.7	53.7%
Chronic Absenteeism	All Students	5.6%	<=5%	48.8	50	97.5	9.9%
	High Needs Students	6.3%	<=5%	47.3	50	94.6	15.8%
Preparation for CCR	% Taking Courses	100.0%	75%	50.0	50	100.0	70.7%
	% Passing Exams	42.0%	75%	28.0	50	56.1	43.5%
On-track to High School Graduation		87.5%	94%	46.5	50	93.1	87.8%
4-year Graduation All Students (2016 Cohort)		90.0%	94%	95.7	100	95.7	87.4%
6-year Graduation - High Needs Students (2014)		90.5%	94%	96.3	100	96.3	82.0%
Postsecondary Entrance (Class of 2016)		83.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		66.9% 21.8%	75%	3.6	50	7.3	92.0% 51.6%
Arts Access		70.4%	60%	50.0	50	100.0	50.5%
Accountability Index				1013.8	1350	75.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.9	62.9	8.0	16.7	
Math Performance Index Gap	68.6	61.2	7.4	18.7	
Science Performance Index Gap	46.3	41.1	5.2	16.6	
Graduation Rate Gap	.	90.5%	.	12.0%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	99.3
Math	All Students	99.0
	High Needs Students	99.3
Science	All Students	99.2
	High Needs Students	98.8

³Minimum 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: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 high priorities at Amistad Academy. 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 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.

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 97% African American or Hispanic and 71% 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 47% proficiency in ELA and 49% proficiency in Math in grades 3-8. On the SAT, our 11th grade scholars were 81% proficient in ELA and 29% 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.

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Equitable Allocation of Resources among District Schools

The Amistad Academy district is comprised of 3 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.