

STRATEGIC SCHOOL PROFILE 2008-09**Amistad Academy District**

JEFFREY R. SUDMYER, Director
Telephone: (203) 773-0390

Location: 407 James Street
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	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 and click on Adult Education, then Reports.

District Reference Group (DRG): N/A

STUDENT ENROLLMENT

Enrollment on October 1, 2008	641
5-Year Enrollment Change	163.8%

DISTRICT GRADE RANGE

Grade Range	K-11
-------------	------

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	369	57.6	N/A	30.3
K-12 Students Who Are Not Fluent in English	0	0.0	N/A	5.2
Students Identified as Gifted and/or Talented	0	0.0	N/A	4.0
PK-12 Students Receiving Special Education Services in District	24	3.7	N/A	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	78	90.7	N/A	79.7
Homeless	0	0.0	N/A	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.2
Asian American	2	0.3
Black	424	66.1
Hispanic	202	31.5
White	12	1.9
Total Minority	629	98.1

Percent of Minority Professional Staff: 22.2%

Non-English Home Language: All of this district's students (excluding prekindergarten students) come from homes where English is the primary language.

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 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 blind lottery, which is administered by the New Haven Public Schools as part of the district's Schools of Choice system. The lottery is conducted in a fair, equitable manner, thus ensuring that all participants have an equal opportunity to access the school's resources. 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% of whom represent minority groups and 67% of whom considered low-income – overcome the achievement gap, dramatically increasing and broadening their life options. 2009 CMT data provide an example of our success in helping close the achievement gap. In 2008-2009, Amistad Academy 8th graders outperformed New Haven Public Schools' 8th graders in math, reading, and writing proficiency by a 26 to 32 percentage point margin. Amistad Academy also outperformed 8th graders across the state with respect to proficiency in all subject areas. Our 10th grade class at Amistad High achieved 100% proficiency on the writing portion of the CAPT, 75% proficiency in math, and 91% proficiency in reading. This demonstrates our students' attainment of skills and knowledge that will serve them well on their path to college and lifelong success. Amistad Academy aims to reduce racial, ethnic, and economic isolation by boosting student achievement so dramatically that our students' life options are significantly broadened.

In addition, this past summer, a number of our middle school students attended college preparatory academic summer camps, including the Johns Hopkins University's Center for Talented Youth, Breakthrough New Haven, and the Ulysses S. Grant Foundation at Yale. All high school students are required to complete at least one summer enrichment activity during their tenure. 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 incredibly excited about these academic experiences. We will continue to support and foster participation in these programs in the future.

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	38.7	66.0	5.6
Writing	48.0	66.5	8.6
Mathematics	52.0	68.8	10.5
Science	10.7	58.1	2.5
Grade 6 Reading	50.0	68.9	10.4
Writing	62.0	62.2	35.6
Mathematics	59.2	68.8	16.6
Grade 7 Reading	70.0	74.9	26.1
Writing	72.5	62.9	60.5
Mathematics	66.2	66.0	33.8
Grade 8 Reading	72.1	68.4	38.7
Writing	87.1	66.5	85.8
Mathematics	79.0	64.5	62.6
Science	42.9	60.6	14.8

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.

To see the NCLB Report Card for this school, go to 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	42.9	47.4	36.4
Writing Across the Disciplines	48.6	55.0	26.7
Mathematics	33.3	47.8	19.8
Science	22.9	42.8	15.3

For more detailed 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.”

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
	2.9	36.2	2.6

SAT® I: Reasoning Test Class of 2008		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 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	0.0	2.5	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	51.00
Paraprofessional Instructional Assistants	4.50
Special Education	
Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	0.00
Library/Media Specialists and/or Assistants	0.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	0.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	22.00

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	3.9	N/A	13.6
% with Master's Degree or Above	47.2	N/A	76.1

Average Class Size	District	DRG	State
Grade K	17.2	N/A	18.3
Grade 2	17.0	N/A	19.3
Grade 5	19.5	N/A	21.0
Grade 7	19.4	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	1,167	N/A	1,016
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	2.0	N/A	2.6
High School	N/A	N/A	N/A

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$2,501	\$4,573	\$7,411	N/A	\$7,522
Instructional Supplies and Equipment	\$562	\$1,028	\$332	N/A	\$271
Improvement of Instruction and Educational Media Services	\$177	\$324	\$232	N/A	\$446
Student Support Services	\$828	\$1,514	\$796	N/A	\$806
Administration and Support Services	\$2,369	\$4,331	\$1,508	N/A	\$1,369
Plant Operation and Maintenance	\$403	\$737	\$1,249	N/A	\$1,377
Transportation	\$0	N/A	\$610	N/A	\$644
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$383	\$701	\$87	N/A	\$151
Total	\$7,225	\$13,208	\$12,897	N/A	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$272	\$497	\$1,185	N/A	\$1,759

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	63.0	8.1	29.0
Excluding School Construction	0.0	64.9	8.3	26.8

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 school) based on the specific program model we have developed to foster student achievement. In developing 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, who considers issues such as specific programmatic needs and resource equity as they suggest modifications. 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 2007-08 with a Standard Diploma	N/A	N/A
2007-08 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	56.8	65.7
	Writing	N/A	N/A	66.4	64.1
	Mathematics	N/A	N/A	63.4	65.7
	Science	N/A	N/A	25.4	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	42.9	47.4
	Writing Across the Disciplines	N/A	N/A	48.6	55.0
	Mathematics	N/A	N/A	33.3	47.8
	Science	N/A	N/A	22.9	42.8

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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	100.0
	% With Accommodations	0.0
% Assessed Using Skills Checklist		0.0

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 pull-out and push-in resource rooms. We service students who have Individualized Education Plans (IEPs) and students who require Academic Intervention Services (AIS). We have an onsite Special Education Coordinator and a Resource Room Support Teacher. 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 corresponds 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 Child Study Team meetings to help provide interventions and strategies for struggling students. In fall 2007, 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 on Saturdays during intensive four-hour blocks of one-on-one support.

Although we have maintained remarkable success in stimulating breakthrough achievement gains, we have identified several subject areas and grade levels that require curricular enhancements to encourage consistently strong performance. Of the three subject areas in which our students are tested – math, reading, and writing – our students show the weakest performance in reading. We have engaged in intensive planning and program development that will guide our improvement efforts. As a result, our schools adopted a new reading curriculum for 3rd-8th grade students this year. The new curriculum was formulated by a team of staff from our charter management organization, Achievement First, and teachers and is based on intensive review of our performance data and teaching practices, as well as observation and replication of best practices from the highest-performing charter schools. The reading curriculum introduced 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 is assessed at least four times each year so that successes are celebrated, new goals are set, and interventions are made if necessary. We believe this new student-centered approach better targets individual reading weaknesses, and as a result, significantly improves overall reading performance.
