

**STRATEGIC SCHOOL PROFILE 2007-08****Amistad Academy District**

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Location: 407 James Street  
New Haven,  
Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven	Per Capita Income in 2000: N/A
Town Population in 2000: N/A	Percent of Adults without a High School Diploma in 2000*: N/A
1990-2000 Population Growth: N/A	Percent of Adults Who Were Not Fluent in English in 2000*: N/A
Number of Public Schools: 1	District Enrollment as % of Estimated. Student Population: N/A

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): N/A

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2007	547
5-Year Enrollment Change	153.2%

**DISTRICT GRADE RANGE**

Grade Range	K-10
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	310	56.7	N/A	28.7
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.4
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	16	2.9	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	75	87.2	N/A	79.2
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	0	N/A	N/A	N/A

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	2	0.4
Black	362	66.2
Hispanic	172	31.4
White	10	1.8
Total Minority	537	98.2

**Percent of Minority Professional Staff:** 32.6%

**Non-English Home Language:** 0.2% 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 1.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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 aspires to be a welcoming, tolerant community where all members have equal access to an excellent education. We continue to canvas the entire city of New Haven during student recruitment and admit students by public lottery conducted in a fair, equitable manner, thus ensuring that all participants have an equal opportunity to access the school's resources. Our 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 diversity of our students. Amistad Academy also works to reduce racial, ethnic, and economic isolation by helping its students – 98% of whom represent minority groups – overcome the achievement gap, dramatically increasing and broadening their life options. 2008 CMT data provides an example of our success in helping close the achievement gap. In 2007-2008, Amistad students dramatically outperformed their district peers and were competitive with the state performance averages. After four years with us, 94% of 8th graders were proficient in math, 82% in reading and 97% achieved writing proficiency.
  - A number of our students attended college preparatory academic summer camps, including the Johns Hopkins University's Center for Talented Youth, the University of New Haven's Engineering and Science Summer Institute for Young Women, and the Ulysses S. Grant Foundation at Yale. These programs granted students the opportunity to explore new intellectual pursuits with peers from a variety of cultural backgrounds. We will continue to support and foster participation in these programs in the future.
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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 5 Reading	40.8	62.2	8.6
Writing	47.4	64.5	11.1
Mathematics	40.8	65.9	8.0
Science	14.5	54.9	1.9
Grade 6 Reading	50.0	66.3	12.5
Writing	82.4	61.9	88.1
Mathematics	58.1	66.4	17.9
Grade 7 Reading	76.1	71.1	41.3
Writing	80.3	62.0	80.0
Mathematics	80.6	63.0	73.5
Grade 8 Reading	61.5	64.8	28.3
Writing	78.5	63.4	67.3
Mathematics	61.5	60.8	34.0
Science	30.8	58.6	9.4

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.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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 scoreable 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
Reading Across the Disciplines	79.3	45.5	94.6
Writing Across the Disciplines	86.2	57.9	91.5
Mathematics	51.7	50.1	41.5
Science	65.5	46.3	70.8

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**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
	15.7	36.1	5.9

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**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, Class of 2007	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2007	N/A	N/A	N/A
2006-07 Annual Dropout Rate for Grade 9 through 12	0.0	1.7	100.0

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 District Staff	
General Education	
Teachers and Instructors	36.00
Paraprofessional Instructional Assistants	10.00
Special Education	
Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and Assistants	1.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	6.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	0.60
Other Staff Providing Non-Instructional Services and Support	20.60

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	4.9	N/A	13.6
% with Master's Degree or Above	43.2	N/A	75.6

Average Class Size	District	DRG	State
Grade K	28.7	N/A	18.1
Grade 2	N/A	N/A	N/A
Grade 5	26.3	N/A	20.9
Grade 7	23.0	N/A	20.5
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	1,139	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	4.0	N/A	2.7
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	Elementary Districts	DRG	State
Instructional Staff and Services	\$1,821	\$4,553	\$7,141	N/A	\$7,159
Instructional Supplies and Equipment	\$566	\$1,415	\$314	N/A	\$266
Improvement of Instruction and Educational Media Services	\$102	\$254	\$219	N/A	\$429
Student Support Services	\$894	\$2,236	\$732	N/A	\$761
Administration and Support Services	\$927	\$2,318	\$1,370	N/A	\$1,271
Plant Operation and Maintenance	\$313	\$784	\$1,146	N/A	\$1,322
Transportation	\$12	N/A	\$575	N/A	\$601
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$277	\$693	\$62	N/A	\$145
<b>Total</b>	<b>\$4,913</b>	<b>\$12,283</b>	<b>\$12,187</b>	<b>N/A</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$981	\$2,452	\$1,737	N/A	\$1,882

Special Education Expenditures	
Total Expenditures	N/A
Percent of Total PK-12 Expenditures Used for Special Education	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	63.8	7.4	28.8
Excluding School Construction	0.0	66.3	8.9	24.8

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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

- Amistad Academy fosters a positive, structured, no excuses school culture that is integral to its success as a high-performing academic institution. In addition to academics, the school's mission calls for teachers to help develop the character and leadership skills of students. Amistad Academy has a successful character education program. Clear, school-wide expectations for student behavior are defined by five REACH values (Respect, Enthusiasm, Achievement, Citizenship, and Hard Work). This simple acronym, which students hear and see everywhere and all the time at Amistad Academy, makes it easy for teachers, students, and parents to remember and communicate what is expected of Amistad Academy students. Teachers help students to clearly define what each REACH value looks like, sounds like, and even feels like in terms of the specific, observable behaviors. Students have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble.
  - Both students and teachers use REACH rubrics to evaluate students' behavior in terms of observable demonstrations of REACH values. The REACH rubric is designed to be grade-specific, and older students will be expected to behave even better than younger students; our belief is that just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills. In order to develop the positive teacher-student relationships necessary for student success, each student at Amistad Academy has two advisors. Students meet with their advisory groups daily to explore stories, poetry, and events that reinforce the REACH values.
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### SPECIAL EDUCATION

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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

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2006-07 with a Standard Diploma	N/A	N/A
2006-07 Annual Dropout Rate for Students Aged 14 to 21	N/A	N/A

## 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	N/A	N/A	56.4	62.1
	Writing	N/A	N/A	71.5	63.0
	Mathematics	N/A	N/A	59.6	62.7
	Science	N/A	N/A	22.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	79.3	45.5
	Writing Across the Disciplines	N/A	N/A	86.2	57.9
	Mathematics	N/A	N/A	51.7	50.1
	Science	N/A	N/A	65.5	46.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	N/A
	% With Accommodations	N/A
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		N/A

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

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

- Our Board of Trustees includes an education committee that works with school leaders and parents to develop and implement improvement plans. Each year we administer an extensive Parent Survey in order to collect feedback on how to improve our educational model. At Amistad, we work diligently to ensure every scholar has firm footing on their climb to college by providing the critical supports necessary to succeed. 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 pull-out and push-in resource rooms. Amistad launched a rigorous Saturday Academy tutoring program, designed to provide intensive support to our lowest performing scholars as they work toward mastery. Throughout the academic year, tutors teach and mentor students every Saturday during intensive four-hour blocks of one-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 to encourage consistently strong performance. As a result, our schools prepared to adopt a new reading curriculum for 3rd- 8th students during the 2008-2009 academic year. The new curriculum will introduce more targeted phonics and fluency instruction for our lowest readers through a separate intervention class to supplement regular reading instruction and include more time for independent reading. The new reading curriculum includes new forms of assessment, including a baseline assessment to help us formulate a tailored, individualized reading program for each student including targets for the number of books that will be read, the level of the books that will be read, and a completion date for reading these books. Reading progress will be assessed at least four times each year so that successes can be celebrated, new goals can be set, and interventions can be made if necessary. We believe this new student centered approach better targets individual reading weaknesses, and as a result, will significantly improve overall reading performance.
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