

STRATEGIC SCHOOL PROFILE 2010-11**Amistad Academy District**

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Location: 407 James Street

Telephone:

New Haven,
Connecticut

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

COMMUNITY DATA

County: New Haven

Town Population in 2000: N/A

1990-2000 Population Growth: N/A

Number of Public Schools: 1

Per Capita Income in 2000: N/A

Percent of Adults without a High School Diploma in 2000*: N/A

Percent of Adults Who Were Not Fluent in English in 2000*: N/A

District Enrollment as % of Estimated. Student Population: N/A

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

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2010

812

5-Year Enrollment Change

207.6%

DISTRICT GRADE RANGE

Grade Range

K - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	596	73.4	N/A	34.1
K-12 Students Who Are Not Fluent in English	91	11.2	N/A	5.6
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	44	5.4	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	74	82.2	N/A	80.2
Homeless	0	0.0	N/A	0.3
Juniors and Seniors Working 16 or More Hours Per Week	3	7.0	N/A	13.2

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	0	0.0
Black	516	63.5
Hispanic	272	33.5
Pacific Islander	0	0.0
White	15	1.8
Two or more races	5	0.6
Total Minority	797	98.2

Percent of Minority Professional Staff: 16.7%

Non-English Home Language:

15.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

Amistad Academy is a welcoming, tolerant community where all members have equal access to an excellent education. We canvas the entire city of New Haven during student recruitment and admit students by a public blind lottery, which is administered by the New Haven Public Schools as part of the district's Schools of Choice system. Amistad Academy's staff, which includes a large number of teachers of color, reflects the school's commitment to creating a diverse learning environment, and our curriculum includes multicultural elements that reflect the racial, ethnic, and cultural backgrounds of our students. Amistad Academy also works to reduce racial, ethnic, and economic isolation by helping its students – 98 percent of whom represent minority groups and 75 percent of whom are eligible for free and reduced lunch – overcome the achievement gap, dramatically increasing and broadening their life options. 2011 CMT data provides an example of our success in closing the achievement gap. In 2010-11, Amistad Academy 4th graders outperformed New Haven Public Schools' 4th graders in math, reading and writing mastery by 30, 22 and 18 percentage points respectively. Our 8th graders outperformed New Haven Public Schools' 8th graders in math, reading, and writing mastery by 51, 18 and 48 percentage points respectively. On the 2011 Connecticut Academic Performance Test (CAPT), 93 percent of Amistad-Elm City High School's 10th graders achieved proficiency in an average of math, reading, writing and science, with 100 percent demonstrating proficiency in writing. At the mastery level, Amistad-Elm City High School's 10th grade writing scores were the second highest out of 195 Connecticut high schools. These results demonstrate our students' attainment of skills and knowledge that will serve them well on their path to college and lifelong success. For the second year in a row, one hundred percent of Amistad Amistad-Elm City High School seniors were accepted into four-year colleges and universities and 97% of alumni from our inaugural class of graduating seniors matriculated into their sophomore year of college this fall. Additionally, in grades nine through 11, 127 Amistad-Elm City High students participated in meaningful summer opportunities, which included academically focused programs at colleges and universities across the country or internships at local organizations. Through these programs, our students have the opportunity to explore new intellectual pursuits with peers from a variety of cultural backgrounds. Our students return from these programs with new skills and academic experiences. We will continue to support and foster participation in these programs.

STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	44.0	58.4	12.5	
Writing	59.2	61.1	31.7	
Mathematics	77.6	63.0	74.5	
Grade 4 Reading	56.3	62.5	21.5	
Writing	56.2	65.5	13.4	
Mathematics	72.2	67.0	43.9	
Grade 5 Reading	24.7	61.4	3.1	
Writing	63.7	66.8	28.2	
Mathematics	75.9	72.5	40.5	
Science	58.8	59.9	30.1	
Grade 6 Reading	59.2	76.0	8.9	
Writing	50.0	65.2	13.1	
Mathematics	70.0	71.3	34.5	
Grade 7 Reading	75.0	77.8	26.8	
Writing	71.6	58.9	60.8	
Mathematics	71.2	68.4	39.7	
Grade 8 Reading	69.8	74.7	21.7	
Writing	78.9	64.8	63.1	
Mathematics	92.5	66.6	96.8	
Science	63.2	63.1	29.9	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	35.7	44.7	31.8	
Writing Across the Disciplines	92.3	61.2	99.2	
Mathematics	53.8	49.5	45.9	
Science	40.7	47.0	30.8	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	15.5	51.0	3.2

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	448	510	13.0
	Critical Reading	432	505	9.2
	Writing	462	510	14.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	55.3	81.8	2.3
2009-10 Annual Dropout Rate for Grade 9 through 12	3.3	2.8	14.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	72.05
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.00
School Level	7.75
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.50
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	21.00

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	4.0	N/A	13.9
% with Master's Degree or Above	50.6	N/A	79.0

Average Class Size	District	DRG	State
Grade K	30.0	N/A	18.4
Grade 2	20.5	N/A	19.9
Grade 5	7.5	N/A	21.2
Grade 7	22.8	N/A	20.6
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	N/A	N/A	N/A
Middle School	1,171	N/A	1,017
High School	N/A	N/A	N/A

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	N/A	N/A	N/A
Middle School	2.7	N/A	2.4
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$4,545	\$6,109	\$8,245	N/A	\$8,237
Instructional Supplies and Equipment	\$437	\$587	\$312	N/A	\$300
Improvement of Instruction and Educational Media Services	\$313	\$421	\$273	N/A	\$463
Student Support Services	\$1,037	\$1,394	\$852	N/A	\$872
Administration and Support Services	\$2,617	\$3,518	\$1,718	N/A	\$1,459
Plant Operation and Maintenance	\$591	\$795	\$1,231	N/A	\$1,410
Transportation	\$0	N/A	\$644	N/A	\$692
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$426	\$573	\$86	N/A	\$159
Total	\$9,967	\$13,397	\$14,049	N/A	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$5,469	\$7,351	\$1,449	N/A	\$1,616

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

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	0.0	79.5	7.1	13.3
Excluding School Construction	0.0	69.6	11.0	19.4

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Amistad Academy's annual resource allocation plan is created with one major goal in mind – to support the school's mission of providing all of our students 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 of their communities. We therefore allocate both public dollars and private philanthropy among the school's three academies (elementary, middle, and high) based on the specific program model we have developed to foster student achievement. In creating the budget, the CFO of Achievement First, the charter management organization that supports school operations, first develops a budget model that is driven by student enrollment, program design, and other programmatic factors. He then works with each Principal to analyze budget trends across schools, look for efficiencies, and create budget proposals. Principals then meet with the CFO to customize budgets to meet the needs of each academy. Budget drafts are circulated to the Board's Finance Committee for review, which suggests modifications and considers issues such as specific programmatic needs and resource equity. Revised budgets are then presented for approval to the Board of Trustees.

SPECIAL EDUCATION

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

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

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

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	0.0	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	55.6	33.0	53.4	68.6
	Writing	26.5	19.3	62.3	63.7
	Mathematics	52.0	33.4	75.8	68.2
	Science	N/A	N/A	60.6	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	35.7	44.7
	Writing Across the Disciplines	N/A	N/A	92.3	61.2
	Mathematics	N/A	N/A	53.8	49.5
	Science	N/A	N/A	40.7	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	37.8
	% With Accommodations	62.2
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		5.3

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

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

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	N/A	N/A
Private Schools or Other Settings	N/A	N/A

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	N/A	N/A	N/A	N/A
40.1 to 79.0 Percent of Time	N/A	N/A	N/A	N/A
0.0 to 40.0 Percent of Time	N/A	N/A	N/A	N/A

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Our Board of Trustees is responsible for school governance and includes an education committee that works with school leaders and parents to develop and implement school improvement plans. Each year we administer an extensive Parent Survey to all parents in order to collect their feedback for improving our educational model. We believe in educating all students in an inclusive environment to the greatest extent possible by providing a combination of small group instruction in homogeneous groups and in push-in and pull-out resource rooms. We serve students who have Individualized Education Plans (IEPs) and students who require Academic Intervention Services (AIS). Amistad Academy constantly assesses students and uses flexible groupings to raise the academic level of the entire school. General and special education students that require extra practice get tutoring throughout the day and after school. The Director of Special Education Achievement works with outside agencies to ensure collaboration between the school, home and social service agencies. An onsite social worker supports students with IEPs but also offers counseling to students who require counseling intervention and fosters home-school connections. We also have regular Response to Intervention and Child Study Team meetings to help provide interventions and strategies for struggling students based off data points from ongoing assessments and academic/behavioral interventions. In fall 2007, Amistad launched a rigorous Saturday Academy tutoring program, designed to provide intensive support to our struggling scholars as they work toward mastery. Throughout the academic year, tutors teach and mentor students on Saturdays during intensive four-hour blocks of two-on-one support. Although we have had remarkable success in stimulating breakthrough achievement gains, we have identified reading as a subject area that requires curricular enhancements. Of the three subject areas in which our students are tested – math, reading, and writing – our students show the least progress in reading. We have engaged in intensive planning and program development that will guide our improvement efforts. As a result, our schools adopted a reading curriculum for 3rd-8th grade students that was formulated by a team of staff from our charter management organization, Achievement First, and teachers based on data from an intensive review of our performance data and teaching practices, as well as, observations and research focusing on best practices in reading content and pedagogy from a host of high-performing schools. The current reading curriculum includes a number of key components that enable us to help provide readers with curriculum that targets their reading needs and helps to drive their reading achievement. These components include baseline and ongoing evaluation of students reading needs, targeted intervention to support and develop students' reading skills, reading instruction that focuses on the development of readers' skills and strategies to comprehend and think critically about text and a culture of reading which helps to instill in our students a love and joy for reading. We believe that literacy is fundamental to success across all disciplines, and our elementary students spend almost four hours a day on reading and writing activities, gaining a solid foundation in phonics, vocabulary, fluency and comprehension. 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. Amistad'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. Amistad Academy's middle school reading program includes four key components: textual analysis, guided reading, literature class and independent reading.
